



Headteacher: Mrs C.V. Morley

Theale C of E Primary School Pupil Premium Policy, Strategy Statement and Review for the Academic Year 2019-2020

“Teach me to do your will, for you are my God; may your good spirit lead me on a level ground.” Psalm 143:10

At Theale C of E Primary School, we believe in striving for the best education for all children.

We aim to ensure that all children leave Theale CE Primary equipped with the skills, confidence, resilience and determination needed to succeed in the future.

The school receives funding from the Government to support us to achieve this aim. This is known as Pupil Premium funding. There are three categories of children who qualify for pupil premium:

- Children who are eligible for free school meals
- Looked after children (including adoption/residency order)
- Armed forces children

Principles

We will:

- Have the highest of aspirations and expectations for all of our children.
- Strive for excellence and celebrate success.
- Ensure that all teaching and learning meets the needs of all of the pupils.
- Make appropriate provision for children who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately addressed.
- In making provision for socially disadvantaged pupils, recognise that not all pupils who receive free school meals will be socially disadvantaged;
- Recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We therefore allocate pupil premium funding to support any pupil or groups of pupils that the school have legitimately identified as being socially disadvantaged.

Provision

Regular pupil premium meetings will identify the needs of children so that provision can be tailored to them. We help children by offering a variety of support as required:

- Literacy and Maths intervention with SENCO/SEN Teacher
- Small group work with teachers or HLTA within class
- Additional teaching and learning opportunities through external agencies
- 1 to 1 tuition or small group tuition with teacher
- A comprehensive ‘Arts’ curriculum and Life Skills Programme
- Payment for school trips
- Social skills groups

- Speech and language sessions
- Extra daily reading
- ELSA sessions
- G & T groups (SETs)
- ABC to read
- Spelling groups
- Emotional Health Academy
- Yoga Therapy
- PPG Activities Club sessions
- Horse riding
- Music lessons
- Gifted and talent opportunities including, music, drama, art, dance and sport
- Targeted TA support when needed.
- Engage with families and provide support to help them support their children.
- Breakfast club and Holiday Clubs
- Music and Sporting extra-curricular opportunities

These tailored provisions will ensure our Pupil Premium children experience success, and achieve their full potential, emotionally, academically and socially. Their learning will be accelerated in all areas especially in raising children's skills in Communication, English and Maths.

1. Summary information					
School	Theale C of E Primary School				
Academic Year	2019/20	Total PP budget	£66,860	Date of most recent PP Review	June 2020
Total number of pupils	325	Number of pupils eligible for PP	28	Date for next internal review of this strategy	July 2021
Break Down of PPG Numbers				Free School Meals	23
LAC/RO/Adopted	13	Service Child	0	Ever 6	5

2. Current attainment (NB service child not included in line with DoE Policy) See tables at end of document:

3. Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers	
A.	Communication and language skills are generally lower for pupils eligible for PP than for other pupils.
B.	Personal, social and emotional development skills are generally lower for pupils eligible for PP than for other pupils.
C.	Behaviour for some of our PP eligible pupils has a significant impact on how they manage the school day.

D.	A number of our PP pupils have low aspirations for themselves.
E.	Many of our PP pupils have significant and sometimes complex SEND.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
F.	Some of the PP eligible pupils have limited experiences outside of school.
G.	Some evidence of poor punctuality and attendance in PP families.
H.	Levels of academic ambition and aspirations are sometimes lower in PP families.
I.	Some PP families reluctant to engage with school life, including attending parent meetings and completing SAPs.

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Children will be able to articulate their needs in socially appropriate ways for their age in order to promote a GLD in the area of CL.	Children will be able to communicate their needs with the adults who support them in school. As a result, children will feel listened to, respected and valued. This will permeate their relationships with their peers: children will be able to express themselves successfully, therefore building strong relationships formed in mutual respect.
B.	Each child will receive appropriate high-quality teaching and emotional and social support in school, and their families will also feel supported by the school, enabling the child to focus on their learning by developing strong learning behaviours.	All PP children will be able to focus on their learning and feel supported emotionally, socially and academically. Each child will take part in a range of activities in order to build self-esteem. Through encouraging positive expression of opinions, children will display patience and tolerance. Children will develop resilience and will work well individually and as part of a team. Each family will be supported with any social, emotional or financial concerns.
C.	To foster an environment where children feel valued and respected which will enable them to demonstrate these attributes – children will show a love of learning and effective learning behaviours.	All PP children will be able to focus on their learning and feel supported academically. Families will be supported financially so that children may enjoy a rich curriculum, with offsite activities taking place outside of school.
D.	To encourage all children to have high aspirations by providing them with a rich, varied curriculum and allowing them the opportunities to have a broad experience.	Children will have a desire to learn and to engage fully in school life and in extra-curricular activities. Children will feel proud of their achievements and will develop their own academic aspirations and talents. In turn, parents and carers will share these aspirations and achievements.
E.	For children with SEND to reach their full potential.	PP children with SEND will make progress in line with school

		expectations in relation to their current attainment. These children will feel supported emotionally, socially and academically enabling them to build their self-esteem and reach their potential.
F.	To provide PP children with a rich experience.	All PP children will access a varied curriculum and have opportunities to develop their individual talents. PP families will be supported financially so that children can attend school trips and events, enabling the children to gain a rich, varied experience during their time with us.
G.	To enable PP children to have good punctuality and attendance rates.	Attendance will be monitored, and PP families will be supported with punctuality. Where this links with behaviour, practitioners will support and praise children for building their self-esteem. A rich, varied curriculum will encourage children to want to attend school.
H.	For PP families to have high aspirations for their children	Children will be enthusiastic about attending school where they are exposed to a rich, varied curriculum. Children will be given a broad experience, and become ambitious as a result. This ambition will transmit to the families, who will in turn develop high aspirations for their children.
I.	PP families will engage fully in school life.	With regular positive communication from teachers, PP families will be keen to engage in school life. PP families will feel well-supported, and be willing to participate in discussions about pupil progress and wellbeing.

5. Planned Expenditure – Total Budget Allocation £66,860

Academic year

2019-2020

i. Quality of teaching for all

Intended outcome	Action/Approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
We will invest in further subject specialists to encourage aspirations and a love of learning, nurturing children's talents through a rich, varied curriculum.	Timely and thorough recruitment processes will allow us to recruit appropriate staff. Targeted CPD will ensure staff can operate at the highest level.	Subject specialists have the upmost enthusiasm for their subjects. This enthusiasm is transmitted to the children, through expert delivery of content.	Appraisals will be accompanied by observations to ensure teaching is of the highest standard. Subject co-ordinators will monitor the quality of teaching in their subject area.	All Staff	July 2020
We will invest in the highest performing class teachers and teaching assistants and ensure rigorous systems and structures are in place to support them. This will ensure the highest achievement is possible for our most vulnerable children.	Timely and thorough recruitment processes will allow us to recruit appropriate staff. High quality targeted CPD to ensure they can operate at the highest level. Staff will be briefed regularly on the importance of aspirations and attainment of vulnerable and disadvantaged pupils, and equipped with means to provide support. Monitoring of teacher /TA performance through embedded appraisal and regular feedback.	Consistent high-quality teaching is the best way to ensure the highest achievement for every child including vulnerable children. Intervention strategies, whilst valuable in some cases, inevitably cannot replace this and puts the inspirational creative curriculum at risk.	Recruitment is always challenging in the current climate however currently 100% of teaching is good or better with a significant amount of outstanding teaching. As a result, attainment is high and all children are making measurable progress.	All Staff	July 2020
Total budgeted cost from PP fund					£0

ii. Targeted support

Intended outcome	Action/Approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

<p>Those of high ability and exceptional talent will have the opportunity to develop those abilities and talents.</p>	<p>PP lead and CT to undertake a comprehensive review of the abilities and talents of children, providing interventions and club activities to nurture abilities and talents.</p>	<p>Though at times socially and economically disadvantaged, there are children in receipt of PP who are exceptionally able or talented. It is of paramount importance that all children are given the opportunity to find their abilities and talents in a wide range of areas.</p>	<p>PP Lead to monitor gathering of information on abilities and talents, liaising with G&Tco. to provide and monitor enrichment. NACE membership and working towards Challenge Award.</p>	<p>PP Lead CT G&Tco.</p>	<p>July 2020</p>
<p>For PP families to have high aspirations for their children and to engage fully in school life.</p>	<p>Children will be given a broad experience at school, and become ambitious as a result. This ambition will transmit to the families, who will in turn develop high aspirations for their children. The school will provide informal Family Sharing events where the children's work will be showcased. The school will develop regular, strong communication links with families, informing them of children's talents and interests, to foster a positive image of achievement.</p>	<p>The school seeks increased engagement from PP families, hoping to foster stronger communication with class teachers, including attending parent meetings and completing SAPs.</p>	<p>Teachers will actively look for areas to promote achievement for PP children. They will be trained in tailoring resources and provision to suit individual needs. Provision will be monitored termly, and training will be given on how to improve classroom provision for PP children. Where provision is strong, positive conversations with families will ensue, thus enabling families to be more confident in engaging fully</p>	<p>PP Lead SENCO CT</p>	<p>July 2020</p>
<p>Children will be able to articulate their needs in socially appropriate ways for their age in order to promote a GLD in the area of CL.</p>	<p>Throughout the school, the following provision is in place: social skills groups, focused language sessions, daily phonics, daily reading, singing and rhymes sessions. Support is also provided for parents.</p>	<p>PP children throughout the school demonstrate PSED delay impacting upon their relationships with peers and adults.</p>	<p>A rigorous programme will be in place to develop CL in PP children. TA support will be used, alongside class teacher and Resource interventions. Children will feel secure in the learning environment which will help the children to develop their self-confidence thus encouraging them to seek out new learning</p>	<p>PP Lead SENCO CT TA</p>	<p>July 2020</p>

<p>Each child will receive appropriate emotional and social support in school, and their families will also feel supported by the school, enabling the child to focus on their learning by developing strong learning behaviours</p>	<p>All PP children will feel valued and included. The children will have the opportunity to voice their opinions about learning and achievements. Children and parents will be familiar with the Gem system to support the development of resilience. Educational visits paid for by PP budget to inspire awe and wonder. Each child will take part in a range of activities in order to build self – esteem, encourage positive expression of opinions, to take part in new experiences, to socialise within safe and new environments, take make decisions individually or as part of a team. Each family will be supported with any social, emotional or financial concerns.</p>	<p>Emotional and social needs of children eligible for PP are negatively impacting upon their learning due mainly to low self-esteem, lack of confidence and anxieties, particularly in KS2 children. Some children eligible for PP can find school challenging due to worries about home life and circumstances.</p>	<p>Each child will receive appropriate support at school so they are able to focus on their learning enabling them to increase attainment. School will support families in creating a positive image around learning and school. Each child will feel happy and safe at school so they can focus primarily on their education rather than emotional/social concerns. All PP children will be dressed appropriately for school and PE lessons.</p>	<p>PP Lead SENCO CT ELSA TA</p>	<p>July 2020</p>
<p>To enable PP children to have good punctuality and attendance rates, aiming for over 95%.</p>	<p>PP families will be supported with punctuality. Where this links with behaviour, practitioners will support and praise children for building their self-esteem. A rich, varied curriculum will encourage children to want to attend school.</p>	<p>PP children are frequently late, or absent from school. This impacts on their learning, as they miss lessons. Where pupils are not read with regularly at home, this also impacts their progress in reading. Children also miss opportunities such as trips, events and performances.</p>	<p>Attendance will be monitored. Class teachers and office staff will communicate with families to be aware of the reasons behind lateness or absences. A rich curriculum will be provided at school, while practitioners actively seek the interests and talents of children: providing them with a broad experience and a positive image of school will encourage children to attend, and assist families in getting them to school. A positive image of school with strong communication will encourage families to maintain good attendance. Where necessary the school will seek assistance from external agencies including EWO and social services.</p>	<p>PP Lead SENCO CT Office Staff</p>	<p>July 2020</p>

<p>To foster an environment where children feel valued and respected which will enable them to demonstrate these attributes – children will show a love of learning and effective learning behaviours</p>	<p>PP children will have access to: exposure to and discussions around rules, social skills groups, ELSA, EHA, school trips, opportunities for socialising within safe and new environments, lunchtime clubs, after school clubs, opportunities to spend time with animals in a safe environment.</p>	<p>All of these experiences will help children to feel valued and respected.</p> <p>Some of the PP children have had an extremely difficult start to their lives and have displayed emotional and social needs at home and at school. This has a significant impact on their progress and attainment.</p>	<p>Throughout the school PP children will be supported in developing their self-worth and self-esteem through participating in activities that they can take ownership of, such as cooking. The school has links with the local library and Theale Green school which creates an opportunity for children to experience safe yet new and exciting environments.</p>	<p>PP Lead SENCO CT ELSA TA</p>	<p>July 2020</p>
<p>To encourage all children to have high aspirations by providing them with a rich, varied curriculum and allowing them the opportunities to have a broad experience</p>	<p>The children will have access to expert knowledge, and develop a love of learning through this broad experience. Children will have the opportunity to take exams in the arts, for which funding support will be provided. Children will be able to attend after school and in-school clubs where they can develop their interests and talents.</p> <p>Children will experience a rich curriculum, with opportunities for them to develop academically. This will draw on support in the form of intervention and tuition groups in Literacy and Maths, school trips and special activities such as horse riding, a rich 'arts' curriculum including the school choir and production, and extra-curricular sporting activities. The school has also created links with the local library and Theale Green school which creates an opportunity for children to experience safe yet new and exciting</p>	<p>Some of the PP eligible pupils have limited experiences outside of school, often not taking part in any sporting/ arts related activities, and spending time at home playing computer games. In addition, levels of academic ambition and aspirations are sometimes lower in PP families.</p>	<p>Progress will be monitored through the school tracking system. The impact of interventions will be monitored by PP co-ordinator. Pupil Voice will demonstrate the aspirations and achievements of the children eligible for PP. Specialist teachers will lead activities for children, including access to the G & T curriculum. Children have the chance to attain recognition and qualifications, creating opportunities through a broad experience.</p>	<p>PP Lead CT SENCO Subject specialists</p>	<p>July 2020</p>

For children with SEND to reach their full potential	Children will receive adult support as needed for them to access lessons with their peers. Children will have access to: social skills groups (Ginger Bear Group), ELSA, EHA and where possible 1 to 1 support. We will provide opportunities for socialising within safe and new environments, lunchtime clubs, after school clubs, and opportunities to spend time with animals in a safe environment (horse riding). In addition, children will be identified for specific intervention and tuition groups for Literacy and Maths.	A high proportion of children eligible for PP at the school have SEND. As a result, a range of barriers exist which inhibits learning.	Teachers will be trained in tailoring resources and provision to suit individual needs. Progress will be monitored through the school tracking system. CT will discuss with SENCO and when appropriate ASD resource to design provision tailored for each child.	PP Lead SENCO CT ELSA TA	July 2020
Total budgeted cost					£66,860.00
iii. Other approaches					
Intended Outcome	Action/Approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
All staff and governors to have a good understanding of the provisions in place and to have an awareness of attainment and progress of PP children.	Provision and progress to be discussed regularly in whole staff, team and governor meetings. PP lead to update staff when children are added to the PP list throughout the year. PP children to be monitored to make sure they are reaching their targets; we aim that all are meeting or exceeding ARE in Reading, Writing and Maths.	Within school PP children's provision is regularly tracked and monitored. Pupil voice is conducted to provide an insight into how the children are experiencing school.	All staff have an awareness of who the PP children are. PP co-ordinator will meet with subject and team leaders to discuss and monitor progress. Through performance management reviews and lesson observations in class provision is monitored by CT. PP co-ordinator will train staff in effective PP provision in the classroom.	HT PP Lead SENCO CT ELSA TA	July 2020

<p>Continue to increase the number of children attaining ARE or above in Reading, Writing and Maths.</p>	<p>Analysing half termly data in order highlight specific concerns and implement necessary interventions/tuitions. Needs assessments will also be made when PP children join us later in the year.</p>	<p>Our aim is to increase the % of PP children attaining ARE or above in Reading, Writing and Maths.</p>	<p>Children identified on an individual basis and support tailored according to their specific needs. Impact of interventions are monitored by PP TAs and overseen by PP co-ordinator. PP Lead will discuss with CTs when new children join the PP list, ensuring needs are assessed and provision is adequate.</p>	<p>HT PP Lead SENCO CT ELSA TA</p>	<p>July 2020</p>
Total budgeted cost					£0.00

6. Review of expenditure				
Previous Academic Year				
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
See above	See above	See below data- PPG children are achieving well (although numbers vary between year groups) as a whole cohort they are achieving at least in line with all children nationally. They report they are able to focus on their learning and feel supported emotionally, socially and academically.	Monitoring and training from PP co-ordinator for NQT staff in provision for PP children in the classroom has led to good progress for PP children. With opportunities for PP children at the forefront of staff consideration, there has been evidence of high opportunities for children to develop their interests and talents.	See below for detailed spending information.
ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
See above	See above	Each child has been offered a variety of exciting opportunities and extra-curricular activities to participate in through our broad curriculum. As well as this PPG have been targeted for extra activities and positively discriminated for when selecting groups. They have been carefully monitored and their progress tracked. All children are engaged in school and most are behaving exceptionally well.	Children are benefitting from a broad experience at school, and are demonstrating a love of learning. Families are becoming more enthused about engaging with school life, and many children are exhibiting increased ambition.	See below for detailed spending information.
iii. Other approaches				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

See above	See above	Continued focus on PPG children at strategic levels by senior staff ensures we are doing everything possible to ensure the best outcomes for our vulnerable children. The pressure on whole school budgets, particularly in the area of SEND means that as we move forward this continuing focus is even more important when making difficult decisions.	Monitoring changes to the PP list and having discussions with CTs has had a positive impact on provision. Children are identified as they are added to the PP list, their needs are assessed and opportunities to broaden their experiences are put in place.	See below for detailed spending information
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Detailed Record of PPG spending by item/project 2019-2020

Item/project	Outcome Ref	Cost	Objective	Impact
Y4 Residential Trip Y4 attend Ufton Court residential stay	C, F, G	1 pupil £136.00	To provide team building/ peer support experiences in order to develop self-esteem and confidence of identified vulnerable pupils and remove social and emotional barriers to learning. To develop their skills in History and to challenge themselves in new situations.	Pupil show improved social and emotional abilities which have led to better engagement with learning in class and collaboration with their peers.
Y6 Residential Trip Y6 attend a PGL residential stay.	C, F, G	11 pupils £3,245	To provide team building/ peer support experiences in order to develop self-esteem and confidence of identified vulnerable pupils and remove social and emotional barriers to learning.	Children have developed stronger and supportive relationships with their peers, enabling them to work more collaboratively during the follow up work back at school. The pupils' self-esteem and attainment has been raised.
Funding for School Trips in all year groups (excluding residential trips)	C, F, G	PPG pupils to London/Elizabeth Court etc. £115.80 Our London trip was unfortunately cancelled due to Covid 19	To widen the pupils' opportunities to experience the world around them. To inspire the pupils learning from their own experiences on the trips.	Pupils more engaged with their learning and will able to draw upon their experiences from the trips to improve and inspire their work, resulting in raised attainment. Pupils have new experiences which broaden their horizons and aspirations.
Funding for Arts/special events including travel	C, F, G	PP Children attended G and T Choir/Dance/Drama/Steel Pans including all special events:	To allow children to take part in a wide variety of events at zero cost to parents.	Pupils were able to pursue and develop their skills and talents with high quality experiences in and out of school and share these with their parents.

		£472.00		
<p>Small group Tuition Maths and/or English tuition 1 hr per week of additional teacher time for targeted year groups September –April.</p> <p>Maths Tuition Phonics/EY intervention 1:1 teacher led</p>	B	<p>7 pupils – 1 hour per week for 2 terms £733.00</p> <p>7 FS2/Yr. 1 pupils twice a week (30-minute sessions) £909.80</p>	<p>To increase attainment for identified pupils and close the gap between PP pupils and non-PP pupils. Also, to ensure that they make or exceed expected progress and achieve ARE</p> <p>More able PP children will be benefit from extra challenge sessions in maths.</p>	The gap between PP pupils and non-PP pupils is closing or has closed.
<p>PP Co-ordinator Non-Contact time Allocated time to oversee the PP pupils and their needs, the spending of the PPG, the co-ordination of the team of PP TA's and PP parent meetings and support meetings. PPG audit carried out by member of SLT</p>	B	<p>(1 hr a week) Plus, attendance at Network meetings £1,474.00</p>	<p>To ensure the PP pupil's needs are being met and they have access to the appropriate interventions and support needed.</p> <p>To support the parents of the PP pupils ensuring their child's needs are being met both at school and at home.</p>	<p>PP pupils' needs are being met and their parents also feel supported by the school. Better reporting for senior staff and governors.</p>
<p>Additional intervention teaching in Yr6 Additional staffing used to provide smaller group booster teaching.</p>	B	<p>Daily sets throughout the year. £831.87</p>	<p>To raise attainment of underachieving and vulnerable pupils in order to overcome gaps in learning and ensure that they make expected/accelerated progress</p>	Pupils to make accelerated progress.
<p>ELSA</p>	A, B, C	<p>5 pupils – 1 session per week for each pupil for 2 terms. £2,379.00</p>	<p>To enable children to make accelerated progress through increased confidence and emotional security.</p>	<p>Children have designated person/mentor who they can access when experiencing stress. We have been able to react to significant events in children's lives</p>

<p>Whole Class Guitar lessons for PP pupils in year 2/3 Singing lessons for PPG Children – 1 pupil Steel panning lessons for all children Yr4/5 – 13 PPG children Steel panning club – 5 PP children Strings – violin lessons</p>	C, F, G	<p>14 pupils – 1 session per week -Guitars £0.00 free</p> <p>4 pupils - Singing £784.00</p> <p>13 pupils - lessons – 1 session per week -Panning £1,680.00</p> <p>5 pupils – club 1 session per week for 12 weeks £1,120.00</p> <p>Violin Individual lesson and whole class Weekly Violin Lessons and Violin Ensemble- £402.00</p>	To allow vulnerable children to pursue their interests and talents and to further enrich their curriculum.	Vulnerable children pursuing their talents/interests and an enrichment activity.
<p>Swimming Lessons for Year 6 and Year 4</p>	C, F, G	21 PP children -individual swimming lessons were unfortunately cancelled due to Covid-19	To ensure vulnerable children learn vital life skills.	All children learn to swim.
<p>Horse Riding</p>	C, F, G	6 children 1 session per week £1,223.00	To allow vulnerable children to pursue their interests and talents and to further enrich their curriculum.	Vulnerable children pursuing their talents/interests and an enrichment activity.
<p>PP Bowling Competition For Year 2 children</p>	D, F	8 Yr. 2 pupils – 1 afternoon £32.85	To provide PP children with rich and varied experiences that they may not receive at home and to have opportunities to develop their individual talents.	Children’s confidence and self-esteem is improved and they have developed new skills through an enrichment activity.
<p>Pangbourne College Choristers Day Day</p>	D, E, F	4 pupils – 1 full day session £213.52	To give PP children opportunities they may not engage in a home or out of school clubs. To further enrich their opportunities and develop essential life-skills.	Vulnerable children developing essential team skills and interpersonal skills. More self-confident and higher levels of resilience.

PP Outreach project for Year 5 and 6 children	B, C, D, E, F	16 pupils – 1 afternoon a week for 8 weeks. £525.60	Outreach Project in partnership with Enborne Primary School and organised by The Corn Exchange centred on aspirational and value-based learning, literacy and building creativity and cultural access.	Children developed creative thinking skills, problem solving strategies and self-confidence – all life skills needed as the move on to secondary school. They were able to apply their knowledge and self-reflect.
One to one/small group support for Vulnerable Children	A, E	Child At risk of exclusion FT support for three terms £19,332.80 Jo Hall	Support for named vulnerable child to ensure improved behaviour and avoid exclusion.	Child avoided permanent exclusion and family supported.
One to one support for Vulnerable EAL Child	A, E	1 x term FT support £3,831.00	Support for named vulnerable child to ensure improved behaviour, better access to the curriculum	Child's level of engagement and progress improved.
One to one/small group support for Vulnerable Children	A, E	Pupils with SEND and speech and language difficulties £5,363.40	Support for group of vulnerable children in the nursery to allow them to access the curriculum and other children's learning to continue.	Children engaged in school and following appropriate pathways for their future learning.
ABC to read	B	2 children for 2 terms £185.00	To target PP children who are slipping behind in reading.	All PPG children reading at least at their chronological age
Intervention work	B	Pupils, weekly sessions: £4095.54	To target children who have not achieved the required levels.	All PPG children reading at least at their chronological age
To provide Breakfast Club places for Vulnerable children	B	302 sessions provided £1057.00	To improve attendance for targeted PPG children and support vulnerable families.	Parents supported to ensure all PPG children's attendance is above 90%. All targeted PP children have a calm start to the day and eat breakfast.
PP Activities Club- fortnightly activities suggested by the children - from our audit. e.g. Cooking, reading, iPad/computer access, outdoor sessions, life skills, project with PP children at Theale Green	C, F, G	20 pupils - 2hr per fortnight (all year) £788.40	To give children opportunities others may engage in at home as identified by the audit.	PP children have activities provided they might not otherwise have -to raise self – esteem and offer broader experiences.

Milk Provided free - PP	B	Pupils – daily milk £230.00	To ensure all PP children are provided with free milk daily.	PP children have increased health benefits from daily milk.
EHA	E	Pupils – 1 session/week for 2 terms £1,320.00	Counselling Sessions provided for individuals experiencing emotional trauma.	Children supported through difficult experiences – no exclusions of PPG children.
Social Skills Sessions	E	2 pupils – 6 sessions (1 hour/session) for 6 weeks across 2 terms. £199.68	Weekly sessions to develop social skills and integration back into mainstream for 2 year 6 pupils.	Vulnerable children have learned social skills to help them form appropriate relationships with staff and peers.
Nursery place	E	Daily rate paid to nursery: £197.40	To ensure the safety and wellbeing of an extremely vulnerable child during the school holiday.	Vulnerable child's basic needs were met.
Early Intervention Coaching Initiative	B, C, E	1 pupil – 1-hour session once a week £1,606.50	Weekly sessions provided by Transforming Lives for Good. To provide emotional and social support to year 2 pupil and in turn build self-esteem and strong learning behaviours.	Vulnerable children have learned social skills to help them form appropriate relationships with staff and peers.
1:1 Life Skills Work with 2 Early Years pupils	A, B	2 FS2 pupils – 3 times a week for 2 terms. £498.03	To allow vulnerable children to learn the essential life skills of dressing and undressing, basic understanding of conversation and discussion.	Children more independent and able to dress and un-dress themselves for activities such as P.E. Beginning to develop discussion/talking skills to form better relationships with teachers and peers.
Football Squad	C, F, G	Funded through sports grant	To allow vulnerable children to pursue their interests and talents and to further enrich their opportunities	Vulnerable children pursuing their talents/interests to enable higher achievement in this area.
Gym Squad	C, F, G	Funded through sports grant	To allow vulnerable children to pursue their interests and talents and to further enrich their opportunities.	Vulnerable children pursuing their talents/interests to enable higher achievement in this area.

Spelling Support Groups	D, E	13 pupils Weekly 2 x 30 min sessions with specialist teacher £5,859.00	To ensure higher attainment in spelling for vulnerable children.	The gap between PP pupils and non-PP pupils is closing or has closed in literacy
Daily Reading Intervention	D, E	20 pupils – daily 1:1 session – all year £0.00	To ensure higher attainment in reading for vulnerable children.	The gap between PP pupils and non-PP pupils is closing or has closed in literacy
Handwriting Intervention	D, E	3 pupils – 3 sessions a week for 30 minutes – 1 term £0.00	To ensure higher attainment in writing for vulnerable children.	The gap between PP pupils and non-PP pupils is closing or has closed in literacy
Times Tables Intervention	D, E	3 pupils – 3 sessions a week for 30 minutes – 1 term £0.00	To ensure higher attainment in maths for vulnerable children.	The gap between PP pupils and non-PP pupils is closing or has closed in numeracy
Welfare calls during Covid-19 pandemic to PP families/children at home	A, B, C, I	Weekly phone calls to all PP families not attending school. 4 hours per week £3,298.56	To ensure children and families feel supported and can articulate their needs to the school. To allow PPG families to fully engage with the school and foster an environment where the children feel valued and respected.	Children have been supported in their learning when they have experienced difficulties – reducing stress and anxiety. Families have voiced their needs for support and the school community has responded appropriately with iPads, further phone calls and emotional support including EHA follow ups.
Creating, printing and Providing 'paper packs' of work during Covid-19 pandemic	B, C, D, E	1 day a week creating, printing and preparing packs £2720.25	To allow PP children to receive appropriately high-quality teaching/work so that they can focus on their learning, develop a culture of strong learning behaviours and reach their full potential.	Families report that this has been highly supportive during difficult times and has provided structure and routine to their days. Children who are actively engaging in this home learning are making good progress and developing independent learning skills.
Provision of food Vouchers for PP families	B	Covered through the Gov.UK Covid-19 special funding allocation	To ensure that all PP children are socially support and receive a healthy diet.	PP children have increased health benefits and therefore in turn can concentrate on learning and developing.

Multi-skills Sports Event	E	Funded through sports Grant – alternative Sports Activity Day for Vulnerable Children	To ensure all children have access to supportive healthy activities whilst minimising stress for our most vulnerable children.	Families and children report this is a valuable and supportive activity which helps their health, self-esteem and emotional well-being.
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Total Spend (£) - £66,860

Measuring Impact

As a school we ensure that the welfare and progress of the PP eligible pupils is carefully monitored. This is carried out in the following ways:

- Tracking the PP pupils’ data as a separate group
- PP provision forms
- Book scrutiny
- Regular meetings with the PP children
- Child voice questionnaires
- Parent questionnaires
- Regular meetings with parents

Attainment all subjects – Summer 2019

Headlines:

Data	School 2017	School 2018	Local 2018	National 2018	School 2019	Local 2019	National 2019
EYFS GLD	93.3%	93.2%	74.1%	71.5%	81%	74.6%	71.8%
EYFS GLD girls	100%	100%	79.8%	78.4%	94%	80%	78.4%
EYFS GLD boys	87%	87%	68.4%	65.0%	72%	69.2%	65.5%
EYFS Ave. Total Points	37.7	38.0	36.5	34.6	38.2	36.2	34.6
Phonics Test Yr. 1	93%	91%	81%	83%	96%	82%	82%
KS1 Reading (GDS)	93% (47%)	91% (50%)	78% (30%)	76% (26%)	91% (49%)	75% (27%)	75% (25%)
KS1 Writing (GDS)	91% (36%)	89% (36%)	71% (18%)	70% (16%)	91% (51%)	69% (15%)	69% (15%)
KS1 Maths (GDS)	91% (38%)	93% (48%)	76% (23%)	76% (22%)	91% (49%)	75% (22%)	76% (22%)
KS1 Science	100%	100%	86%	83%	100%	85%	82%
KS1 Combined RWM	87% (27%)	86% (34%)	67% (13%)	65% (12%)	91% (44%)		
KS2 Reading (GDS)	81% (45%)	93% (55%)	76% (31%)	75% (28%)	91% (29%)	74% (30%)	73% (27%)
KS2 Writing (GDS)	90% (32%)	97% (45%)	78% (24%)	78% (20%)	93% (44%)	78% (22%)	78% (20%)
KS2 Maths (GDS)	94% (32%)	97% (31%)	73% (24%)	75% (23%)	93% (22%)	76% (26%)	79% (27%)
KS2 GPS (GDS)	87% (36%)	97% (55%)	76% (34%)	77% (34%)	87% (22%)	75% (32%)	78% (36%)

KS2 Combined RWM	74% (23%)	93% (21%)	64 (11%)	64% (10%)	89% (11%)	64% (12%)	65% (11%)
Progress Reading	2.7	2.5	0	0	-0.31	0.4	0
Progress Writing	2.4	2.2	-0.1	0	1.37	0	0
Progress Maths	2.4	0	-0.5	0	-2.03	-0.5	0