



## Spending Plan for Recruit, Recover and Raise Standards funding

- This plan should indicate the number of pupils included and an outline of the curriculum and staffing solutions proposed.
- Where schools are working in collaborative partnerships or cluster arrangements a single plan will be acceptable

School	School Name / cluster of schools: Lamphey Primary School	
	Lead Head teacher: Mr Simon Thomas Contact email: <a href="mailto:head.lamphey@pembrokeshire.gov.uk">head.lamphey@pembrokeshire.gov.uk</a>	
Number of pupils included		
Family schools	Pembroke	
Focus Area as determined by the criteria in the Grant Terms and Conditions (provided separately)	<p>The expectation of the funding is to help <b>schools</b> meet the demands of the COVID-19 pandemic through the <b>Recruit, Recover, Raise Standards (RRRS) programme</b>.</p> <p>During the pandemic, it has become clear that many learners have not progressed as much as they might in terms of their progress in learning, some learners having been impacted more seriously than others have. This RRRS funding enables investment in schools to allow them to recruit and deploy additional human capacity to support learners in addressing their needs following the COVID-19 crisis and the related periods of school closure.</p>	
	Total Grant	£8,763.84
	Ensure that the priorities match the Focus Area and also comply with any funding criteria. Priorities must meet the grant criteria and be linked to your SDP. This will take account of any recommendations arising from categorisation. A full breakdown of costs against each activity must be included.	Costs
	<b>Priority 1</b> : Development of independent learning skills, motivation and enjoyment of learning, to enable and encourage learners in all groups to make accelerated progress and, where appropriate by working more effectively alone and out of school	Total - £ 3,833
	<u>Activities to meet priority 1:</u> <ul style="list-style-type: none"> <li>• To continue to employ 2 members of staff to support the ALNCO and the ELSA in the delivery of focused support for learners so they achieve their potential (particularly eFSM and MAT pupils).</li> <li>• The 2 members of staff will support the ALNCO/ teaching staff in the assessment process to identify a baseline.</li> <li>• Identified pupils to receive extra support across the curriculum to raise literacy, numeracy and digital competence.</li> <li>• The appointed staff will help to ensure the quality of tracking in the school so that class teachers know what each child needs to learn to move forward.</li> </ul>	<u>Breakdown of costs</u>
	Number of pupils to have benefitted - 71 pupils	



<p><b>Priority 2</b> : Literacy including oracy, numeracy and digital competence developed and applied within a broad, balanced and engaging curriculum. This will include higher order reading and writing skills, high level mathematics where relevant, and digital competence at the appropriate level and as relevant to learners progressing with their qualifications</p>	<p>Total - £3,833</p>
<p><u>Activities to meet priority 2:</u></p> <ul style="list-style-type: none"> <li>• To continue to employ 2 members of staff to support the ALNCO and the ELSA in the delivery of focused support for learners so they achieve their potential (particularly eFSM and MAT pupils).</li> <li>• The 2 members of staff will support the ALNCO/ teaching staff in the assessment process to identify a baseline.</li> <li>• Identified pupils to receive extra support across the curriculum to raise literacy, numeracy and digital competence.</li> <li>• The appointed staff will help to ensure the quality of tracking in the school so that class teachers know what each child needs to learn to move forward.</li> </ul> <p>Number of pupils to have benefitted - 71 pupils</p>	<p><u>Breakdown of costs</u></p>
<p><b>Priority 3</b> : Support and engagement through coaching – this in recognition that learners may need coaching, emotional support and relationship building as well as support for examination preparation and skills for those undertaking qualifications.</p>	<p>Total - £3,833</p>
<p><u>Activities to meet priority 3:</u></p> <ul style="list-style-type: none"> <li>• To continue to employ 2 members of staff to support the ALNCO and the ELSA in the delivery of focused support for learners so they achieve their potential (particularly eFSM and MAT pupils).</li> <li>• The 2 members of staff will support the ALNCO/ teaching staff in the assessment process to identify a baseline.</li> <li>• Identified pupils to receive extra support across the curriculum to raise literacy, numeracy and digital competence.</li> <li>• The appointed staff will help to ensure the quality of tracking in the school so that class teachers know what each child needs to learn to move forward.</li> </ul> <p>Number of pupils to have benefitted – Classes 3, 4 and 5 - 71 pupils</p>	<p><u>Breakdown of costs</u></p>

<p>Total Spend including additional funds allocated by the schools</p>	<p><b>£11,500</b></p>
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<p>School Head teacher (at planning stage)</p>	<p>Simon Thomas</p>	<p>Date: 15<sup>th</sup> June 2023</p>
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<p>Please insert date that the plan has been approved by the governing body</p>	<p>Date:</p>
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- In all cases the plans should be signed off by the school’s Governing Body and details of the school’s approach should be made available to parents and the wider community.

*We would recommend that where the school has one the plan is published on the schools website, if not then please keep a copy at the school.*

**Please note the following pages do not need to be completed at the planning stage, these will be requested at a later date.**

Evaluation of Impact	
<p><b>School Evaluation</b></p> <p><b>The evaluation should note</b></p> <ul style="list-style-type: none"> <li>• to what extent has the activity impacted on learner outcomes</li> <li>• to what extent has the activity impacted on provision in the school</li> <li>• note any areas that remain a priority for improvement.</li> </ul>	
Priority 1	
Priority 2	
Priority 3	

Final Value for Money Evaluation
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Did the school meet the intended, agreed brief?	
Is the school able to demonstrate impact on pupil outcomes and provision?	
Is the school able to demonstrate gains above the optimum expectation?	
Has the school demonstrated that it has made good use of the funding it received?	
Has the school demonstrated efficiency whilst ensuring impact?	



Has the school incorporated succession planning and professional capacity in order to ensure continuous and sustainable impact?	
Has the funding allocated all been spent in line with the above priorities and the terms and conditions of the grant?	

<b>Please confirm that there is no underspend on the funding received</b>	
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***Authorisation will be accepted as a wet signature, electronic signature or direct email from the relevant authorised individual***

School Head teacher (at evaluation stage)		Date:
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