



Heygarth Primary School
Pupil Premium Grant Funding - Three-Year Strategy
2020-2023




Note: October 2020

In light of the current situation in terms of COVID-19, staff will need to adjust teaching in response to the needs of all children including newly vulnerable pupils. A return to school questionnaire will be shared and Miss Howell will have a 1:1 meeting with children eligible for PP funding. The mental health and general well-being of the children and adults will be at the heart of all decisions that teachers and SLT make. As part of a recovery approach we will focus on re-connecting and ensuring that positive relationships are formed and thus providing a secure base for teaching/learning.

Funding Summary - Year 1				
Total number of pupils: 353 pupils	PPG received per pupil	£1,345 £2,345 £300 £2,345	Ever 6 Pupil Premium Adopted from Care Premium Service Child Premium Looked After Child	Head Teacher: Mrs H. Beamish Pupil Premium Lead: Miss K. Howell Pupil Premium Link Governor: Ms J. Pires
	Number of pupils eligible for PPG	77 out of 353 pupils: 22%	Actual budget: £97,700	

Projected Total Spend:

Funding estimate - Year 2	
Estimated Pupil Numbers:	360
Estimated numbers eligible for PPG	Currently, 35% of the Year 6 cohort are eligible for PPG and they will transition to secondary school in July 2021
Estimated funding:	£90,000
Funding estimate - Year 3	
Estimated Pupil numbers:	350
Estimated numbers of PPG	Currently 25% of the Year 5 cohort are eligible for PPG and they will transition to secondary school in July 2022
Estimated funding:	£85,000

Pupil Premium Three-Year Strategy	Heygarth Primary School 2020-2023		
Intervention:	Continued Professional Development: Weekly meetings; bespoke training; peer support Feedback		
Tier 1 Category:	Quality of Teaching: Research shows that high quality teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the PPG to improve teaching quality will also benefit non-eligible pupils.		
Intended Outcomes:	Improve the quality of teaching across school with a focus on feedback.	Success Criteria:	<ul style="list-style-type: none"> • Pupils know how to respond to feedback. • Pupils are able to discuss how feedback can improve their learning. • Feedback is responsive to the needs of individual pupils and used as a tool to move learning forward. • Teachers use feedback to challenge and support.
Staff lead:	Senior Leadership Team		
Rationale from research:	<p>Research has shown that effective feedback can lead to improvement in pupil’s learning. The purpose of the feedback is to re-direct or refocus either the teachers or the pupil’s actions in order to achieve a goal. The feedback will be either verbal or written. Studies by the Education Endowment Foundation show that feedback can have a positive impact in the presence of secure relationships between both teacher and pupils.</p> <p>High impact for very low cost: </p>		



Heygarth Primary School
Pupil Premium Grant Funding - Three-Year Strategy
2020-2023



<p>Implementation:</p>	<p>How we will implement this intervention in Year 1:</p> <ul style="list-style-type: none">• All teachers will be trained in the use of Balance Assessment Tool.• Training in giving effective feedback for teachers.• Teachers will create whole class feedback for all core lessons.• Coaching/support opportunities from colleagues within school.• Scrutiny of books to check for suitable challenge.• Pupil Voice.• Shadowing pupils & observing learning.• Regular meetings with teachers to discuss ways of extending more able disadvantaged pupils.• CPD selected using evidence of effectiveness. Including materials created by Marc Rowland, Pupil Premium Adviser.• Half termly analysis of Internal tracking systems on Balance will support the identification of PP who are not achieving their potential.	<p>How we will implement this intervention in Year 2 (in light of the Year 1 annual light- touch review)</p>	<p>How we will implement this intervention in Year 3 (in light of the Year 2 light-touch annual review):</p>
------------------------	--	--	--



Heygarth Primary School
Pupil Premium Grant Funding - Three-Year Strategy
2020-2023



Light touch review notes:	Annual review notes:	Annual review notes:	Final review notes:
Next Steps:	Year 1:	Year 2:	Year 3:

Tier 1 Category Quality of Teaching	Year 1	£ 1,802	Is expenditure expected to increase, decrease, or stay the same?	Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Stay the same <input type="checkbox"/>	Is expenditure expected to increase, decrease, or stay the same?	Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Stay the same <input type="checkbox"/>
	What we expect to spend:					
	Total expected expenditure:	£ 1,802	Year 2	£	Year 3	£
What the money will be spent on:		Angel Solutions - Balance	£			
What we actually spent:	Year 1	£				
	Total actual expenditure:	£				



Heygarth Primary School
Pupil Premium Grant Funding - Three-Year Strategy
2020-2023



Pupil Premium Three-Year Strategy	Heygarth Primary School 2020-2023		
Intervention:	Continued Professional Development of staff by attending targeted subject specific training: READ WRITE INC PHONICS Delivery of quality phonics teaching including small group teaching, booster groups and 1:1 phonics where required.		
Tier 1 Category:	Quality of Teaching: Research shows that high quality teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the PPG to improve teaching quality benefits all pupils.		
Intended Outcomes:	Continued improvement in phonics in EYFS and KS1 resulting in improved reading throughout school	Success Criteria:	<ul style="list-style-type: none"> Phonics scores will continue to improve in Year 1 and Year 2. Targeted phonics sessions within 'Bubbles' in KS2.
Staff lead:	GL (English Lead) & LB (Phonics Lead) report to HB (Headteacher)		
Rationale from research:	Read Write Inc is a reading scheme developed by Ruth Miskin. This provides a structured approach to teaching phonics in Early Years and Key Stage One. It is reported that Miskin developed RWI with children from low-income families in mind. RWI is said to be taught in over 5000 schools in the UK. We are also aware that in line with research we agree that no one size fits all and we offer support for those pupils in need of further help.		
Implementation:	How we will implement this intervention in Year 1: <ul style="list-style-type: none"> All teachers / Teaching Assistants will receive training and/or support in the delivery of RWInc phonics. EYFS and KS1 leader to monitor regularly to ensure consistency of approach. Resources. 	How we will implement this intervention in Year 2 (in light of the Year 1 annual light- touch review)	How we will implement this intervention in Year 3 (in light of the Year 2 light-touch annual review):



Heygarth Primary School
Pupil Premium Grant Funding - Three-Year Strategy
2020-2023



	<ul style="list-style-type: none"> • Scrutiny of books. • Observations of teaching & learning, including formal observations & learning walks. 		
Light touch review notes:	Annual review notes:	Annual review notes:	Final review notes:
Next Steps:	Year 1:	Year 2:	Year 3:


Tier 1 Category Quality of Teaching	Year 1	£ 7,500	Is expenditure expected to increase, decrease, or stay the same?	Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Stay the same <input type="checkbox"/>	Is expenditure expected to increase, decrease, or stay the same?	Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Stay the same <input type="checkbox"/>
What we expect to spend:	Total expected expenditure:	£ 7,500	Year 2	£	Year 3	£
What the money will be spent on:		Updating RWI complex and speed sound charts TA time to teach phonics, booster & 1:1 support	£			
What we actually spent:	Year 1	£ 7,500				



Heygarth Primary School
Pupil Premium Grant Funding - Three-Year Strategy
2020-2023



	Total actual expenditure:	£	
--	---------------------------	---	--

Pupil Premium Three-Year Strategy	Heygarth Primary School 2020-2023		
Intervention:	Continued Professional Development of staff by attending targeted subject specific training: MASTERY MATHS AND ARITHMETIC Plus delivery of maths pre-teaching and immediate intervention as well as 'catch up' where required.		
Tier 1 Category:	Quality of Teaching: Research shows that high quality teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the PPG to improve teaching quality benefits all pupils.		
Intended Outcomes:	To continue to deepen understanding in mathematics through mastery approach including the development of skills in arithmetic.	Success Criteria:	<ul style="list-style-type: none"> Improved results in arithmetic. All teaching staff will feel confident in the delivery of 'Maths No problem'.
Staff lead:	NF (Maths Lead) reports to HB (Headteacher)		
Rationale from research:	Research indicates that mastery learning keeps learning outcomes constant and allows pupils to gain mastery of the curriculum content. The Education Endowment Foundation.org.uk report that there a number of meta-analysis which indicate, on average, mastery learning approaches are effective leading to an additional five months progress. <div style="text-align: center; margin-top: 10px;">  </div>		
Implementation:	How we will implement this intervention in Year 1: <ul style="list-style-type: none"> NF will ensure that all pupils are developing arithmetic skills. All staff will be trained in 'Maths No Problem'. 	How we will implement this intervention in Year 2 (in light of the Year 1 annual light- touch review)	How we will implement this intervention in Year 3 (in light of the Year 2 light-touch annual review):



Heygarth Primary School
Pupil Premium Grant Funding - Three-Year Strategy
2020-2023




	<ul style="list-style-type: none">• Coaching/support opportunities from staff within school.• Scrutiny of books to check for challenge & deep learning.• Discussions with pupils.• Pupil voice.• Shadowing pupils and observing learning.• Data analysis carried out each half term.• Coaching opportunities for with colleagues from within school and other schools.• Feedback form parents.• Assessments carried out termly and used by teachers to plan targeted support for pupils.		
Light touch review notes:	Annual review notes:	Annual review notes:	Final review notes:
Next Steps:	Year 1:	Year 2:	Year 3:



Heygarth Primary School
Pupil Premium Grant Funding - Three-Year Strategy
2020-2023



Tier 1 Category Quality of Teaching What we expect to spend:	Year 1	£ 13,000	Is expenditure expected to increase, decrease, or stay the same?	Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Stay the same <input type="checkbox"/>	Is expenditure expected to increase, decrease, or stay the same?	Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Stay the same <input type="checkbox"/>
	Total expected expenditure:	£ 13,000	Year 2	£	Year 3	£
What the money will be spent on:		Pupil MNP Workbooks MNP Training TA time to deliver pre-teaching and immediate intervention	£			
What we actually spent:	Year 1	£				
	Total actual expenditure:	£				

Pupil Premium Three-Year Strategy	Heygarth Primary School 2020-2023		
Intervention:	Structured interventions: Orrets Outreach Spelling Programme Speech and Language Intervention Individualised instruction/oral language intervention		
Tier 2 Category:	Targeted Academic Support: At our school, we consider how external specialists and school staff are deployed to provide specific academic support		
Intended Outcomes:	Improve speech, language and communication skills To continue to support pupils with specific spelling difficulties	Success Criteria:	<ul style="list-style-type: none"> • Pupils who require additional support in SALT receive the support they need ultimately making accelerated progress to 'catch up'. • Pupils with specific needs in reading and/or spelling receive the additional support they need ultimately making accelerated progress to 'catch up'.
Staff lead:	EO (SENDCo) reports to HB (Headteacher)		
Rationale from research:	Research indicates that individualised instruction appears to have a positive impact on the learner, although there is variation in studies. It is believed that individualised instruction is most effective when it is delivered as a supplement to class teaching. Oral language interventions consistently show positive impact in learning. All pupils appear to benefit from oral language interventions, but some studies show slightly larger effects on younger children and pupils from disadvantaged backgrounds.		
			



Heygarth Primary School
Pupil Premium Grant Funding - Three-Year Strategy
2020-2023



Implementation:	<p>How we will implement this intervention in Year 1:</p> <ul style="list-style-type: none">• Orrets Meadow Outreach will continue to support children with specific spelling difficulties.• The programme will be delivered weekly by a specialist teacher from Orrets Meadow and then the children accessing the programme are supported throughout the week with a further series of sessions from a trained and dedicated TA.• Speech and language intervention delivered by an NHS Speech and Language therapist supported by regular intervention throughout the week by our dedicated Speech and Language TA.	<p>How we will implement this intervention in Year 2 (in light of the Year 1 annual light- touch review)</p>	<p>How we will implement this intervention in Year 3 (in light of the Year 2 light-touch annual review):</p>
Light touch review notes:	Annual review notes:	Annual review notes:	Final review notes:
Next Steps:	Year 1:	Year 2:	Year 3:



Heygarth Primary School
Pupil Premium Grant Funding - Three-Year Strategy
2020-2023




Tier 2 Category Targeted Academic Support What we expect to spend:	Year 1	£6,679 Orrets Meadow £4,719 SALT TA2: £12,254 TA2: £7,657	Is expenditure expected to increase, decrease, or stay the same?	Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Stay the same <input type="checkbox"/>	Is expenditure expected to increase, decrease, or stay the same?	Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Stay the same <input type="checkbox"/>
	Total expected expenditure:	£ 31,309	Year 2	£	Year 3	£
What the money will be spent on:		Teacher from Orrets Meadow TA to deliver Oreets Meadow programme NHS Speech & Language Therapist Speech & Language TA	£			
What we actually spent:	Year 1	£				
	Total actual expenditure:	£				



Heygarth Primary School
Pupil Premium Grant Funding - Three-Year Strategy
2020-2023



Pupil Premium Three-Year Strategy	Heygarth Primary School 2020-2023		
Intervention:	Structured interventions: ELSA Support Details of support: social skills, emotions, bereavement, social stories and therapeutic stories, anger management, self-esteem, counselling skills such as solution focus and friendship. Individual Counselling Sessions SOCIAL AND EMOTIONAL SUPPORT		
Tier 3 Category:	Wider Strategies As a school, we recognise that pupils learn best when they feel happy and secure and our Pupil Premium Strategy reflects our whole school ethos.		
Intended Outcomes:	Support the emotional development of pupils within school.	Success Criteria:	<ul style="list-style-type: none"> Pupils will begin to communicate feelings and respond in an appropriate way.
Staff lead:	EO (SENDCo) & KV (Mental Health Lead) report to HB (Headteacher)		
Rationale from research:	By using the BOXALL profile, we will become aware of the social and emotional skills that individual pupils are lacking, which may be the root of difficulties in learning and behaviour. Interventions which target social and emotional learning seek to improve pupils' interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. Social and Emotional interventions might focus on the ways in which pupils work with (and alongside) their peers, teachers, family or community. The Education Endowment Foundation state: Three broad categories of Social and Emotional interventions can be identified: <ul style="list-style-type: none"> Universal programmes which generally take place in the classroom; More specialised programmes which are targeted at students with particular social or emotional needs; and School-level approaches to developing a positive school ethos, which also aim to support greater engagement in learning. 		

	<p>How effective is it?</p> <p>On average, Social and Emotional interventions have an identifiable and valuable impact on attitudes to learning and social relationships within school and home.</p> <p>Although Social and Emotional interventions such as ELSA are almost always perceived to improve emotional or attitudinal outcomes, not all interventions are equally effective at raising attainment. Improvements appear more likely when Social and Emotional approaches are embedded into routine educational practices and supported by professional development and training for staff. In addition, the implementation of the programme and the degree to which teachers are committed to the approach appear to be important.</p> <p>Moderate impact for moderate cost.</p> <div style="text-align: center;">  </div>		
<p>Implementation:</p>	<p>How we will implement this intervention in Year 1:</p> <ul style="list-style-type: none"> • We will purchase the BOXALL profile in order to assess specific need of pupils • Teachers will identify pupils in need. There will be communication with parents and the school's ELSA support assistant will provide structured sessions. Feedback will be shared with teachers and parental contact will take place on a regular basis. • Matt Metcalfe (a fully qualified counsellor) as well as learning support • We will purchase the BOXALL profile to assess social, 	<p>How we will implement this intervention in Year 2 (in light of the Year 1 annual light- touch review)</p>	<p>How we will implement this intervention in Year 3 (in light of the Year 2 light-touch annual review):</p>




Heygarth Primary School
Pupil Premium Grant Funding - Three-Year Strategy
2020-2023



	emotional and behavioural development to ensure the support is specific to individual need.		
Light touch review notes:	Annual review notes:	Annual review notes:	Final review notes:
Next Steps:	Year 1:	Year 2:	Year 3:

Tier 3 Category Wider Strategies	Year 1	£17,743 ELSA/TA3 £7,290 School counsellor	Is expenditure expected to increase, decrease, or stay the same?	Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Stay the same <input type="checkbox"/>	Is expenditure expected to increase, decrease, or stay the same?	Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Stay the same <input type="checkbox"/>
	What we expect to spend:					
	Total expected expenditure:	£25,033	Year 2	£	Year 3	£
What the money will be spent on:		ELSA trained TA3 Qualified counsellor	£			
What we actually spent:	Year 1	£				
	Total actual expenditure:	£				

Pupil Premium Three-Year Strategy	Heygarth Primary School 2020-2023		
Intervention:	A home/school strategy for supporting individuals and their families.		
Tier 3 Category:	<p>Wider Strategies As a school, we recognise that pupils learn best when they feel happy and secure and our Pupil Premium Strategy reflects our whole school ethos.</p>		
Intended Outcomes:	Support the emotional development of pupils within school.	Success Criteria:	<ul style="list-style-type: none"> Parents will feel confident to talk about child's learning
Staff lead:	KH (Pupil Premium Lead) reports to HB (Headteacher)		
Rationale from research:	<p>Encouraging parents/carers to become involved in their child's learning will have a positive impact in terms of communication, self-esteem. Parents can lack confidence when it comes to helping their child. Feedback from other primary schools suggests that this approach has had a positive impact.</p> <p>The research carried out by the EEF indicates that outcomes are mixed and particularly for parents of disadvantaged pupils. Studies suggest that developing effective relationships with parents to improve attainment is challenging and needs careful monitoring and evaluation.</p> <p>Moderate impact, for moderate cost, based on moderate evidence.</p> <div style="text-align: center;">  </div>		
Implementation:	<p>How we will implement this intervention in Year 1:</p> <ul style="list-style-type: none"> A letter/phone call will be sent to parents to invite them in for an informal chat. 	<p>How we will implement this intervention in Year 2 (in light of the Year 1 annual light- touch review)</p>	<p>How we will implement this intervention in Year 3 (in light of the Year 2 light-touch annual review):</p>



Heygarth Primary School
Pupil Premium Grant Funding - Three-Year Strategy
2020-2023



	<ul style="list-style-type: none">• This will be altered to conversations over the phone (Covid-19)• Parents will be asked for feedback.• Half termly parent's evenings with KH, class teacher, parents and pupil (where needed)• Use of 'work watch' strategy for PP targets for individuals.		
Light touch review notes:	Annual review notes:	Annual review notes:	Final review notes:
Next Steps:	Year 1:	Year 2:	Year 3:



Heygarth Primary School
Pupil Premium Grant Funding - Three-Year Strategy
2020-2023



Tier 3 Category Wider Strategies	Year 1	£ 5000	Is expenditure expected to increase, decrease, or stay the same?	Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Stay the same <input type="checkbox"/>	Is expenditure expected to increase, decrease, or stay the same?	Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Stay the same <input type="checkbox"/>
	What we expect to spend:					
	Total expected expenditure:	£	Year 2	£	Year 3	£
What the money will be spent on:		TLR for Pupil Premium Lead & release time to support pupils	£			
What we actually spent:	Year 1	£				
	Total actual expenditure:	£				



Heygarth Primary School
Pupil Premium Grant Funding - Three-Year Strategy
2020-2023



Pupil Premium Three-Year Strategy	Heygarth Primary School 2020-2023		
Intervention:	Provision of school uniform, water bottles, book bags and other items as required		
Tier 3 Category:	<p>Wider Strategies As a school, we recognise that pupils learn best when they feel happy and secure, and our Pupil Premium Strategy reflects our whole school ethos. Children who feel included feel happier.</p>		
Intended Outcomes:	To ensure pupils feel that they are part of the Heygarth school community	Success Criteria:	<ul style="list-style-type: none"> Pupils in need of uniform and/or other items required for school, are provided with it and they feel included as a result.
Staff lead:	KH (Pupil Premium Lead) reports to HB (Headteacher)		
Rationale from research:	<ol style="list-style-type: none"> Wearing a uniform is not, on its own, likely to improve learning, but can be successfully incorporated into a broader school improvement process which includes the development of a school ethos and the improvement of behaviour and discipline. There is a general belief that school uniform leads to improvements in pupils' behaviour. It is important to remember that improved behaviour, on its own, does not necessarily lead to better learning, though it may be an important precondition Staff commitment to upholding and enforcing a uniform policy is crucial to successful implementation. At Heygarth, we feel that It is important that all pupils feel that they are part of the school community. The most rigorous reviews and analyses have so far been unable to establish a causal link but speculate that adoption of a uniform policy may provide a symbolic and public commitment to school improvement. <p>Very limited evidence, very low cost.</p>		



Heygarth Primary School
Pupil Premium Grant Funding - Three-Year Strategy
2020-2023



Implementation:	How we will implement this intervention in Year 1: <ul style="list-style-type: none"> The need for school uniform/water bottle/bags will be monitored and addressed by class teachers. KH will meet with parent of child as needed. 	How we will implement this intervention in Year 2 (in light of the Year 1 annual light- touch review)	How we will implement this intervention in Year 3 (in light of the Year 2 light-touch annual review):
Light touch review notes:	Annual review notes:	Annual review notes:	Final review notes:
Next Steps:	Year 1:	Year 2:	Year 3:

Tier 3 Category Wider Strategies	Year 1	£ 500	Is expenditure expected to increase, decrease, or stay the same?	Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Stay the same <input type="checkbox"/>	Is expenditure expected to increase, decrease, or stay the same?	Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Stay the same <input type="checkbox"/>
	What we expect to spend:					
	Total expected expenditure:	£	Year 2	£	Year 3	£
What the money will be spent on:		Uniform, water bottles, book bags etc.	£			
What we actually spent:	Year 1	£				
	Total actual expenditure:	£				



Heygarth Primary School
Pupil Premium Grant Funding - Three-Year Strategy
2020-2023



Pupil Premium Three-Year Strategy	Heygarth Primary School 2020-2023		
Intervention:	Free toast provided for morning break		
Tier 3 Category:	<p>Wider Strategies As a school, we recognise that pupils learn best when they feel happy and secure, and our Pupil Premium Strategy reflects our whole school ethos.</p>		
Intended Outcomes:	Improved concentration and fewer behaviour incidents in the morning.	Success Criteria:	<ul style="list-style-type: none"> Children enjoy toast at morning break. Children who may not have eaten breakfast do not feel hungry. Due to not feeling hungry, children have improved concentration on their learning.
Staff lead:	KH (Pupil Premium Lead) reports to HB (Headteacher)		
Rationale from research:	Some children are arriving at school having had no breakfast in the morning. Hunger and low blood sugar have a negative impact on behaviour and learning. Pupils experiencing hunger are more likely to have problems with memory and concentration because they do not have the energy to carry out these functions. Pupil voice carried out in previous years has shown that pupils benefit from free toast and they say that it helps them to learn.		
Implementation:	<p>How we will implement this intervention in Year 1:</p> <ul style="list-style-type: none"> All pupils eligible for PPG funding are provided with free toast each morning. All other pupils are to buy a piece of toast at a minimum cost. 	<p>How we will implement this intervention in Year 2 (in light of the Year 1 annual light- touch review)</p>	<p>How we will implement this intervention in Year 3 (in light of the Year 2 light-touch annual review):</p>



Heygarth Primary School
Pupil Premium Grant Funding - Three-Year Strategy
2020-2023



Light touch review notes:	Annual review notes:	Annual review notes:	Final review notes:
Next Steps:	Year 1:	Year 2:	Year 3:

Tier 3 Category Wider Strategies	Year 1	£ 1000	Is expenditure expected to increase, decrease, or stay the same?	Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Stay the same <input type="checkbox"/>	Is expenditure expected to increase, decrease, or stay the same?	Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Stay the same <input type="checkbox"/>
	What we expect to spend:					
	Total expected expenditure:	£	Year 2	£	Year 3	£
What the money will be spent on:		Catering Assistant Bread Butter	£			
What we actually spent:	Year 1	£				
	Total actual expenditure:	£				



Heygarth Primary School
Pupil Premium Grant Funding - Three-Year Strategy
2020-2023



Pupil Premium Three-Year Strategy	Heygarth Primary School 2020-2023		
Intervention:	Provide support to cover the cost of trips and/or extra-curricular activities for pupils who are entitled to PPG funding due to financial hardship.		
Tier 3 Category:	<p>Wider Strategies As a school, we recognise that pupils benefit from taking part in trips alongside peers and/or extra-curricular activities and our approach to the Pupil Premium Strategy comes from a whole school ethos.</p>		
Intended Outcomes:	Pupils are able to take part in activities that they would otherwise not have the opportunity to.	Success Criteria:	<ul style="list-style-type: none"> Pupils gain from attending trips / residential / extra-curricular clubs.
Staff lead:	KH (Pupil Premium Lead) reports to HB (Headteacher)		
Rationale from research:	We want all pupils to be able to enjoy educational trips and visits, especially residential visits, that they may not otherwise be able to access.		
Implementation:	<p>How we will implement this intervention in Year 1:</p> <ul style="list-style-type: none"> Monitor spending on trips & visits, offering support to parents/families who require help & support. (All trips currently cancelled due to COVID-19 restrictions.) 	How we will implement this intervention in Year 2 (in light of the Year 1 annual light- touch review)	How we will implement this intervention in Year 3 (in light of the Year 2 light-touch annual review):
Light touch review notes:	Annual review notes:	Annual review notes:	Final review notes:
	Year 1:	Year 2:	Year 3:



Heygarth Primary School
Pupil Premium Grant Funding - Three-Year Strategy
2020-2023



Next Steps:			
-------------	--	--	--

Tier 3 Category Wider Strategies	Year 1	£ 2000	Is expenditure expected to increase, decrease, or stay the same?	Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Stay the same <input type="checkbox"/>	Is expenditure expected to increase, decrease, or stay the same?	Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Stay the same <input type="checkbox"/>
What we expect to spend:	Total expected expenditure:	£	Year 2	£	Year 3	£
What the money will be spent on:		Subsidising residential visits for all pupils in receipt of PPG funding	£			
What we actually spent:	Year 1	£				
	Total actual expenditure:	£				