



3-Year Pupil Premium Strategy and Plan 2019-2022

Document status	A Pupil Premium Statement must be published by schools
Needs to go on website?	Yes
Review requirements	To be reviewed at least annually, or more frequently if required.
Last date reviewed:	Autumn term 2021
Due for review by:	Autumn term 2022
Scheduled for review:	Autumn 2, 2022
Governor responsible:	Pupil Premium Governor
Staff member(s) responsible:	Head Teacher
Governor involvement:	Shared and discussed at Full Governing Board

Review history			
Review date	Changes made	By whom	Date shared with staff
Aut 2021	Annual review – details provided in annual review notes (see below).	HT	Autumn 2, 2021
Aut 2020	Annual review – details provided in annual review notes (see below).	HT	Spring 1, 2021

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Our school's approach

We believe in maximising the use of the pupil premium grant (PPG) by utilising a long-term strategy aligned to the School Improvement and Development Plan. This enables us to implement a blend of short, medium and long-term interventions, and align pupil premium use with wider school improvements and improving readiness to learn.

Overcoming barriers to learning is at the heart of our PPG use. We understand that needs and costs will differ depending on the barriers to learning being addressed. As such, we do not automatically allocate personal budgets per pupil in receipt of the PPG. Instead, we identify the barrier to be addressed and the interventions required, whether in small groups, large groups, the whole school or as individuals, and allocate a budget accordingly.

Our priorities

Setting priorities is key to maximising the use of the PPG. Our priorities are as follows:

- ensuring excellent learning and teaching in every class;
- closing the attainment gap between disadvantaged pupils and their peers;
- providing targeted support for pupils in order to ensure they make at least expected progress;
- addressing non-academic barriers to attainment such as wellbeing, attendance, behaviour, expectations and aspirations;
- ensuring that the PPG spend reaches the pupils who need it most.

Potential barriers to future attainment

The following are potential barriers to our pupils' attainment:

Identified academic barriers to learning	Identified non-academic barriers
Poor literacy skills	Poor attendance and punctuality.
Underdeveloped language and communication skills	Underdeveloped self-regulation skills.
Limits of vocabulary (including subject-specific vocabulary)	Lack of focus and confidence due to factors affecting mental health and wellbeing.
Teaching and learning quality which is not yet consistently excellent	Lower levels of parental engagement.
Staff training and development which is not yet consistently excellent	Disproportionate number of safeguarding issues.
Lack of targeted intervention and support for some aspects of children's curriculum learning.	Limited availability of family support services in the wider community and the need to improve parental capacity.
Lack of school readiness.	Attachment and trauma-related issues.
Low expectations, aspirations and self-esteem.	*Added 2021/22* Potential or actual isolation from the community.
Insufficient levels of challenge for some learners.	*Added 2021/22* Limited or no family support network.

Our implementation process

We believe in selecting a small number of priorities and giving them the best chance of success. We also believe in evidence-based interventions and learning from our experiences, which is why we will utilise annual light-touch reviews to ensure our approach is effective and we can cease or adjust expenditure that has not having the intended impact.

We will:

Explore

- Identify a key priority that we can address
- Systematically explore appropriate programmes and practices
- Examine the fit and feasibility with the school

Prepare

- Develop a clear, logical and well-specified plan
- Assess the readiness of the school to deliver the plan
- Make practical preparations

Deliver

- Support staff and solve any problems using a flexible leadership approach
- Reinforce any initial training required with follow-on support
- Drive faithful adoption and then intelligent adaptation

Sustain

- Plan for sustaining and scaling the intervention (where appropriate) from the outset
- Continually acknowledge, support and reward good implementation practices
- Treat any scale-up as a new implementation process

Our tiered approach

To prioritise spending, we have adopted a tiered approach to define our priorities and ensure balance. Our tiered approach comprises of three categories:

1. Quality teaching for all
2. Targeted support
3. Wider strategies

Within each category, we have chosen up to three interventions. This focussed approach ensures the best chance of success for each intervention.

Quality teaching for all – key priorities

1. Developing and embedding an excellent evidence-based staff CPD programme.
2. Providing high quality support and development opportunities for early career teachers and new support staff.
3. Developing a programme to address children's language and communication issues through early assessment and intervention.

Targeted support – key priorities

1. Improving decoding skills of lowest attaining pupils in Year 2.
2. Improving applied phonics of targeted pupils across Key Stage 1.
3. Closing attainment gaps in Early Years.

Wider strategies – key priorities

1. Improving school readiness, wellbeing and self-regulation skills.
2. Encouraging high aspirations.
3. Improving attendance.

Full planning details for interventions are outlined in the ‘PPG Expenditure Planning in Detail’ section.

Our review process

Annually reviewing a one-year pupil premium plan and creating a new plan each year is time-costly and ineffective. This three-year approach allows us to dedicate more time up-front and introduce light-touch reviews annually.

During a light-touch review, we will review the success of each intervention, based on the available evidence, and determine the most effective approach moving forward – adapting, expanding or ceasing the intervention as required.

Once the three-year term has been completed, a new three-year strategy will be created in light of the lessons learned during the execution of the previous strategy, and with regard to any new guidance and evidence of best practice that becomes available. The headteacher is responsible for ensuring a pupil premium strategy is always in effect.

Accountability

Ofsted inspections will report on the attainment and progress of disadvantaged pupils in receipt of the PPG.

The school is held to account for the spending of the PPG through the focus in Ofsted inspections on the progress and attainment of the wider pupil premium eligible cohort; however, they will not look for evidence of the grant’s impact on individual pupils, or on precise interventions.

The school publishes its strategy for using the pupil premium on the school website.

The school publishes a link to the [school and college performance tables](#) on the school website.

Our funding

Funding summary: Year 1 (2019/20)			
Total number of pupils	353	PPG budget	£ 51,060 allocation + £22,584 carry forward = £73,644 Planned 2019/20 expenditure: £69,666 Actual 2019/20 expenditure: £67,243
Number of pupils eligible for PPG	39		
Funding summary: Year 2 (2020/21)			
Total number of pupils	337	PPG budget	£ 53,110 allocation + £6,401 carry forward = £59,511 Planned 2020/21 expenditure: £54,545 Actual 2020/21 expenditure: £51,340
Number of pupils eligible for PPG	43		
Funding summary: Year 3 (2021/22)			
Total number of pupils	340	PPG budget	£ 57,835 allocation + £8,171 carry forward = £66,006 Planned 2021/22 expenditure: £59,931
Number of pupils eligible for PPG	47		

PPG expenditure planning in detail

Category:	Quality teaching for all						
Aim:	Develop and embed excellent evidence-based staff CPD programme						
Intended outcomes:	Consistently excellent learning and teaching in every classroom by the end of Year 3.			Success criteria:	80% of observations judge as learning and teaching as excellent by Year 3 of the plan, using the 'Rec Road 10' document.		
Staff lead:	Head Teacher						
Implementation	Year 1		Year 2		Year 3		
	Head Teacher to complete Norwich Research School 'Leading Learning' programme and develop action plan.		Staff release to implement CPD action plan. Research Lead development release time.		Research Lead implementation release time. *Added 2021/22* Half a day of supply cover for each class team to work on action research related to their class inquiry question.		
Annual review notes	Annual review notes: <i>The programme has been completed. Implementation has been delayed because of Covid-19, but is scheduled for 2021/22 academic year, with preparatory work to take place in summer term, 2021.</i>		Annual review notes: <i>No cost implication as completed by Head Teacher as part of remit. Plan has been developed and is being enacted during 2021/22 school year. All classroom staff will be working in Professional Learning Communities on inquiry questions relevant to their cohort. This year's funding allocation will be carried forward to pay for class team release cover to pursue their action research inquiry questions.</i>		Final review notes:		
Light-touch review of success so far	<ul style="list-style-type: none"> Above expectations <input type="checkbox"/> As expected <input checked="" type="checkbox"/> Below expectations <input type="checkbox"/> 		<ul style="list-style-type: none"> Above expectations <input type="checkbox"/> As expected <input checked="" type="checkbox"/> Below expectations <input type="checkbox"/> 		<ul style="list-style-type: none"> Above expectations <input type="checkbox"/> As expected <input type="checkbox"/> Below expectations <input type="checkbox"/> 		
Anticipated expenditure	Year 1	£ 300	It's planned that expenditure will:	Increase <input checked="" type="checkbox"/>	It's planned that expenditure will:	Increase <input checked="" type="checkbox"/>	
				Decrease <input type="checkbox"/>		Decrease <input type="checkbox"/>	
				Remain the same <input type="checkbox"/>		Remain the same <input type="checkbox"/>	
	Total planned spend	£ 2,600	Year 2	£ 800	Year 3	£ 1,500	
Actual expenditure	Year 1	£ 300	Did expenditure change from previous year?	Year 2	£ 0	Year 3	£
					Increased <input type="checkbox"/>	Increased <input type="checkbox"/>	Increased <input type="checkbox"/>
				Decreased <input checked="" type="checkbox"/>	Decreased <input type="checkbox"/>	Decreased <input type="checkbox"/>	
				Remained the same <input type="checkbox"/>	Remained the same <input type="checkbox"/>	Remained the same <input type="checkbox"/>	
	Total actual spend:	£					

Category:	Quality teaching for all					
Aim:	Provide support for early career teachers and support staff					
Intended outcomes:	<ul style="list-style-type: none"> Early career teachers grow into high-quality teachers and leaders with good levels of wellbeing. The school has retained the services of these individuals. Newly appointed teaching support staff are fully qualified, leading to better quality support for pupils. 	Success criteria:	<ul style="list-style-type: none"> Targeted teachers have improved as leaders and practitioners since the beginning of the programme, evident through increased quality of teaching provision and leadership capacity. All teachers are still within the teaching profession. Newly appointed member of teaching support staff has achieved Level 3 qualification by July 2021. 			
Staff lead:	Head Teacher					
Implementation	Year 1		Year 2		Year 3	
	<ul style="list-style-type: none"> Two second year teachers to successfully complete the Norwich Teaching School 'Early Career Development' programme Overtime for newly appointed member of teaching support staff, in order to attend Level 3 training. 		<ul style="list-style-type: none"> Two second year teachers to successfully complete an Early Career Development programme. Continued overtime for teaching support staff member. 		<ul style="list-style-type: none"> Two third year teachers to access further training and support opportunities, focused on developing their effectiveness as subject leaders. *New* Two fourth year teachers have release time to support them to complete National Professional Qualifications (NPQSL / NPQLT). 	
Annual review notes	<p>Annual review notes: <i>On track to complete the intended outcome: both second year teachers are associate members of the leadership team now and developing well. This year's implementation did not go to plan. Due to Covid, the development programme was cancelled. However, the support staff member is still on track to complete her apprenticeship (slightly later than forecast, again due to Covid). We now have two additional Recently Qualified Teachers – the focus for Years 2 and 3 of this plan will be on their development.</i></p>		<p>Annual review notes: <i>No Early Career Development programme was found which was suitable. Second year teachers were given independent study time instead, funded from Catch-up premium allocation. Support staff member's completion of Level 3 apprenticeship delayed slightly due to Covid. However, she's on track to complete this term. Actual expenditure refers to 50% contribution towards her 'off the job' overtime.</i></p>		<p>Final review notes:</p>	
Light-touch review of success so far	Above expectations <input type="checkbox"/> As expected <input type="checkbox"/> Below expectations <input checked="" type="checkbox"/>		Above expectations <input type="checkbox"/> As expected <input type="checkbox"/> Below expectations <input checked="" type="checkbox"/>		Above expectations <input type="checkbox"/> As expected <input type="checkbox"/> Below expectations <input type="checkbox"/>	
Anticipated expenditure	Year 1	£500 + £775 = £1,275	It's planned that expenditure will:	Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Remain the same <input checked="" type="checkbox"/>	It's planned that expenditure will:	Increase <input checked="" type="checkbox"/> Decrease <input type="checkbox"/> Remain the same <input type="checkbox"/>
	Total planned spend	£ 4,550	Year 2	£ 1,275	Year 3	£ 2,000
Actual expenditure	Year 1	£ 775	Year 2	£1,095	Year 3	£
	Total actual spend:	£	Did expenditure change from previous year?	Increased <input checked="" type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>	Did expenditure change from previous year?	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>

Category:	Quality teaching for all					
Aim:	Developing a programme to address children's language and communication issues through early assessment and intervention					
Intended outcomes:	The school has a high quality support and intervention programme to address early communication and language difficulties.	Success criteria:		Communication and language support and intervention programme developed and fully implemented. Impact of this is evidenced by improved phonics, reading and writing outcomes between now and Year 3.		
Staff lead:	Communications Champion					
Implementation	Year 1		Year 2		Year 3	
	Release time to develop the intervention and support programme.		Training / observation release time (4 days)		Training / learning walk / reciprocal observation release time (4 days).	
Annual review notes	<p>Annual review notes: <i>We are well on track to meet our intended outcome. Our Communication Champion is now fully-qualified and has chosen to develop the intervention and support programme for her National Professional Qualification in Senior Leadership (NPQSL) project.</i> <i>Less supply cover was required than anticipated and we used some of the £1,000 allocation to fund a place on the NCC 'Speech and Language Therapy support programme', at a cost of £240.</i></p>		<p>Annual review notes: <i>Less than intended training / observation release was possible due to Covid (actually 2 days in total), but clear positive impact on Early Years Speech and Language progress was evident.</i> <i>Speech and Language Early Years baseline data for 2021/22 demonstrates that addressing this need is a particular priority for children attracting Pupil Premium.</i> <i>Therefore, expenditure will continue into the next year of the cycle.</i></p>		<p>Final review notes:</p>	
Light-touch review of success so far	<ul style="list-style-type: none"> • Above expectations <input type="checkbox"/> • As expected <input checked="" type="checkbox"/> • Below expectations <input type="checkbox"/> 		<ul style="list-style-type: none"> • Above expectations <input type="checkbox"/> • As expected <input checked="" type="checkbox"/> • Below expectations <input type="checkbox"/> 		<ul style="list-style-type: none"> • Above expectations <input type="checkbox"/> • As expected <input type="checkbox"/> • Below expectations <input type="checkbox"/> 	
Anticipated expenditure	Year 1	£ 1,000	It's planned that expenditure will:	Increase <input type="checkbox"/>	It's planned that expenditure will:	Increase <input type="checkbox"/>
				Decrease <input checked="" type="checkbox"/>		Decrease <input type="checkbox"/>
				Remain the same <input type="checkbox"/>		Remain the same <input checked="" type="checkbox"/>
	Year 2		Year 3	£ 800	Year 3	£ 900
	Total planned spend		£ 2,700			
Actual expenditure	Year 1	£ 680	Year 2	£ 450	Year 3	£
			Did expenditure change from previous year?	Increased <input type="checkbox"/>	Did expenditure change from previous year?	Increased <input type="checkbox"/>
				Decreased <input type="checkbox"/>		Decreased <input type="checkbox"/>
				Remained the same <input type="checkbox"/>		Remained the same <input type="checkbox"/>
	Total actual spend:		£			

Category:	Targeted Support						
Aim:	Improving decoding skills of lowest attaining pupils in Year 2						
Intended outcomes:	Pupils identified with considerable barriers to acquiring Early Reading Skills make excellent progress from their starting points as a result of targeted intervention.			Success criteria:	Identified pupils make considerably improved progress with their phonics acquisition when compared to their previous assessment outcomes.		
Staff lead:	Assistant Head Teacher (Curriculum and Assessment)						
Implementation	Year 1		Year 2		Year 3		
	Implement Arrow Programme using Teaching Assistant, two afternoons per week for 24 weeks.		No further implementation.		No further implementation.		
Annual review notes	Annual review notes: <i>While this programme was highly recommended by our Educational Psychologist and had a strong evidence base, it proved to be ineffective and logistically difficult with infant children. We therefore decided not to pursue the programme beyond the trial stages.</i>		Annual review notes: Not applicable.		Final review notes: Not applicable		
Light-touch review of success so far	<ul style="list-style-type: none"> • Above expectations <input type="checkbox"/> • As expected <input type="checkbox"/> • Below expectations <input checked="" type="checkbox"/> 		<ul style="list-style-type: none"> • Not applicable 		<ul style="list-style-type: none"> • Not applicable 		
Anticipated PPG expenditure	Year 1	£930	It's planned that expenditure will:	Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Remain the same <input checked="" type="checkbox"/>	It's planned that expenditure will:	Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Remain the same <input checked="" type="checkbox"/>	
	Total planned spend	£4,512	Year 2	£0	Year 3	£0	
Actual expenditure	Year 1	£0	Year 2	£	Year 3	£	
	Total actual spend:	£0	Did expenditure change from previous year?	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>	Did expenditure change from previous year?	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>	

Category:	Targeted Support					
Aim:	Improving applied phonics for targeted pupils across Key Stage 1					
Intended outcomes:	A significant majority of targeted pupils pass the Year 1 phonics screening / Year 2 re-screening.		Success criteria:	See intended outcome.		
Staff lead:						
Implementation	Year 1		Year 2		Year 3	
	3 TAs funded to complete Sound Discovery intervention with KS1 pupils each afternoon.		3 TAs funded to complete Sound Discovery intervention with KS1 pupils each afternoon.		3 TAs funded to complete Sound Discovery intervention with KS1 pupils each afternoon.	
Annual review notes	<p>Annual review notes: <i>Sound Discovery interventions were disrupted as a result of Covid-19. However, outcomes for Year 2 children re-screened in September were surprisingly encouraging given that nearly half of that year group had been absent from school since March. In the September screening, 80.4% met the expected standard for the end of Year 1; the national average pass rate in 2019 was 82%. We will continue to support Sound Discovery intervention as it has proven to be effective historically. Note: slight forecast increase in expenditure due to support staff pay increase.</i></p>		<p>Annual review notes: <i>Sound Discovery interventions were disrupted until March but, in-keeping with Local Authority advice, staff were not furloughed during the lockdown period; therefore, employment costs were still incurred. From March, interventions were used to support children most likely to benefit. In our June 2021 internal phonics screening, 69% met the expected standard for the end of Year 1. There is no data set with which to compare this, but it's clear that phonics will need to be a focus for further targeted support in 2021/22.</i></p>		<p>Final review notes:</p>	
Light-touch review of success so far	<ul style="list-style-type: none"> • Above expectations <input type="checkbox"/> • As expected <input type="checkbox"/> • Below expectations <input checked="" type="checkbox"/> 		<ul style="list-style-type: none"> • Above expectations <input type="checkbox"/> • As expected <input type="checkbox"/> • Below expectations <input checked="" type="checkbox"/> 		<ul style="list-style-type: none"> • Above expectations <input type="checkbox"/> • As expected <input type="checkbox"/> • Below expectations <input type="checkbox"/> 	
Anticipated PPG expenditure	Year 1	3 TAs x 30% of contract = £12,793	It's planned that expenditure will:	Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Remain the same <input checked="" type="checkbox"/>	It's planned that expenditure will:	Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Remain the same <input checked="" type="checkbox"/>
	Total planned spend	£38,260				
Actual expenditure	Year 1	£12,793	Year 2	£11,947	Year 3	£
	Total actual spend:	£	Did expenditure change from previous year?	Increased <input type="checkbox"/> Decreased <input checked="" type="checkbox"/> Remained the same <input type="checkbox"/>	Did expenditure change from previous year?	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>

Category:	Targeted Support					
Aim:	Closing attainment gaps in Early Years					
Intended outcome:	Attainment gaps identified at the beginning of EYFS are closed as a result of high quality teaching support throughout the school day.			Success criteria:	See intended outcome.	
Staff lead:	Early Years Lead					
Implementation	Year 1		Year 2		Year 3	
	4 FTE Teaching Support staff are allocated to all EYFS classrooms.		(It's planned that levels of support will continue, but will be funded by forecast increase in Budget Share)		(It's planned that levels of support will continue, but will be funded by forecast increase in Budget Share)	
Annual review notes	Annual review notes: <i>Pupil Premium funding allowed us to maintain full time teaching support in Early Years during a period of financial challenge. Pleasingly, a change in the National Funding Formula and Norfolk County Council funding settlement means that full time support can be maintained in future years without utilizing Pupil Premium funding.</i>		Annual review notes:		Final review notes:	
Light-touch review of success so far	<ul style="list-style-type: none"> • Above expectations <input type="checkbox"/> • As expected <input checked="" type="checkbox"/> • Below expectations <input type="checkbox"/> 		<ul style="list-style-type: none"> • Above expectations <input type="checkbox"/> • As expected <input type="checkbox"/> • Below expectations <input type="checkbox"/> 		<ul style="list-style-type: none"> • Above expectations <input type="checkbox"/> • As expected <input type="checkbox"/> • Below expectations <input type="checkbox"/> 	
Anticipated PPG expenditure	Year 1	4 TAs x 35% of contract= £19,899	It's planned that expenditure will:	Increase <input type="checkbox"/> Decrease <input checked="" type="checkbox"/> Remain the same <input type="checkbox"/>	It's planned that expenditure will:	Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Remain the same <input checked="" type="checkbox"/>
	Total planned spend	£19,899	Year 2	£0	Year 3	£0
Actual expenditure	Year 1	£19,899	Year 2	£	Year 3	£
	Total actual spend:	£19,899	Did expenditure change from previous year?	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>	Did expenditure change from previous year?	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>

Category:	Wider Strategies					
Aim:	Improving school readiness, wellbeing and self-regulation skills					
Intended outcomes:	Children are able to fulfil their full learning potential as a result of better behaviour, social, emotional and mental wellbeing.	Success criteria:	<ul style="list-style-type: none"> Targeted children have better school readiness, as measured by Leuven Scales and / or Boxall Profile assessments. *New from 2021/22* Families who are potentially isolated or have limited support networks are given opportunities to be actively involved and welcomed into the school community. 			
Staff lead:	Assistant Head Teacher (Pastoral)					
Implementation	Year 1		Year 2		Year 3	
	<ul style="list-style-type: none"> High quality family support on a needs basis. Individual / small group nurture / behaviour support work, based on identified wellbeing and involvement needs / behaviour incidents. PSA (after mat. leave), 1 day per week. Nurture / Family worker 25hrs p/w. Behaviour / Pastoral support: 1 TA x 30% of contract; 1 Cover Supervisor x 20% of contract.		<ul style="list-style-type: none"> High quality family support on a needs basis. Individual / small group nurture / behaviour support work, based on identified wellbeing and involvement needs / behaviour incidents. Year 1 support level, plus 0.5 day additional release time for Assistant Head (Pastoral) to help support families during pandemic. 		<ul style="list-style-type: none"> High quality family support on a needs basis. Individual / small group nurture / behaviour support work, based on identified wellbeing and involvement needs / behaviour incidents. Low-threat family engagement events planned and organised with targeted families in mind. Attendance by families of children attracting pupil premium at parent-teacher meetings / family events is tracked and monitored. Fortnightly behaviour strategy meetings, with follow-up from Family Nurture Practitioner. Assistant Head (Pastoral) contribution increased to 1 day additional release, as in-school family pastoral need is significantly greater than pre-pandemic. PSA contribution removed, as no PSA currently employed. 	
Annual review notes	<p>Annual review notes: <i>Due to Covid disruption, it wasn't possible to record Leuven data for children. However, pupils with challenging needs in Year 2 transitioned very well to their junior settings and the pastoral team provided high quality support, in person and virtually, as required. Expenditure for next year will increase as our PSA will work the whole year after maternity leave, and we will increase our Assistant Head (Pastoral)'s release time, to help rapidly address pastoral needs which have been exacerbated by the Covid pandemic. A further increase has been factored in to cover support staff pay increases.</i></p>		<p>Annual review notes: <i>Anecdotal feedback is that families have found the pastoral support invaluable during the Covid pandemic, although measuring impact on learning readiness has been disrupted by periods of lockdown. Leuven scale baselines will be taken at the beginning of 2021/22 academic year and used to measure impact.</i></p>		<p>Final review notes:</p>	
Light-touch review of success	Above expectations <input type="checkbox"/> As expected <input checked="" type="checkbox"/> Below expectations <input type="checkbox"/>		Above expectations <input checked="" type="checkbox"/> As expected <input type="checkbox"/> Below expectations <input type="checkbox"/>		Above expectations <input type="checkbox"/> As expected <input type="checkbox"/> Below expectations <input type="checkbox"/>	
Anticipated PPG expenditure	Year 1	Total: £27,364	It's planned that expenditure will:	Increase <input checked="" type="checkbox"/> Decrease <input type="checkbox"/> Remain the same <input type="checkbox"/>	It's planned that expenditure will:	Increase <input checked="" type="checkbox"/> Decrease <input type="checkbox"/> Remain the same <input type="checkbox"/>
	Total planned spend	£97,680	Year 2	£32,917	Year 3	£37,399
Actual expenditure	Year 1	£27,364	Year 2	£37,078	Year 3	£
	Total actual spend:	£	Changed from previous year?	Increased <input checked="" type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>	Did expenditure change from previous year?	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>

Category:	Wider Strategies					
Aim:	Encourage high expectations, aspirations and self-esteem.					
Intended outcomes:	Targeted children have proved to themselves that they're able to be successful at challenging tasks and exceed their own expectations.	Success criteria:		<ul style="list-style-type: none"> Evidence of pupil voice demonstrates that children involved in enrichment activities are able to identify individual successes and areas where they were able to exceed their own personal expectations. 		
Staff lead:	ICT Leads					
Implementation	Year 1		Year 2		Year 3	
	Digital Leaders / Helpers Scheme Targeted 'special project' enrichment activities (one afternoon per week, HLTA contact and planning time). Totalling 30% of part-time HLTA contract.		Digital Leaders / Helpers Scheme Targeted STEM enrichment activities		Digital Leaders / Helpers Scheme Digital Radio Station ('Rec Road Radio').	
Annual review notes	Annual review notes: <i>Again, disrupted by Covid. The Digital Leadership Scheme did take place as much as was possible during the year and the staff member remained employed in this role, in-keeping with Local Authority guidance. The coming year's programme will focus on getting children involved in developing school communications with the public using technology. Note: slight increase in expenditure next year due to support staff pay increase.</i>		Annual review notes: <i>This was hugely disrupted to the impact of Covid and the impact was very small. As a result, any funding allocated to this has been zeroed.</i> <i>Next year's Digital Leaders and Helpers Scheme will be redesigned to involve all Year 2 children, as part of our '50 things to do before you leave Rec Road' curriculum enrichment scheme.</i>		Final review notes:	
Light-touch review of success so far	<ul style="list-style-type: none"> Far above expectations <input type="checkbox"/> Above expectations <input type="checkbox"/> As expected <input type="checkbox"/> Below expectations <input checked="" type="checkbox"/> Far below expectations <input type="checkbox"/> 		<ul style="list-style-type: none"> Far above expectations <input type="checkbox"/> Above expectations <input type="checkbox"/> As expected <input type="checkbox"/> Below expectations <input type="checkbox"/> Far below expectations <input checked="" type="checkbox"/> 		<ul style="list-style-type: none"> Far above expectations <input type="checkbox"/> Above expectations <input type="checkbox"/> As expected <input type="checkbox"/> Below expectations <input type="checkbox"/> Far below expectations <input type="checkbox"/> 	
Anticipated PPG expenditure	Year 1	£4,662	It's planned that expenditure will:	Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Remain the same <input checked="" type="checkbox"/>	It's planned that expenditure will:	Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Remain the same <input checked="" type="checkbox"/>
	Total planned spend	£14,540	Year 2	£4,791	Year 3	£5,087
Actual expenditure	Year 1	£4,662	Year 2	£0	Year 3	£
	Total actual spend:	£	Did expenditure change from previous year?	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>	Did expenditure change from previous year?	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>

Category:	Wider Strategies					
Aim:	Improve attendance and reduce persistent absence					
Intended outcomes:	Children benefit from improved levels of attendance and reduced levels of persistent absence, as a result of excellent attendance management. This positively impacts on disadvantaged pupils and the cohort as a whole.			Success criteria:	Overall attendance, and attendance of disadvantaged pupils has improved and sustained from beginning of Year 1. Overall level of persistent absence, and that of disadvantaged pupils, has decreased from beginning of Year 1.	
Staff lead:	Head Teacher					
Implementation	Year 1		Year 2		Year 3	
	<ul style="list-style-type: none"> Purchase Level 2 package from NCC Traded Attendance Service and exploit support available. Purchase and implement full-day attendance audit. 		<ul style="list-style-type: none"> Purchase package from NCC Traded Attendance Service and exploit support available. 		Purchase basic package from NCC Traded Attendance Service and exploit support available. Weekly attendance monitoring meetings, involving HT / Family Nurture Practitioner.	
Annual review notes	Annual review notes: <i>Purchased package and it did help to support attendance. Given Covid disruption, it is hard to quantify the impact of support on the level of persistent absence. We decided that a full-day attendance audit was not needed at this stage but will keep this under review.</i>		Annual review notes: <i>Both head teacher and pupil administrator benefited from training and guidance accessed as a result of purchasing the service. This was particularly important given the attendance challenges. Attendance (8/3/21-22/7/21) Overall 96.71% Pupil Premium 94.41% Attendance is still an issue, warranting continued subscription to attendance service package.</i>		Final review notes:	
Light-touch review of success so far	<ul style="list-style-type: none"> Above expectations <input type="checkbox"/> As expected <input type="checkbox"/> Below expectations <input checked="" type="checkbox"/> 		<ul style="list-style-type: none"> Above expectations <input type="checkbox"/> As expected <input checked="" type="checkbox"/> Below expectations <input type="checkbox"/> 		<ul style="list-style-type: none"> Above expectations <input type="checkbox"/> As expected <input type="checkbox"/> Below expectations <input type="checkbox"/> 	
Anticipated expenditure	Year 1	£ 1,465	It's planned that expenditure will:	Increase <input type="checkbox"/>	It's planned that expenditure will:	Increase <input type="checkbox"/>
				Decrease <input type="checkbox"/>		Decrease <input type="checkbox"/>
				Remain the same <input checked="" type="checkbox"/>		Remain the same <input checked="" type="checkbox"/>
	Year 2		Year 3	£ 770	Year 3	£ 770
	Total planned spend		£ 3,005			
Actual expenditure	Year 1	£ 770	Year 2	£ 770	Year 3	£
			Did expenditure change from previous year?	Increased <input type="checkbox"/>	Did expenditure change from previous year?	Increased <input type="checkbox"/>
				Decreased <input type="checkbox"/>		Decreased <input type="checkbox"/>
				Remained the same <input checked="" type="checkbox"/>		Remained the same <input type="checkbox"/>
	Total actual spend:		£			