

1. Planned Expenditure for Pupil Premium Grant

Academic Year	2020-2021				
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 2021
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 2021

<p>We will invest in a robust, well-staffed catch-up programme on return to school in September 2020, due to the Covid-19 pandemic</p>	<p>On return to school in September, we will make provision for smaller groups in literacy and maths to ensure all children receive quality first teaching in smaller ratios to allow them to catch up. A comprehensive gap analysis will be followed to inform teaching staff of the areas that children have missed or are struggling in.</p>	<p>During the Covid-19 pandemic, evidence suggests that the gap between the most disadvantaged children and others has increased, therefore putting them at a higher chance of failure and not meeting age related expectations at the end of KS1 and KS2. Smaller group teaching and careful intervention will allow these vulnerable children to catch up with their peers and have the best chances in life.</p>	<p>A consistent system of gap analysis will be implemented across the school in the first half of the autumn term – this will be monitored by the PP Lead. Subject leaders will monitor the teaching in their subject area and performance data will be analysed to ensure all children are making measurable progress.</p>	<p>All staff</p>	<p>Half termly throughout academic year 2020-2021</p>
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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&T Co. to provide and monitor enrichment. NACE membership and working towards Challenge Award.</p>	<p>PP Lead CT G&T Co.</p>	<p>July 2021</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 with school life.</p>	<p>PP Lead SENCO CT</p>	<p>July 2021</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 experiences.</p>	<p>PP Lead SENCO CT TA</p>	<p>July 2021</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 2021</p>
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<p>All PP children have good punctuality and attendance rates (at or above the national expected level of 96% attendance).</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 2021</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 2021</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. 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 in Literacy and Maths, school trips and activities such as horse riding, a rich 'arts' curriculum including the school choir and production, and extra-curricular sport. The school has also created links with the local library, Pangbourne College and Theale Green school which creates an opportunity for children to experience safe yet new and exciting environments.</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 2021</p>
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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 2021
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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 2021

<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/tuition. 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 2021</p>
Total budgeted cost					£79,250.00