



# Pimperne CE VC Primary School

## Pupil Premium Policy (incl LAC)

The next scheduled review date is **1st July 2024**



*'As each one does their part, we grow in love'*  
Ephesians 4 vs.16



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## Statement of intent

At Pimperne Primary School, we believe that the highest possible standards can only be achieved by having the highest expectations of all learners. Some pupils from disadvantaged backgrounds require additional support; therefore, we will use all the resources available to help them reach their full potential, including the pupil premium grant (PPG).

The PPG was created to provide funding for three key areas:

- Raising the attainment of disadvantaged pupils and closing the gap with their peers.
- Providing funding for LAC and previously LAC (PLAC).
- Supporting pupils with parents in the armed forces.

This policy outlines the amount of funding available, the school's strategy for spending the PPG effectively, and the procedures for ensuring the funding is allocated correctly.

The Pupil Premium Lead is **Sammy Groves**

## GOVERNING BODY

Our Governing Body has an important role in ensuring our school complies with legislation and that this policy, along with its specific stated actions for narrowing the gaps, is implemented. Our Pupil Premium governors hold monitoring meetings to ensure Pupil Premium needs are met.

Our Pupil Premium governors are: **Bob Barr**

The Designated teacher is **Sammy Groves**

Our Pupil Premium Champions are: **Gill Gatehouse, Ruth Green, Sammy Groves, Amy Edwards, Sarah Masters and Fiona Waller**

Signed by:

*F.Waller*

Headteacher

Date:

**Sept 2023**

*JTorrance*

Chair of governors

Date:

**Sept 2023**

## 1. Legal framework

**This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:**

- Children Act 1989
- Equality Act 2010
- UK General Data Protection Regulation (UK GDPR)
- Data Protection Act 2018
- The School Information (England) Regulations 2008
- ESFA (2022) 'Pupil premium: allocations and conditions of grant 2022 to 2023'
- DfE (2018) 'Promoting the education of looked-after children and previously looked-after children'
- DfE (2022) 'What maintained schools must publish online'
- NCTL and the Teaching Schools Council (TSC) (2018) 'Effective pupil premium reviews'
- Education Endowment Foundation (EEF) (2019) 'The EEF Guide to Pupil Premium'

**This policy operates in conjunction with the following school policies:**

- Equality Information and Objectives Statement
- LAC Policy
- School Website Policy
- Pupil Premium Report and Impact Statement
- School Development Plan

## 2. Definitions

**“Looked-after children (LAC)”** are defined as:

- Children or young people who are the subject of a Care Order or Interim Care Order under the Children Act 1989.
- Children who are placed in foster care, children's residential homes, with relatives or friends, in semi-independent or supported independent accommodation.
- Children subject to a Care or Interim Care Order whilst placed with a parent, where the LA has parental responsibility.
- Children who are not subject to an order, but are accommodated by the LA under an agreement with their parents.
- 

**“Previously-LAC”** are defined as:

- Children who are no longer looked after by an LA in England and Wales because they have either been adopted or are the subject of an adoption, special guardianship or child arrangements order.

- Children who were adopted outside England and Wales from ‘state care’ (care that is provided by a public authority, religious organisation, or other organisation whose main purpose is to benefit society).

### **3. Roles and responsibilities**

#### **The governing board is responsible for:**

- Ensuring the effectiveness of this policy.
- Ensuring the school meets its statutory duties with regards to the use of the pupil premium grant (PPG).
- Maintaining robust oversight of the school’s financial affairs.
- Liaising with the headteacher to ensure the school’s strategies and activities regarding pupil premium align with the school’s wider School Development Plan.
- Scrutinising the school’s plans for, and use of, its pupil premium funding, including reading and reviewing the school’s Pupil Premium Impact Statement.

#### **The headteacher is responsible for:**

- Ensuring the day-to-day implementation of this policy.
- Appointing an appropriately experienced and knowledgeable pupil premium lead at the school.
- Liaising with the governing board to ensure the school’s strategies and activities regarding pupil premium align with the school’s wider School Development Plan.
- Working with the pupil premium lead to ensure the school spends the PPG funding effectively and in a way which aligns with the school’s overall pupil premium strategy.
- Ensuring the school publishes its Pupil Premium Impact Statement, as required.
- Ensuring the school meets the requirements to publish information regarding the PPG on the school website, as required.
- Ensuring the school census is completed accurately.
- Ensuring personal data of pupils eligible for the PPG is stored, processed and shared in line with the school’s Records Management Policy.

#### **The pupil premium lead is responsible for:**

- Undertaking the day-to-day implementation of this policy.
- Ensuring the school spends its PPG funding to provide support to all eligible pupils.
- Working with the headteacher and other relevant staff members to draw up the Pupil Premium Impact Statement.
- Liaising with parents regarding any questions or concerns about the PPG.
- Monitoring the effectiveness of the school’s PPG strategy as it operates on a day-to-day basis.
- Working with the headteacher and other relevant staff members to implement suitable, effective and evidence-based interventions for eligible pupils to support their academic and personal progress at school.

- In combination with the headteacher, conducting research into evidence-based strategies for effective use of PPG funding, and demonstrably applying this research in the school's own strategy.

#### 4. PPG allocation

In line with government expectations the school adopts the following definitions for PPG eligibility:

- **Ever 6 FSM:** pupils who are eligible for free school meals or have been eligible in the past 6 years.
- **NRPF:** pupils in households with no recourse to public funds (NRPF).
- **LAC:** pupils who are looked after by the LA.
- **PLAC:** pupils who have been adopted from care or have left care.
- **Service children:** pupils who meet one of the following criteria:
  - one of their parents is serving in the regular armed forces (including pupils with a parent who is on full commitment as part of the full-time reserve service, and also pupils whose parent is serving in the armed forces of another nation and is formally stationed in England)
  - They have been registered as a 'service child' on a school census since 2016,
  - One of their parents died whilst serving in the armed forces and the pupil receives a pension under the Armed Forces Compensation Scheme or the War Pensions Scheme Allocations will be based on the October 2021 census.

**For the 2022/2023 and 2023/2024 financial years PPG allocations are as follows:**

The school will receive its PPG funding from the LA. Allocations for 2022/2023 will be based on the October 2021 census. Allocations for 2023/2024 will be based on the October 2022 census.

| Disadvantaged pupils   | PPG amount per pupil |           |
|--|----------------------|-----------|
|  | 2022/2023            | 2023/2024 |
| Primary-aged pupils who are eligible for FSM, or have been eligible in the past six years, including eligible children of families with NRPF | £1,385               | £1,455    |
| Pupils who have been adopted from care or have left care, i.e. previously LAC  | £2,410               | £2,530    |
| Children who are looked after by the LA, i.e. LAC  | £2,410               | £2,530    |
| Service children   | SPP amount per pupil |           |
|  | 2022/2023            | 2023/2024 |
| Any pupil in Reception to Year 11 with a parent who is serving in HM Forces or has retired on a pension from the Ministry of Defence         | £320                 | £335      |

## 5. Objectives

- To provide additional educational support to raise the achievement of pupils in receipt of the PPG.
- To narrow the gap between the educational achievement of these pupils and their peers.
- To address underlying inequalities, as far as possible, between pupils.
- To ensure that the PPG reaches the pupils who need it most.
- To make a significant impact on the education and lives of these pupils.
- To work in partnership with the parents of pupils to collectively ensure pupils' success.

## 6. How PPG is spent

The school will only spend pupil premium funding in line with the terms outlined within the conditions of grant as outlined below:

- For the benefit of pupils registered at the school.
- For the benefit of pupils registered at other maintained schools or academies.
- On community facilities whose provision furthers any benefit for pupils at the school.

Pupil premium is not a personal budget for individual pupils, and schools are not required to spend all of their allocated grant on eligible pupils. The school will use the PPG to support other pupils with identified needs where appropriate, for example, on pupils who have or have had a social worker or, pupils who may be acting as a carer.

The school will decide the activities on which the PPG will be spent in line with the framework and 'menu of approaches' set out by the government in ['Using pupil premium: guidance for school leaders'](#), and focussed on the three areas below:

- High-quality teaching, such as staff professional development
- Targeted academic support, such as tutoring
- Wider strategies to address non-academic barriers to success in schools, such as attendance, behaviour, and social and emotional support

Academically able pupils from disadvantaged backgrounds will be given as much focus as less academically able pupils.

If the school has not spent the PPG within the financial year in which it was allocated, the school will carry the remainder forward to the following financial year. When the school carries PPG funding forward, it continues to only spend the funding in line with the above criteria.

## 7. Our long-term strategy for success

The school has a long-term strategy to ensure it maximises the use of PPG funding. The school has also adopted a long-term three-year strategic plan, aligned to the school's wider School Development Plan, which contains the following considerations:

- Expenditure
- Recruitment
- Teaching practice
- Staff deployment

As part of its strategy, the school maximises the use of the PPG by:

- Assigning a pupil premium lead to champion the educational needs of PPG recipients and ensure the implementation of this policy.
- Ensuring PPG funding and spending can be identified within the school's budget.
- Consulting, as necessary and as appropriate, the pupil premium lead, governors, staff and parents when deciding how funds are spent.
- Assessing the individual provisions required for each pupil in receipt of the PPG.

The school conducts lighter-touch annual reviews to inform the strategic plan and form the school's Pupil Premium Impact Statement.

The school explores evidence-based summaries of PPG use, such as the EEF's Teaching and Learning Toolkit, to determine the best use of the funding. The school consults the EEF's Families of Schools Database to learn about effective practice in similar schools. The school makes decisions about PPG spending that demonstrably illustrates its use of evidence-based research.

When researching and implementing PPG use, the school focuses on approaches that:

- Are individually tailored to the strengths and needs of each pupil, and include targeted academic support, such as tutoring
- Are consistent (based on agreed core principles and components), but also flexible and responsive.
- Are evidence-based.
- Are focussed on clear short-term goals providing opportunities for pupils to experience success.
- Include regular, high-quality feedback from teaching staff.
- Engage parents in the agreement and evaluation of support arrangements, e.g. via pupil's personal education plans (PEPs).
- Support pupils' transitions through the stages of education, e.g. from primary school to secondary school.
- Raise aspirations through access to high-quality educational experiences.
- Promote each pupil's awareness and understanding of their own thought processes and help them to develop problem-solving strategies.
- Support the quality of teaching, including staff professional development.
- Tackle non-academic barriers to success at school, by supporting good attendance and behaviour and providing social and emotional support.

The school also chooses approaches that emphasise:

- Relationship-building, both with appropriate adults and with pupils' peers.
- An emotionally intelligent approach to the setting of clear behaviour boundaries.



- Increasing pupils' understanding of their emotions and identity.
- Positive reinforcement.
- Building self-esteem.
- Relevance to the learner – the approach relates to pupils' interests and makes success matter to them.
- A joined-up approach involving the pupil's social worker, carer, virtual school head (VSH) and other relevant professionals.
- A child-centred approach to assessment for learning.

## **8. A tiered approach to PPG spending**

We operate a tiered approach to PPG spending to ensure spending is both balanced and focussed. Spending priorities are as follows:

- 1: SEMH
2. Teaching
- 3: Targeted academic support
- 4: Wider strategies

Ensuring effective teaching in every classroom is the priority for PPG spending. To achieve this, we spend the PPG in the following ways:

- Professional development
- Recruitment and retention
- Supporting early career teachers

Evidence shows that targeted support has a positive impact and is a key component of effective PPG use. We spend the PPG on targeted support in the following ways:

- Emotional and wellbeing support
- Quality First Teach
- Structured interventions
- Small group tuition
- One-to-one support
- Pupil Premium Champions

Wider strategies are used to overcome non-academic barriers to success. We spend the PPG on the following wider strategies:

- Wider opportunities eg First Aid, OAA, cookery
- SEMH support and social behaviour support (eg DFM, Rylands)
- Breakfast club / After School Care
- Clubs – enrichment (Extra Curricular)
- Attendance initiatives

## **9. LAC and PLAC Statement of intent (Looked After and Cared For / Post)**

Educational achievement and subsequent life chances for LAC and previously-LAC are of real concern.

Pimperne Primary School endeavours to provide positive experiences and offer stability, safety, and individual care and attention for all our pupils. With this in mind, we aim to:

- Encourage pupils to reach their potential and to make good progress in relation to their professional, social and emotional development.
- Ensure that pupils enjoy high quality teaching and a curriculum which meets their needs and the requirements of legislation.
- Plan support for LAC realistically and use the school's resources efficiently to ensure the school meets their needs.
- Promote a positive culture in all aspects of school life.
- Help pupils develop their cultural, moral and social understanding.
- Offer a high degree of personal care, relationship development and concern for the child's social and emotional health and well-being.

The LAC premium is managed by the LA's designated VSH.

The premium will be used to benefit a pupil's educational needs as described in their PEP. To avoid any delays in providing support, the school works with the VSH to ensure that funding allocation is as simple as possible.

The LAC premium is used to facilitate a wide range of educational support for LAC. The designated teacher and carers work with the VSH to gain a full understanding of each pupil's needs and determine how to use the premium to support each pupil effectively. The designated teacher works with the VSH to ensure that all available funding is spent.

PLAC premium is allocated directly to the school. LAC premium and PLAC premium is not treated as personal budgets for individual pupils; however, the VSH and the school may choose to allocate an amount of funding to an individual to support their needs.

## **10. Example Interventions**

The school may utilise the following achievement-focussed interventions:

- Providing one-to-one and small group work with experienced teachers to address pupils' specific knowledge gaps
- Reducing class sizes to improve opportunities for effective teaching
- Creating additional teaching and learning opportunities using TAs
- Targeting English and maths teaching for pupils who are below age-related expectations
- Targeting pupils who require additional help to reach age-related expectations

The school may utilise the following teaching-focussed interventions:

- A half-hour weekly CPD slot for staff
- A termly one-day teaching development programme delivered by external experts
- Weekly individual coaching sessions to support teachers

The school may utilise the following wellbeing-focussed interventions:

- One-to-one counselling sessions
- Occupational therapy-based interventions
- Allocating funds to enable pupils to participate in extra-curricular activities

The school may utilise the following communication-focussed interventions:

- Vocabulary interventions for pupils with poor oral language and communication skills
- Transport for parents to attend annual reviews
- Support for pupils to access a range of off-site trips and experiences

The school may utilise the following independence-focussed interventions:

- Work experience opportunities

Opportunities to lead sessions

We may utilise the following achievement-focussed interventions:

- Providing one-to-one and small group work with experienced staff to address pupils' SEMH needs through TIS or ELSA
- Providing one-to-one and small group work with experienced staff to address pupils' specific knowledge gaps
- Creating additional teaching and learning opportunities using TAs and volunteers
- Targeting English and maths teaching for pupils who are below age-related expectations
- Targeting pupils who require additional help to reach age-related expectations

We may utilise the following teaching-focussed interventions:

- A half-hour weekly CPD slot for staff
- A termly one-day teaching development programme delivered by external experts
- Regular coaching sessions to support teaching staff
- Supervision for TIS Practitioners, ELSAs, DSLs and SENDCo

We may utilise the following wellbeing-focussed interventions:

- One-to-one/group TIS sessions
- Occupational therapy-based interventions
- Allocating funds to enable pupils to participate in extra-curricular activities

We may utilise the following communication-focussed interventions:

- Vocabulary interventions for pupils with poor oral language and communication skills eg Narrative Therapy
- Transport for parents to attend annual reviews
- Support for pupils to access a range of off-site trips and experiences

## **11. Use of Service Pupil Premium (SPP)**

The school uses the SPP to give pastoral support to service children during challenging times and mitigate the negative impact of family mobility or parental deployment.

Pupils qualify for the SPP if they meet at least one of the following criteria:

- They have a parent serving in the regular armed forces
- They have been registered as a 'service child' on the school census in the last six years.
- They have a parent who died whilst serving in the armed forces and the pupil receives a pension under the Armed Forces Compensation Scheme or the War Pensions Scheme
- They have a parent who is on full commitment as part of the full-time reserve service, or one who is serving in the armed forces of another nation and is formally stationed in England.

The school does not combine the SPP with any other form of PPG. SPP spending is accounted for separately to any other form of PPG. The school may use the SPP for:

- Providing pastoral support in the form of counselling, nurture groups, clubs, etc.
- Improving the means of communication between the pupil and their deployed parent(s), such as introducing a 'video call club'.
- Helping pupils to develop scrapbooks and diaries that can be shown to their parent(s) on their return.
- Funding staff hours spent assisting the pupil when they join a new school as a result of a new posting.
- School trips specifically for service children, such as military-specific trips that allow pupils to join a wider community and better understand the role their service parent plays.
- 

The school does not use the SPP to subsidise routine school activities

## **12. Accountability**

Individual targets are set for each pupil in receipt of the PPG and their progress towards achieving these targets is analysed at the end of interventions. The progress of pupils in receipt of the PPG is regularly discussed with subject teachers.

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.

The school publishes its strategy statement for using the PPG on the school website annually utilising the DfE template, in line with its statutory duties.

The school uses its recovery premium alongside its pupil premium funding and reports on the use of them as a single sum in their strategy statement.

The school publishes a link to the school and college performance tables search tool, as well as the schools' individual performance tables page, on the school website.

### **13. Reporting**

The headteacher reports annually to the governing board and parents regarding how effective PPG spending has been and what impact has been made. The impact of PPG spending, in terms of improving educational outcomes and cost effectiveness, is monitored, evaluated, and reviewed by the headteacher and the governing board.

The EEF's [DIY Evaluation Guide](#) is used to measure the impact of the school's spending.

Information regarding PPG spending is published on the school website. The school does not publish any personal data regarding individual pupils on the school website.

For parents of pupils in receipt of PPG, details of the pupil's academic progress and behaviour are sent home in their reports. This information informs the development of additional or alternative strategies and interventions to further improve the attainment of these pupils.

### **14. Pupil Premium Reviews**

If disadvantaged pupils are not meeting expected levels, or slow progress means they are failing to realise their full potential, the school will consider undertaking a pupil premium review to objectively evaluate the pupil premium strategy and identify ways to use the PPG more effectively.

If requested to do so by Ofsted, the LA, or the DfE, the school will commission a pupil premium review.

The school undertakes reviews in partnership with an experienced, independent system leader with a proven track record in improving outcomes for disadvantaged pupils.

The cost of the review reflects the DfE's guideline that says day rates for external reviews should reflect pay and expenses for a senior leader, including any costs incurred by their school to release them. Where costs are prohibitive, the school considers the use of a joint review with local schools. The school may pay an additional cost for the brokerage service providing the reviewer.

In advance of the review, the school completes sections 1-4 of the Pupil Premium Review Self-Evaluation Form available in the appendices.

At the end of the review, the school has an improved strategy and plans to implement it. This strategy and these plans are shared with all relevant stakeholders.

## **15. Overpayments**

The school repays any overpayment of the PPG.

## **16. Monitoring and review**

The headteacher and designated PP lead are responsible for reviewing this policy annually.

The next scheduled review date is **1<sup>st</sup> July 2024**

All changes to this policy will be communicated to all relevant stakeholders.

## Appendix 1 – Example Template used for Pupil Premium Annual Reporting

### School overview

| • Detail  | • Data |
|---|--------|
| Number of pupils in school  |        |
| Proportion (%) of pupil premium eligible pupils   |        |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) |        |
| Date this statement was published   |        |
| Date on which it will be reviewed   |        |
| Statement authorised by   |        |
| Pupil premium lead  |        |
| Governor / Trustee lead   |        |

### Funding overview

| Detail  | Amount |
|---|--------|
| Pupil premium funding allocation this academic year   | £      |
| Recovery premium funding allocation this academic year  | £      |
| Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )<br><br><i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i> | £      |
| <b>Total budget for this academic year</b><br><br><i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>  | £      |



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Ephesians 4 vs.16



## Appendix 2 – Pupil Premium Review Self-Evaluation Form

| 1. Summary information   |  |  |   |  |  |
|--|--|--|---|--|--|
| School   |  |  |   |  |  |
| Academic year  |  | Total pupil premium grant (PPG) budget | £   | Date of most recent PPG review         |  |
| Total number of pupils   |  | Number of pupils eligible for the PPG  |   | Date for next internal strategy review |  |
| 2. Current attainment  |  |  |   |  |  |
| Use your established alternative to the levels below. As part of your full strategy, you should also consider <b>results for specific groups of pupils</b> (such as particular year groups or minority groups) as well as the headline figures presented here. If you have very small pupil numbers, you may wish to present three-year averages here. |  |  | Pupils eligible for the PPG in the school | National average                       |  |
| % of pupils achieving expected standard or above in reading, writing, and mathematics  |  |  | %   | %                                      |  |
| % of pupils making expected progress in reading (as measured in the school)  |  |  | %   | %                                      |  |
| % of pupils making expected progress in writing (as measured in the school)  |  |  | %   | %                                      |  |
| % of pupils making expected progress in mathematics (as measured in the school)  |  |  | %   | %                                      |  |
| 3. Barriers to future attainment (for pupils eligible for the PPG)   |  |  |   |  |  |
| Data sources that can help you identify barriers to attainment in your school include: Get Information About Schools ( <a href="#">GIAS</a> ); the Education Endowment Fund (EEF) <a href="#">Families of Schools Database</a> ; <a href="#">FFT Aspire</a> ; staff and pupil consultation; attendance records; recent Ofsted reports and guidance.    |  |  |   |  |  |
| Academic barriers (such as poor oral language skills)  |  |  |   |  |  |



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|  |   |   |   |      |
|--|---|---|---|------|
| A  | <u>[Identify barriers that need to be addressed in-school, as well as external factors such as home learning environment and low attendance.]</u> |   |   |      |
| B  |   |   |   |      |
| C  |   |   |   |      |
| Additional barriers (including issues which also require action outside the school such as low attendance rates) |   |   |   |      |
| D  |   |   |   |      |
| 4. Intended outcomes (specific outcomes and how they will be measured)   |   |   | Success criteria  |      |
| It is not essential to identify four desired outcomes – focussing on fewer aims in more depth may be better.     |   |   |   |      |
| A  |   |   |   |      |
| B  |   |   |   |      |
| C  |   |   |   |      |
| D  |   |   |   |      |
| 5. Review of expenditure   |   |   |   |      |
| Previous academic year   |   | Demonstrate how you are using the PPG to improve classroom pedagogy, provide targeted support, and support whole-school strategies. |   |      |
| Quality of teaching for all  |   |   |   |      |
| Action   | Intended outcome(s)   | Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for the PPG, if appropriate)            | Lessons learned (and whether you will continue this approach)   | Cost |
|  |   | <u>[Show whether the success criteria were met. Any additional evidence of impact can also be</u>                                   | <u>[Lessons learned may be about impact or implementation. For approaches that did not meet their</u> | £    |

|                             |                     |  |   |            |                                      |
|-----------------------------|---------------------|--|---|------------|--------------------------------------|
|                             |                     | <u>referred to, including attainment data, progress data and case studies.]</u>  | <u>success criteria, it is important to assess whether you will continue allocating funding and, if so, why.]</u> |            |                                      |
|                             |                     |  |   | £          |                                      |
| Targeted support            |                     |  |   |            |                                      |
| Action                      | Intended outcome(s) | Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for the PPG, if appropriate)           | Lessons learned (and whether you will continue this approach)   | Cost       |                                      |
|                             |                     |  |   | £          |                                      |
|                             |                     |  |   | £          |                                      |
| Other approaches            |                     |  |   |            |                                      |
| Action                      | Intended outcome(s) | Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for the PPG, if appropriate)           | Lessons learned (and whether you will continue this approach)   | Cost       |                                      |
|                             |                     |  |   | £          |                                      |
|                             |                     |  |   | £          |                                      |
| 6. Planned expenditure      |                     |  |   |            |                                      |
| Academic year               |                     | Demonstrate how you will use the PPG to improve classroom pedagogy, provide targeted support, and support whole-school strategies. |   |            |                                      |
| Quality of teaching for all |                     |  |   |            |                                      |
| Action                      | Intended outcome(s) | What is the evidence and rationale for this choice?  | How will you ensure it is effectively implemented?  | Staff lead | When will you review implementation? |

|                     |                     |   |  |            |                                      |
|---------------------|---------------------|---|--|------------|--------------------------------------|
|                     |                     | <a href="#">[Effective practice is to combine professional knowledge with robust evidence about approaches that are known to be effective. You may wish to consult external evidence sources such as the EEF Teaching and Learning Toolkit, the National Foundation for Educational Research (NfER) report on supporting the attainment of disadvantaged pupils, Ofsted's 2013 report on the pupil premium and Ofsted's 2014 report on pupil premium progress.]</a> |  |            |                                      |
|                     |                     |   |  |            |                                      |
| Total budgeted cost | £                   |   |  |            |                                      |
| Targeted support    |                     |   |  |            |                                      |
| Action              | Intended outcome(s) | What is the evidence and rationale for this choice?   | How will you ensure it is effectively implemented? | Staff lead | When will you review implementation? |
|                     |                     |   |  |            |                                      |
|                     |                     |   |  |            |                                      |
| Total budgeted cost | £                   |   |  |            |                                      |
| Other approaches    |                     |   |  |            |                                      |
| Action              | Intended outcome(s) | What is the evidence and rationale for this choice?   | How will you ensure it is effectively implemented? | Staff lead | When will you review implementation? |
|                     |                     |   |  |            |                                      |

|  |  |  |  |  |  |
|--|--|--|--|--|--|
|  |  |  |  |  |  |
|--|--|--|--|--|--|

|                     |   |
|---------------------|---|
| Total budgeted cost | £ |
|---------------------|---|

7. Additional detail

Use this section to refer to additional information that you have used to support the sections above.

[Use this section to annex or refer to additional information which you have used to support the sections above.]