

DERRY HILL C of E VA SCHOOL



3 YEAR PUPIL PREMIUM STRATEGIC PLAN

Organisation

The Pupil Premium Strategic Plan is organised into 3 sections and based on the long-term approach to Pupil Premium planning recommended by the DfE and the Education Endowment Foundation (EEF).

Section	Focus	Contents
Section 1	School context & approach to the PPG	Philosophy, school context & barriers to learning, implementation, review and accountability
Section 2	Long term (3 year) overview	Setting long term goals to reflect the school context
Section 3	Academic Year Action Plan & Impact Statement	Action plan for the current academic year, funding and evaluation of impact

SECTION 1

SCHOOL CONTEXT & APPROACH TO THE PUPIL PREMIUM GRANT (PPG)

PHILOSOPHY & PRACTICE

We believe in maximising the use of the Pupil Premium Grant (PPG) by utilising a long-term strategy which is fully aligned to our School Development Plan. This enables us to implement a blend of short, medium and long-term interventions, which effectively coordinate use of Pupil Premium and wider school improvement strategies for maximum impact on pupil outcomes.

We build our practice around the 7 areas of principle (below) and have adopted the Education Endowment Foundation (EEF) recommended 'tiered' approach to define our priorities and ensure balance. Our tiered approach comprises three categories: **Teaching, Targeted Academic Support & Wider Strategies**.

Area of Principles	School Practice
Whole-school ethos of attainment for all	Have an ethos of attainment for all pupils and avoid stereotyping disadvantaged pupils as all facing similar barriers or having less potential to succeed.
Addressing behaviour and attendance	Ensure effective behaviour strategies are in place, respond quickly to poor attendance and provide strong social and emotional support, including through working with families
High quality teaching for all	Emphasise and deliver 'quality first teaching' and provide consistently high standards by setting expectations, monitoring performance and sharing best practice
Meeting individual learning needs	Identify each pupil's challenges and interests. Seek the best strategies to help each pupil make the next step in his or her learning. Provide individual support for specific learning needs and group support for pupils with similar needs.
Deploying staff effectively	Devolve responsibility to frontline staff, use our best teachers to work with pupils who need the most support and train Teaching Assistants to effectively support pupils' learning
Impact driven and responsive to evidence	Effectively use data, and other evidence, to identify pupils' learning needs, review progress regularly and address underperformance quickly. Have manageable Assessment for Learning systems, which provide clear feedback for pupils. Use evidence to make decisions about support strategies.
Ambitious leadership	Have high aspirations and lead by example. Hold all staff accountable for raising attainment and do not accept low aspirations and variable performance. Be aware of best practice within, and beyond, the school and invest in staff training.

The following tables support understanding of our school context and are used to identify areas of strength and development (long, medium and short term)

OVERVIEW OF WHOLE SCHOOL CONTEXT												
	203 pupils			29 pupils			59 pupils			115 pupils		
Characteristic	WS PP	WS Service Premium	WS Non-PP	EYFS PP	EYFS Service Premium	EYFS non-PP	KS1 PP	KS1 Service Premium	KS1 non-PP	KS2 PP	KS2 Service Premium	KS2 non- PP
All	18 9%	5 2%	181 89%	2 7%	0 0%	27 93%	6 10%	1 2%	53 90%	10 9%	4 3%	101 88%
Boys	6 3%	3 1%	102 50%	2 7%	0 0%	14 48%	3 5%	1 2%	27 46%	3 3%	2 2%	53 46%
Girls	11 5%	2 1%	85 42%	0 0%	0 0%	13 45%	3 5%	0 0%	25 42%	7 6%	2 2%	48 42%
SEN Support	1 0.5%	1 0.5%	18 9%	0 0%	0 0%	0 0%	1 2%	0 0%	3 5%	0 0%	1 1%	9 8%
EHC Plan	0 0%	0 0%	4 2%	0 0%	0 0%	0 0%	0 0%	0 0%	1 2%	0 0%	0 0%	2 2%

ASSESSMENT DATA

EARLY YEARS FOUNDATION STAGE (EYFS)							
	All pupils	Pupils eligible for Pupil Premium	Pupils not eligible for Pupil Premium	National average	PP data from previous 3 years		
					2017 – 18	2018 – 19	2019 – 2020
Good Level of Development (GLoD)	62%	33%	58%		0%	No FSM / 100%* (not FSM at time)	50%
Reading	18 69.%	3 100%	15 65%		0%	0 / 100%	50%
Writing	17 65.%	1 33%	16 70%		0%	0 / 100%	50%
Number	22 85%	2 67%	20 87%		0%	0 / 100% (Exceeding)	50%

YEAR 1 PHONICS SCREENING CHECK						
All pupils	Pupils eligible for Pupil Premium	Pupils not eligible for Pupil Premium	National average	PP data from previous 3 years		
				2017-18	2018-19	2019-20 Retake score due to COVID
77%	50%	81%		100%	100%	100%

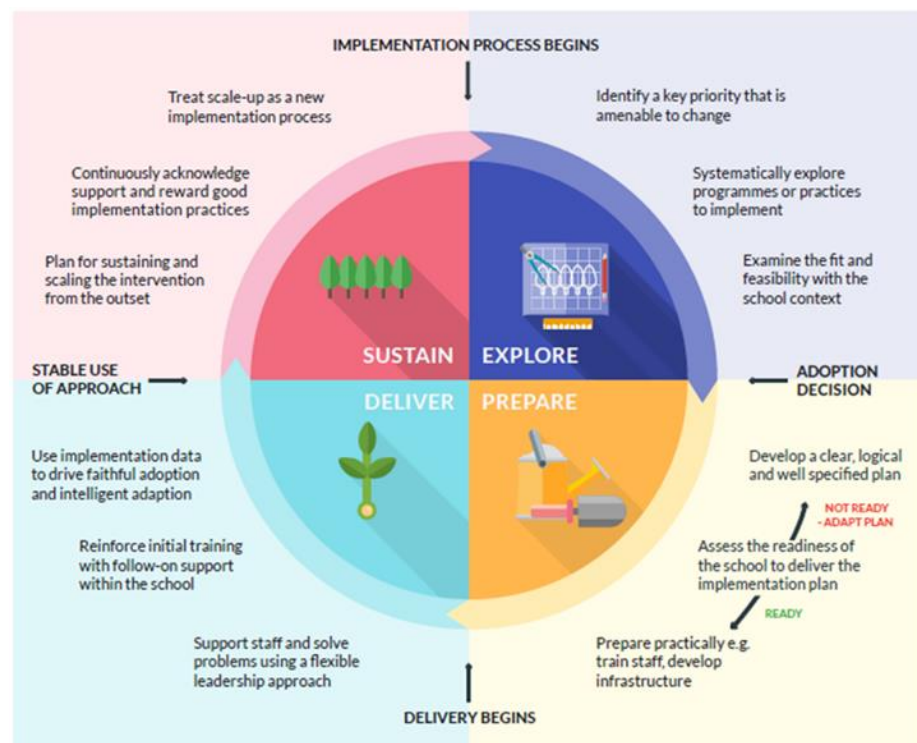
END OF KEY STAGE ONE (KS1)							
	All pupils	Pupils eligible for Pupil Premium	Pupils not eligible for Pupil Premium	National average	PP data from previous 3 years		
					2017 – 18	2018 – 19	2019 – 20 Not done due to COVID - 19
% achieving expected standard or above in Reading, Writing and Maths	21 (70%)	1 100%	20 69%		4 75%	2 100%	0 0%
% making expected progress in Reading	24 80%	1 100%	23 79%		100%	100%	

% making expected progress in Writing	24 80%	1 100%	23 79%		100%	100%	
% making expected progress in Maths	22 73%	1 100%	21 72%		100%	100%	

END OF KEY STAGE TWO (KS2)							
	All pupils	Pupils eligible for Pupil Premium	Pupils not eligible for Pupil Premium	National average	PP data from previous 3 years		
					2017 - 18	2018 - 19	2019 - 20
% achieving expected standard or above in Reading, Writing and Maths	25 78%	1 100%	24 77%		2/3 67%	3 / 5 60%	1/1 100%
% making expected progress in Reading	26 81%	1 100%	25 81%		2/3 67%	2/5 40%	1/1 100%
% making expected progress in Writing	27 84%	1 100%	26 84%		2/3 67%	1/4 25%	1/1 100%
% making expected progress in Maths	25 78%	1 100%	24 77%		2/3 67%	2/4 50%	1/1 100%

- 2018 / 2019 One parent took child on holiday during SATs week
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IMPLEMENTATION PROCESS



We believe in selecting a small number of priorities and giving them the best chance of success. We use the EEF Implementation Process Wheel to support and inform the development of our strategic Pupil Premium plans. In our implementation, we will:

Explore: what problems are we seeking to solve in the academic year? Are there adequate solutions, in the form of evidence-informed practices or programmes?

Prepare: do we have a clear, logical and well-specified plan? Do staff fully understand what is being implemented and how? What is the readiness of the school and staff to undertake these changes?

Deliver: how best can staff best deliver upon new approaches? Are there mechanisms in place to improve their use over time? Can we reinforce our approaches with initial training and continuous wrap around support?

Sustain: how do we best maintain new practices, for both staff and pupils, across a full academic year? How we will nurture motivation and ensure that we acknowledge and support good practice?

OUR REVIEW PROCESS

We believe in evidence-based interventions and learning from our experiences, which is why we carry out termly Pupil Premium progress review meetings, and on-going checks during interventions to ensure clear progress from a pupil's baseline and towards end of year objectives. To ensure our approach is effective, we will cease or amend any interventions that are not having the intended impact. The progress of pupils in receipt of the PPG is regularly discussed (termly) with teachers at pupil progress review meetings. At the end of each year, we fully evaluate the impact of all our actions and strategies on pupil outcomes and use this information to inform next steps.

The impact of the action/intervention is:	Far above expectations		Above expectations		As expected	x	Below expectations		Far below expectations	
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SECTION 2: LONG TERM (3 YEAR) OVERVIEW

SETTING THE PRIORITIES

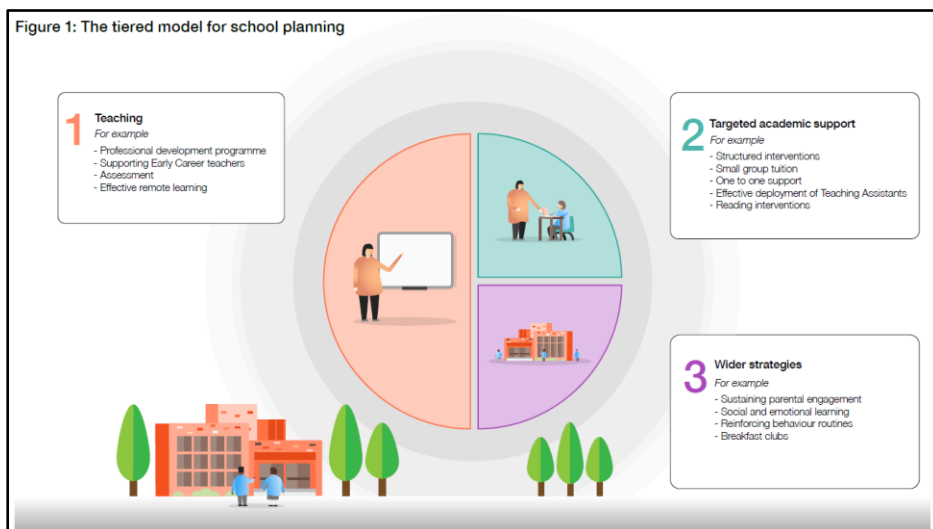
Setting priorities is key to maximising the use of the PPG. Our long term priorities are identified in our 3 year strategic overview and progress towards them outlined in a detailed action plan relevant to each academic year ([see Section 3](#)). When establishing our priorities, we draw on research and evidence to understand strategies that will have maximum impact on pupil outcomes and relate them to the EEF tiered approach.

HEADLINE AREAS FOR DEVELOPMENT 2020 – 2023		
PP AREA FOR DEVELOPMENT	TIERED FOCUS AREA, RESEARCH & EVIDENCE	PP DESIRED OUTCOME
<p><u>Leadership and Management</u></p> <p>To improve the school's processes for self-evaluation of PPG strategies, provision and impact so as they are exemplary & dynamically inform improvement.</p> <p>Ensure all school planning for the PPG (SDP, PP strategy, provision maps etc) demonstrate a relentless and focused drive to improve outcomes for Disadvantaged Learners.</p>	<p>Pupil Premium Lead to attend networks and filter best practice to teachers and teaching assistants</p> <p>Rigorous monitoring of PP and non PP children by subject leaders through learning walks, book looks, data and pupil/ teacher voice.</p> <p>External moderation of PP strategy from School Improvement Partner</p> <p>Performance Management targets linked to PP strategies, provision and impact.</p>	<p>Effective leadership in place for Pupil Premium Children with strategies reviewed to show value for money and impact on progress and attainment for Pupil Premium Children.</p>
<p><u>Teaching</u></p> <p>Teachers to relentlessly adapt their practice to overcome barriers to learning and minimise impact on the learning environment.</p>	<p>Ensure PP children are given effective support to reduce the effect of COVID-19 and prevent it from widening the gap further.</p> <ul style="list-style-type: none"> • Quality First Teaching • Targeted Intervention • Best use of adults and expertise within the classroom • Early identification of any additional needs • Enable tables • Rigorous assessment procedures • Moderation of learning 	<p>By the end of KS2, the majority of our PP children to meet the expected standard or better in Reading, Writing and Maths</p> <p>PP children catch up to be at least in line with ARE across all subjects so as the differential between pp and non-PP is minimal.</p> <p>All our PP children will have resources available to complete home learning if and when necessary whether this be electronic devices (if available via the government), ipad's loaned by school or paper copies of work.</p>

	Ensure our PP children are able to access remote learning effectively should further school closures happen or in completing ongoing home learning	
<p><u>Targeted Academic Support</u></p> <p>Teachers will have an excellent understanding of the structure and coverage of all intervention strategies and ensure that transitions back into the classroom maintain high levels of progress for all learners, particularly PP/LAC</p> <p>Through regular, quality CPD opportunities in support of targeted academic support, the school demonstrates a clear commitment to maintain a highly skilled staff team who will have notable impact on pupil outcomes, particularly PP/LAC</p>	<p>Interventions are planned through both the Pupil Premium Grant and also the Covid Catch Up funding to support pupil premium children to catch up on lost learning due to the pandemic.</p> <p>Teachers to work closely with PPG lead and SENCO to identify specific catch up needs and support with appropriate targeted interventions</p> <p>TAs trained to support pupils with evidence based intervention programmes</p> <p>High QFT to support linking intervention to classroom practice through pre-teach and reteach strategies as well as targeted support within lessons.</p> <p>PPG children are closely monitored in pupil progress meetings with SLT.</p>	<p>PPG children catch up with ARE across all age groups and meet end of year expectations.</p> <p>PPG children make good or better progress in line with their peers and accelerated progress from interventions.</p> <p>AGT PPG children are supported in reaching their full potential through AGT courses</p>
<p><u>Wider Strategies</u></p> <p>The school works in positive partnership with a wide variety of services, groups and/or agencies providing a positive and cohesive support network which champions Disadvantaged Learners</p>	<p>ELSA training and ELSA support for PPG children to support positive SEMH.</p> <p>All PPG children to have opportunities to attend in school and wider community events.</p> <p>All PPG children to have the opportunity to reach their full potential without financial barriers.</p> <p>PPG children are given opportunities to follow their dreams through funded support for out of school activities.</p> <p>Where appropriate strategies in place to support full school attendance for PPG children.</p>	<p>No gap between FSM and all pupils' attendance.</p> <p>All PPG children have the equipment needed to enjoy all aspects of school.</p> <p>PPG participate in all opportunities offered to the school community.</p> <p>SEMH of PPG children is supported</p>

SECTION 3: ACADEMIC YEAR 2021/2022 ACTION PLAN & IMPACT STATEMENT

Figure 1: The tiered model for school planning



Areas for development reflect the EEF tiered model approach and support achievement of the school 3 year strategically planned outcomes:

Tier 1 Teaching: Objectives that ensure effective teaching in every class and support teachers to keep getting better (Professional development; Training; Support for Early Career teachers; Recruitment and retention)

Tier 2 Targeted Academic Support: Objectives that link interventions to support classroom teaching, and includes teachers and Teaching Assistants (Structured interventions; Small group tuition; 1:1 support)

Tier 3 Wider Strategies: Objectives that relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support. Linked to the needs of the community (Behaviour strategies; Breakfast Club; Increasing attendance)

LINKED TO 3 YEAR STRATEGIC OUTCOME: LEADERSHIP AND MANAGEMENT			To improve the school's processes for self-evaluation of PPG strategies, provision and impact so as they are exemplary & dynamically inform improvement. Ensure all school planning for the PPG (SDP, PP strategy, provision maps etc) demonstrate a relentless and focused drive to improve outcomes for Disadvantaged Learners.		
ACADEMIC YEAR 2020/2021 OBJECTIVE:			Review current processes for PPG ensuring all relevant staff are trained to undertake their roles effectively.		
AREA OF SPEND	PP SPEND	RESPONSIBILITY	DESCRIPTION OF ACTIONS & TIMINGS	INTENDED OUTCOMES & EVIDENCE	IMPACT
New PPG Lead to attend Wiltshire 'making it happen' networks	£294	Aly Miller	Aly to attend disadvantaged learner network meetings 'making it happen' and share information with SLT. Aly to share relevant information to staff through staff meetings and updates.	PPG lead is up-to-date with all local and national initiatives as well as best practice for leading disadvantaged learners. Best practice initiatives are implemented at DH so as PPG	

PPG lead time to attend meetings	6 hours £250		Term 1 16 September 2021 Leadership (roles and responsibilities DL Leaders and PPG Governors) Term 2 11 November 2021 Monitoring & Evaluation Term 3 13 January 2022 Quality First Teaching Term 4 10 March 2022 Targeted Academic Support Term 5 05 May 2022 Attendance Term 6 16 June 2022 Leadership (impact and priorities for coming academic year).	children are well catered for and needs are met through PPG funding.	
Time for new PPG lead to implement new strategies, monitor, evaluate, attend pupil progress meetings etc	3 days per year £750	Aly Miller	Aly to plan next steps for PPG funding following best practice advice provided through network meetings. Aly to monitor progress of PPG children in Pupil Progress meetings and report to governors.	The PP strategy is well informed and takes into account all four areas from the PP matrix. Forward planning is a result of rigorous school self-evaluation and is matched to needs of PPG children at Derry Hill.	
LINKED TO 3 YEAR STRATEGIC OUTCOME: TEACHING			Teachers to relentlessly adapt their practice to overcome barriers to learning and minimise impact on the learning environment.		
ACADEMIC YEAR 2020/2021 OBJECTIVE:					
AREA OF SPEND	PP SPEND	RESPONSIBILITY	DESCRIPTION OF ACTIONS	INTENDED OUTCOMES & EVIDENCE	IMPACT
PPG Lead to attend QFT CPD based on EEF evidence for best practice.	£240	AM	‘Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending.’ (EEF)	PPG Lead has personally developed knowledge, understanding and application of effective teaching strategies which can be shared in your own setting.	

PPG lead time to attend meetings	12 hours £500		<ul style="list-style-type: none"> Flexible grouping, 04 November 2021 Metacognition, 06 January 2022 Explicit instruction, 03 March 2022 <p>Scaffolding, 28 April 2022</p>	Strengthened quality first teaching to impact on improving outcomes for all learners, particularly those in receipt of the PPG and SEN.	
All subject leaders to attend Curriculum leader training to ensure clear progression and planning which supports children to know more and remember more.	10 subject leaders £350	EW	<p>To help subject leaders have the confidence to be able to talk about and lead their subject, clearly articulating what they are doing in order to raise standards for their children</p> <ul style="list-style-type: none"> How well do you know the EIF - What information do you need to know to be ready for inspection? How can this framework support you continuing to improve teaching and learning in your subject? 	Subject leaders feel confident in monitoring their subject effectively by looking at vulnerable groups of learners including PPG children and identifying resources, QFT strategies and enrichment experiences to enable these learners to make good progress across all aspects of the curriculum.	
Transition training for Year 1 teachers	£49	DH	<p>This course will help DH support children in your Year One class by identifying and planning appropriate continuity in each child's learning from the EYFS curriculum to Year One curriculum.</p> <p>This will help DH to plan and narrow gaps in children's learning skills. She will be encouraged to consider her teaching style, learning environment and how these can be tweaked to support children initially in Year One.</p>	<p>By the end of the session year 1 teacher will:</p> <ul style="list-style-type: none"> feel more confident to tailor your curriculum, and learning environments, to the individual needs of the children in your cohort. 	
NELI training	£100 to cover HN to attend training	HN and NB	20-week programme proven to help young children overcome language difficulties. It is designed for children aged 4-5 years and combines small group work with one-to-one sessions	All identified pupils will develop their language and communication skills aiding their reading and phonics progressions to achieve GLOD at the end of EYFS	

			delivered by trained teaching assistants, targeting vocabulary, narrative skills, active listening and phonological awareness.		
Maths mastery		NB DH HM JW	<p>EYFS, Y1 and Y2 teachers have been enrolled onto a maths mastering in number facts programme with the Maths Hub and NCETM as part of the DfE drive to improve number skills at KS1.</p> <p>It aims to develop solid number sense, including fluency and flexibility with number facts, which will have a lasting impact on future learning for all children. It also involves high quality professional development for teachers.</p>	All pupils have a secure understanding and recall of number facts leading to improved progress and attainment in Maths across EYFS and KS1.	
Re-instate and upgrade enable tables following the coronavirus pandemic so as all pupils have access to learning aids under QFT.	£200	Aly Miller Emma Williams	<p>Discuss enable table resources with class teachers and ask teachers to set up a space for enable tables within the classroom which in easy access for all pupils.</p> <p>Discuss resources for enable tables to encourage independence and also to foster independent learning styles.</p> <p>Audit and update enable table resources.</p>	<p>All pupils have access to QFT learning resources to support their learning in the classroom.</p> <p>Pupils become independent in recognising their learning needs and are able to access available resources independently.</p>	

LINKED TO 3 YEAR STRATEGIC OUTCOME: TARGETED ACADEMIC SUPPORT	<p>Teachers will have an excellent understanding of the structure and coverage of all intervention strategies and ensure that transitions back into the classroom maintain high levels of progress for all learners, particularly PP/LAC</p> <p>Through regular, quality CPD opportunities in support of targeted academic support, the school demonstrates a clear commitment to maintain a highly skilled staff team who will have notable impact on pupil outcomes, particularly PP/LAC</p>
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ACADEMIC YEAR 2020/2021 OBJECTIVE:					
AREA OF SPEND	PP SPEND	RESPONSIBILITY	DESCRIPTION OF ACTIONS	INTENDED OUTCOMES & EVIDENCE	IMPACT
AGT courses through Breaside for AGT PP children	£200	Emma Williams Aly Miller	Appropriate AGT courses are offered to those pupils who are AGT fully funded by school.	AGT pupils have opportunities to work with like minded peers and to reach their full potential without financial barriers.	
% of TA allocated to supporting PPG children during morning lessons	Based on 3 hours per week per class £11866	Class teachers	<p>Class teachers to ensure PPG children are identified within class planning and that they are supported appropriately within lesson time.</p> <p>Class teachers to closely monitor the progress and outcomes of PPG children and plan in pre-teach and re-teach opportunities to ensure gaps are identified and caught up quickly and effectively.</p> <p>Class teachers to be held to account for progress and attainment of PPG children through regular Pupil Progress meetings with SLT.</p>	<p>PPG children are well supported in school, particularly in reading, writing and maths through morning TA time and class teacher input.</p> <p>PPG children make good progress in line with their peers.</p> <p>PPG children achieve ARE and where pupils are not on track to achieve ARE they are provided with high quality interventions.</p>	
LINKED TO 3 YEAR STRATEGIC OUTCOME: WIDER STRATEGIES			The school works in positive partnership with a wide variety of services, groups and/or agencies providing a positive and cohesive support network which champions Disadvantaged Learners		
ACADEMIC YEAR 2020/2021 OBJECTIVE:					
AREA OF SPEND	PP SPEND	RESPONSIBILITY	DESCRIPTION OF ACTIONS	INTENDED OUTCOMES & EVIDENCE	IMPACT
Annual ELSA training	£590 £300	Aly Miller Helen Harris Tanya Dolman	Ensure annual training is booked through right choice	Pupils SEMH is supported so as pupils are able to feel ready and prepared for learning.	

Cost of attending training			<p>ELSA's to attend training 5 times per year and share relevant information with SENCO and PPG lead.</p> <p>Plan timely interventions based on training to support pupil's SEMH in school</p>	<p>Pupils feel valued and listened to and have experienced and knowledgeable staff to support them.</p> <p>ELSA certificate and qualification is maintained through attendance at training.</p> <p>Staff feel confident in strategies to support SEMH in school.</p>	
ELSA support for disadvantaged pupils in school	<p>1 afternoon per week (x38 weeks)</p> <p>£1118</p>	<p>Aly Miller</p> <p>Helen Harris</p> <p>Tanya Dolman</p> <p>Class Teachers</p>	<p>Teachers to identify PPG children who are struggling with their SEMH and highlight these to SENCO and PPG lead.</p> <p>Plan ELSA time to support the most vulnerable PPG children.</p> <p>Where appropriate group children together.</p>	<p>Identified pupils with SEMH needs are supported through regular ELSA support targeted to meet their individual needs.</p> <p>PPG children feel that they are well supported and are ready for learning.</p>	
Forest School sessions for all classes to support mental health, resilience, team work, risk taking	£1530	<p>Rebecca Hand</p> <p>Class Teachers</p>	<p>Forest school lead to plan regular forest school sessions with all KS2 classes in the Summer term.</p> <p>Forest school lead to plan and deliver forest school sessions to KS1 to fit in with morning timetable.</p> <p>Where appropriate forest school lead to focus on SEMH and team building activities to reunite classes following lockdown and isolation.</p> <p>Where appropriate forest school lead to build sessions into the class topic and theme for the term to evidence linked learning opportunities.</p>	<p>Disadvantaged pupils support with SEMH and opportunities that they may not experience outside of school.</p> <p>Team building activities to rebuild sense of belonging.</p> <p>Teachers are upskilled in forest sessions to apply to future visits to the forest.</p> <p>Theme and topic links are made with outdoor learning opportunities.</p>	

			Class teachers to learn new skills from forest school lead to reuse with classes during future forest visits. (CPD for staff)		
Wellies provided for all PPG children to access forest school and also part of uniform needed for play times.	£200	Emma Williams Tracey Davies	Annual questionnaire sent to PPG children to ask for sizes and if wellies are required from school for the upcoming academic year. SBM to source good quality, value for money wellies for all PPG children.	PPG children have equipment needed to access the field and also forest school. PPG have sense of belonging as they have the required equipment to join with their peers.	
New school jumper, book bag and school logo PE t-shirt provided for all PPG children	£360	Emma Williams Tracey Davies	Annual questionnaire sent to PPG children for sizes for uniform and if a new book bag is required. SBM to order school uniform and distribute to PPG children	Increased sense of pride belonging with new logo uniform each year leading to increased confidence and self-esteem.	
Emergency clothing fund for disadvantaged pupil who may be struggling to pay for cost of additional uniform, PE kit and school shoes	£200	Emma Williams Tracey Davies	Fund to be available for PPG families in need of providing shoes, coats, school uniform etc. This will be assessed on a family basis and personal request system.	All PPG children have the equipment they need to attend school. School uniform provides sense of belonging.	
Free School Meals for PPG children	£6555	Tracey Davies	Work with school lunch provider to access FSM meals for PPG children.	PPG children are provided with a fresh, healthy daily meal to support nutrition and wellbeing.	

Cool Milk		Tracey Davies	Work with cool milk to provide school milk for PPG children who have requested it.	PPG children have access to a healthy drink.	
The Gift of Reading	£20 each year to spend at the book fair or online £300	Emma Williams Aly Miller	Provide our PP children who do not have access to a range of books at home with a set of reading books each year. "The Gift of Reading".	PP children having access to a selection of their own reading books at home.	
Expenses paid for trips, visitors, enjoyment at school events such as film night, school fayre etc.	£200	Emma Williams Tracey Davies	Plan PPG annual spend for all school events, trips and visitors. Ensure money from PPG budget is transferred to relevant fund for payment of events.	PPG participate in all opportunities offered to the school community. Increased sense of belonging. Increased confidence and self esteem.	
Expenses for in school sporting achievements such as bikeability, swimming lessons etc	£25 for bikeability certificates No swimming this year due to Covid	Emma Williams Tracey Davies	Plan PPG annual spend for all school events, trips and visitors. Ensure money from PPG budget is transferred to relevant fund for payment of events.	PPG participate in all opportunities offered to the school community. Increased sense of belonging. Increased confidence and self esteem.	