



Pupil Premium Impact Statement

1. Summary information

Academic Year	2019/2020	Total PP budget (DfE list) Total PP budget (BFC list) Total PP budget (Uplands list 2019-2020) 2019-2020 in-year changes Total budgeted spend for 2019-2020 Total actual spend	£39,780 £39,780 £36,420 £652.05 £52,471.86 £49,465	Date of most recent PPG review	July 2020
Total number of pupils (main school) (main school + nursery)	258 212 46	Total number of pupils eligible for PPG (including Service Pupils) (including Service Pupils and EYPP)	21 24 25	Date of next internal review	N/A

2. Current attainment and progress (End of 2019-2020 year)

July 2020	Attainment			
	% at or above ARE		% above ARE	
	PPG	Other: school	PPG	Other: school
Reading	61	94	36	53
Writing	54	89	16	34
Maths	51	92	34	52
RWM	61	91	11	31

July 2020	PPG Progress
	0 = less than expected progress 1 = expected progress 2 = more than expected progress
	Reading
Writing	0.92
Maths	1.1

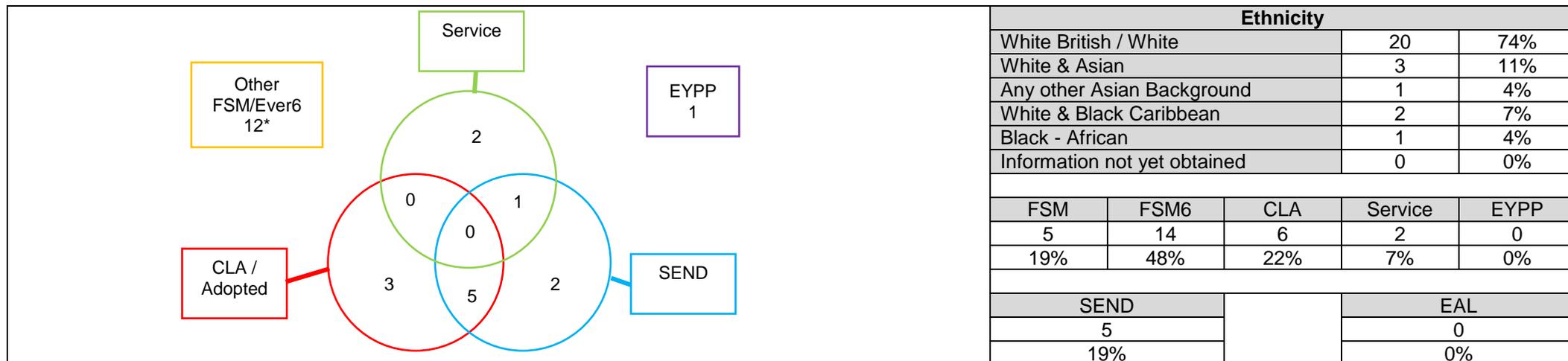
3. 2018-2019 SATs data (KS1 and KS2) from FFT, ASP and internal analysis

July 2018	Attainment								Progress	
	KS1				KS2				KS2	
	PPG		National: non-PPG		PPG		National: non-PPG		PPG	National: non-PPG
	EXS+	GDS	EXS+	GDS	EXS+	GDS	EXS+	GDS		
Reading	0	0	79%	29%	100% (2)	0% (0)	80%	33%	-0.4	0.03
Writing	0	0	74%	18%	100% (2)	0% (0)	83%	24%	-2.02	0.03
Maths	50	0	80%	25%	100% (2)	100% (2)	81%	28%	6.47	0.03
RWM					100% (2)	0% (0)	70%	12%		
GPS					100% (2)	50% (1)	82%	39%		



Phonics Screening Check	PPG	Other: national	Attendance (2019)	PPG	Other: national
	100%	85%		96.17%	Data not available

4. PPG context



5. Potential barriers to future attainment for pupils eligible for PPG

In-school barriers	
A	Social and emotional resilience of pupils eligible for PPG affects learning, relationships and wellbeing
B	Limited exposure to rich, varied texts and reading for pleasure has affected attainment in Reading for some PPG children
C	Attainment for More Able Pupil Premium (MAPP) children is not currently high enough for all, with less PPG pupils reaching GDS in general
D	Attainment for Less Able Pupil Premium (LAPP) children is not currently enabling all to reach Age Related Expectations (ARE)
External barriers	
E	Attendance of PP children is below our 97% target, including late arrival, periods of illness and unauthorised absence.
F	Home support (including homework and academic support) from families and links between home and school, for some children, affects progress and attainment
G	Complex family dynamics affects relationships and wellbeing for some children
H	Communication and language difficulties for children in EYFS/Key Stage 1
I	Less opportunity to engage in extra-curricular activities (e.g. clubs)



6. Expenditure and impact: 2019-2020

	Desired outcome	Chosen action / approach	Estimated impact	Lessons learned/next steps	Staff lead	Cost
A	Pupils eligible for PPG to develop emotional resilience and social skills. This will be measured through attendance, performance in class and attitude to learning. Attainment and progress will be positively impacted by this.	We will achieve this by providing: <ul style="list-style-type: none"> • Access to coaching or emotional support through ELSA, especially during key transition years • Access to child play groups through FSA • Access to support for parents in developing their child's emotional wellbeing, via FSA • Access to play therapy to support children's emotional wellbeing 	<p>Two PPG children had sessions with our ELSA. One child suffered from extreme anxiety arising from family issues. This anxiety improved after ELSA sessions but the child is monitored closely, and was a school attendee during lockdown and beyond, as a vulnerable child. The other child had one follow-up session early in the school year after being referred in 2018-2019. The child continues to make progress, particularly concerning her attitude towards home and family life.</p> <p>Eight families were supported by our FSA. Seven families benefited from 1:1 support meetings (adults only) and three families attended parenting workshops. Three children attended sessions with the therapy dog for various emotional needs. Seven families reported they were pleased with the type and level of support offered by the school.</p> <p>Play therapy was provided for two PPG children. The therapist reported that both children were able to express their feelings more openly by the conclusion of these sessions.</p>	<p>ELSA hours have been increased to reflect the needs of the children (particularly in light of the emotional trauma due to COVID-19).</p> <p>Play therapy is not needed next year, as the needs of the children who received the therapy have been met.</p>	RD overseeing FSA and ELSA	£7,996.00
B	Pupils eligible for PPG attain at least ARE in Reading. This will be measured through attainment and progress data and information from pupil	We will achieve this by providing: <ul style="list-style-type: none"> • Focused TA/teacher support during lessons • High-quality feedback for PPG pupils as a priority 	All PPG children made expected/more than expected progress (predicted from Spring 2020 assessments) in Reading.	The impact of the coronavirus pandemic on children's attainment and progress in Reading will not become apparent until a 'baseline' has been conducted in September. Until then, Reading will remain as a	RD/class teachers/SLT	£20,406.00



	<p>progress meetings. There will be a focus on exposing PPG children (and all children, therefore) to rich, high-quality texts.</p>	<ul style="list-style-type: none"> Assessment of needs and targeted interventions 1:1 daily reading support for students who are not currently reaching ARE Participation in 'Voice 21' oracy programme 	<p>61% of PPG reached ARE in Reading, with 36% attaining GDS (predicted from Spring 2020 assessments).</p> <p>Throughout the pandemic, 'tilt' was still in effect, with the school making regular contact with all vulnerable or disadvantaged pupils. The school's stance on home learning was for pupils to focus on the core skills of reading, writing and calculation. This was reiterated during phone calls and emails to the families of disadvantaged children.</p> <p>Ideas for reading activities were sent home to families over the summer holidays, reiterating how important reading for pleasure was to create a feeling of safety, calm and hope in children</p>	<p>priority on the SDP as part of our 3-year plan and measures will be put in place to ensure that all PPG children reach ARE in Reading in 2020-2021.</p>		
C	<p>Attainment for More Able Pupil Premium (MAPP) children is equal or better to their non-PPG peers, including for GDS. This will be measured through book scans, attainment and progress data and information from pupil progress meetings.</p>	<p>We will achieve this by providing:</p> <ul style="list-style-type: none"> Focused TA/teacher support to extend MAPPs Invitations to extra-curricular activities, competitions and enrichment opportunities (e.g. Sandhurst / Eagle House, in-school after-school clubs) Direction for parents on suitable learning resources to request from the Personal Enrichment Fund (PEF) Access to music lessons (group) and school choir Peer tutoring to benefit MAPPs 	<p>36% of PPG children achieved GDS in Reading, 34% in Maths – an increase of 10% from 2018-2019 figures and 16% achieved GDS in Writing – an increase of 13% (predicted from Spring 2020 assessments).</p>	<p>A baseline test will be required in September to reassess the children in Reading, Writing and Maths, to gauge how many pupils have maintained GDS during the coronavirus pandemic.</p> <p>The PEF will prove to be an invaluable resource during the coronavirus pandemic, as unforeseen expenses by families will be paid from the fund. The fund will remain in place for 2020-2021.</p>	RD/class teachers/SLT	£2,119.00
D	<p>Attainment for Less Able Pupil Premium (LAPP)</p>	<p>We will achieve this by providing:</p>	<p>61% attained ARE in Reading, 54% in Writing, 64% in Maths and 51% in</p>	<p>Small group tutoring will take place in 2020-21 in lieu of 1:1 tutoring as</p>	RD/class teachers/SLT	£11,993.00



	<p>children enables all to reach Age Related Expectations (ARE). This will be measured through book scans, attainment and progress data and information from pupil progress meetings.</p>	<ul style="list-style-type: none"> • 1:1/small group tuition (after school) • Focused TA/teacher support during lessons • High-quality feedback for PPG pupils as a priority (both verbal and written) • Assessment of needs and targeted interventions • Access to PEF for learning resources and other items as agreed by the school • Small group work for consolidation / pre-teaching • Growth Mindset approaches • Access to PPG funding for staff to purchase learning and other resources 	<p>Reading/Writing/Maths. Although the figures are lower than expected for Reading, Writing and Maths as individual subjects, the combined percentage for RWM remains the same as 2018-2019.</p> <p>1:1/small group tuition took place until school closure and after this, contact with LAPP children took place remotely, with additional resources being provided as required. Tutor reports show that 1:1 and small group tutoring had a positive impact on pupils' attainment, although the full impact could not be seen due to the school closure.</p>	<p>part of the school's recovery curriculum. Attendees will be invited based on their September 'baseline' assessments.</p> <p>The focus in September will be on ensuring that all pupils reach their full potential, including those who have fallen behind due to the school closure during the pandemic.</p>		
E	<p>Attendance will be in line with, or above, our 97% target. This will be measured through attendance registers and EWO/Attendance Network meetings.</p>	<p>We will achieve this by providing:</p> <ul style="list-style-type: none"> • Regular contact with the family of children whose attendance is lower than the school's target (FSA/Admin Manager/Key Stage Leader/Head Teacher/EWO) 	<p>Disadvantaged (and otherwise vulnerable) pupils were invited and encouraged to return to school from 01 June 2020 wherever possible, as part of the critical workers' and other eligible children bubbles (Y2-5), or as part of the Y1 or Y6 bubbles.</p>	<p>Attendance will once again become statutory from September, and it will be a school priority to ensure that all disadvantaged children attend school.</p>	RD/AL/SA/SLT	No cost
F	<p>Links between home and school improve, resulting in improved progress, attainment and attitude to learning. This will be measured through assessment data and parents' evenings. The quantity and quality of work produced by children at home will increase, as a result of the stronger relationships between home</p>	<p>We will achieve this by providing:</p> <ul style="list-style-type: none"> • Timely reminders for upcoming events (both academic and social) – this may include 'dates for the future', last-minute reminders and communication via phone calls/texts/in person • Well-publicised UFC social events • Parent Council meetings (at varying times of the day) to engage 	<p>Due to the pandemic, many events that were due to take place, both academic and social, were cancelled.</p> <p>The need to communicate quickly and effectively was of paramount importance as school closed and Facebook, the school website, emails, recorded messages, remote video meetings, doorstep visits and phone calls were utilised to ensure that all families were reached. Class emails were set up to reach pupils and their</p>	<p>Communication will continue to be important in September and beyond to keep parents/carers informed, particularly concerning wellbeing, academic attainment and achievement and any catch-up programmes/events.</p> <p>The class emails, although useful for the duration of the pandemic, were a strain on class teachers, especially for those who were teaching a class who were not their</p>	RD/class teachers	no cost



	and school as well as clear expectations of parents/carers and students.	<ul style="list-style-type: none"> Evening curriculum workshops for parents/carers and children for Reading, Punctuation, Grammar and Spelling and Maths 	families: this was very well received by parents/carers and pupils alike.	own from 01 June. Consider archiving these email addresses unless a further lockdown occurs.		
G	Families feel supported by the school and wellbeing for children is improved. This will be measured through parent surveys, feedback from parenting sessions/workshops, parent council meetings and feedback from FSA/ELSA.	<p>We will achieve this by providing:</p> <ul style="list-style-type: none"> Timely reminders for upcoming events (both academic and social) FSA support for families Parenting workshops via FSA and SENDCo 	<p>Pre-lockdown ELSA and FSA reports show that the families of disadvantaged pupils felt supported.</p> <p>During the pandemic, disadvantaged/vulnerable pupils were contacted regularly via text and WhatsApp, as these gained a better response rate than other methods of communication, and families felt supported.</p> <p>Parenting workshops were arranged by our FSA and attended by two PPG families.</p>	Communication will continue to be important in September and beyond to keep parents/carers informed about current/future developments.	RD/FSA//MP/SLT	Already covered in E
H	Communication and language difficulties for children in EYFS/Key Stage 1. Pupils in KS1 will achieve EXS+ in reading, and staff will feel more confident in supporting pupils.	<p>We will achieve this by providing:</p> <ul style="list-style-type: none"> Focused language and communication support for children Links to the Bracknell Forest agencies Additional phonics and reading support in class Access to 'Voice 21' oracy project 	<p>Two PPG children had SALT support this year</p> <p>Voice 21 activities were put on hold due to COVID-19.</p>	Voice 21 activities and implementation in classes will resume in September 2020.	RD/MP	Voice 21 covered in B
I	PPG pupils will have the opportunity to engage in extra-curricular activities, strengthening social skills/interaction and physical activity. PPG pupils will gain in confidence, engagement and attendance.	<p>We will achieve this by providing:</p> <ul style="list-style-type: none"> Access to after-school clubs free of charge (one club per term) Subsidies for school trips and educational visits 	<p>Due to COVID-19, trips were cancelled and clubs did not run for the whole year.</p> <p>Fourteen children took advantage of the one free club per term.</p>	<p>As 2019-2020. However, a 'multi-sports' club will run for all classes Y1-Y6 in 2019-2020.</p> <p>Remind families that the offer of one free club per term still stands in 2020-2021.</p>	RD/AL	£6,951.00

