



## Pupil Premium Impact: 2016-2017

### 1. Summary Information

<b>School</b>	Uplands Primary School and Nursery				
<b>Academic Year</b>	2016/2017	<b>Total PP budget</b>	£36,220	<b>Date of most recent PP review</b>	Jul 2017
<b>Total number of pupils (- nursery)</b>	271 210	<b>Total number of pupils eligible for PPG (including Service Pupils)</b>	27 (10.5%) 30 (11.6%)	<b>Date of next internal review of this strategy</b>	N/A

### 2a. Current attainment and progress

Jul 2017	Attainment				Jul 2017	Progress	
	% at or above ARE		% above ARE			(Between 2.5 and 3 points of progress is expected)	
	PPG	Other: school	PPG	Other: school		PPG	Other: school
Reading	87%	84%	17%	40%	3.0	3.0	
Writing	73%	80%	7%	22%	3.1	2.9	
Maths	83%	82%	17%	37%	3.0	3.0	
<b>RWM (combined)</b>	<b>67%</b>	<b>80%</b>	<b>2%</b>	<b>18%</b>			

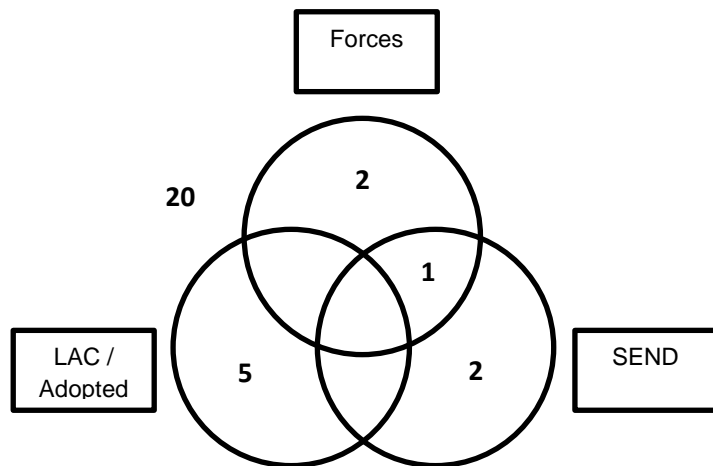
### 2b. 2017 SATs Data (KS1 and KS2) from FFT, ASP and internal analysis

	Attainment								Progress		Phonics Screening Check	
	KS1				KS2				KS2		PPG	100% (2)
	PPG		National (not other)		PPG		National: other*		PPG	Other: national*	Attendance	
	EXS+	GDS	EXS+	GDS	EXS+	GDS	EXS+	GDS			PPG	Other
Reading	100% (5)	60% (3)	76%	25%	100% (8)	50% (4)	77%	29%	+3.70	+0.33	96.5%	97.3%
Writing	60% (3)	0% (0)	68%	16%	100% (8)	25% (2)	81%	21%	+2.40	+0.17		
Maths	100% (5)	40% (2)	75%	21%	100% (8)	38% (3)	80%	27%	+2.49	+0.28		
RWM	60% (3)	0% (0)	64%	11%	100% (8)	13% (1)	67%	11%				

\* do not include Forces or CLA children



## 2c. PPG Context



Ethnicity		
White British or White	22/30	73%
White & Asian	2/30	6.75%
Any other Asian Background	2/30	6.75%
White & Black Caribbean	2/30	6.75%
Black - African	2/30	6.75%

Groups								
FSM	FSM6	LAC	Adopted	Service	SEND	EAL	LAPP	MAPP
15/30	21/30	0/30	5/30	3/30	3/30	0/30	9/30	6/30
50%	70%	0%	17%	10%	10%	0%	30%	20%

## 3. Potential barriers to future attainment (for pupils eligible for PPG, including high ability)

In-school barriers	
A	Social and emotional resilience of many pupils eligible for PPG affects learning, relationships and wellbeing
B	Readiness for learning in the morning, possibly stemming from late arrival and attitude (see external barriers)
C	Core skills (word reading, reading comprehension, development of writing skills, arithmetic skills and understanding of times tables) have, in previous years, been lower for pupils eligible for PPG than those pupils who are not eligible for PPG.
D	Progress for More Able Pupil Premium (MAPP) children is not currently high enough for all, with less PPG pupils reach GDS than national
E	Progress for Less Able Pupil Premium (LAPP) children is not currently enabling all to reach Age Related Expectations (ARE)
External barriers	
F	Attendance (particularly for Year 6 children) is below our 97% target, including late arrival, periods of illness and unauthorised absence
G	Home support from families and links between home and school, for some children, affects progress and attainment
H	Complex family dynamics affects relationships and wellbeing for some children
I	Language barriers, particularly for PPG children with EAL in EYFS/Key Stage 1

## 4. Desired outcomes

Our vision is for our children to feel happy, nurtured and inspired to achieve their best, and develop a lifelong love of learning.

Ambition - Collaboration - Courage - Empathy - Optimism - Perseverance - Pride - Respect - Responsibility



	Desired outcomes and how they will be measured	Success criteria
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. This may include statements from adults (including FSA) or the child.	We will achieve this by providing: <ul style="list-style-type: none"> <li>• Access to coaching or emotional support through ELSA</li> <li>• Access to child play groups through FSA</li> <li>• Access to support for parents in developing their child's emotional wellbeing, via the FSA</li> </ul>
B	PPG pupils will be ready for learning at the beginning of the school day. The children will have had access to physical activity as well as social interaction. Attendance will have improved. Higher level of focus for those who may have missed breakfast. This will be measured through attendance levels, engagement in lessons and attainment.	We will achieve this by providing: <ul style="list-style-type: none"> <li>• Access to Wake Up Club for no cost for all PPG</li> <li>• Additional staff provision for Wake Up Club to support the number of children that attend the club</li> <li>• Provision of fruit during Wake Up Club</li> <li>• Access to Homework Club</li> <li>• Access to support for parents in developing their child's emotional and physical wellbeing, via FSA</li> </ul>
C	Pupils eligible for PPG make as much or more progress than non-PPG pupils and attain at least ARE in core subjects. This will be measured through book scans, attainment and progress data and information from pupil progress meetings.	We will achieve this by providing: <ul style="list-style-type: none"> <li>• Focussed TA/teacher support during lessons</li> <li>• High-quality feedback for PPG pupils as a priority (both verbal and written)</li> <li>• CPD for staff in key areas affecting PPG students</li> <li>• Assessment of needs and targeted interventions</li> <li>• Direction for parents on suitable learning resources to purchase with their Personal Enrichment Fund (PEF)</li> <li>• All PPG children given access to subsidised trips</li> </ul>
D	Progress for More Able Pupil Premium (MAPP) children is not currently high enough for all, with less PPG pupils reach GDS than national. This will be measured through book scans, attainment and progress data and information from pupil progress meetings.	We will achieve this by providing: <ul style="list-style-type: none"> <li>• Focussed TA/teacher support to extend MAPPs</li> <li>• Access to writing club and curriculum club</li> <li>• CPD for staff in key areas affecting PPG students</li> <li>• Invitations to extra-curricular activities, competitions and enrichment opportunities (e.g. Sandhurst / Eagle House)</li> <li>• Direction for parents on suitable learning resources to purchase with their Personal Enrichment Fund (PEF)</li> <li>• Peer tutoring</li> <li>• Access to music lessons (group)</li> </ul>
E	Progress for Less Able Pupil Premium (LAPP) 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.	We will achieve this by providing: <ul style="list-style-type: none"> <li>• 1:1/small group tuition (either in school or after school)</li> <li>• Focussed TA/teacher support during lessons</li> <li>• High-quality feedback for PPG pupils as a priority (both verbal and written)</li> </ul>



		<ul style="list-style-type: none"> <li>• CPD for staff in key areas affecting PPG students</li> <li>• Assessment of needs and targeted interventions</li> <li>• Direction for parents on suitable learning resources to purchase with their Personal Enrichment Fund (PEF)</li> <li>• Small group work for consolidation / pre-teaching</li> <li>• Growth Mindset approaches</li> </ul>
F	Attendance (particularly for Year 6 children) will be in line with, or above, our 97% target. This will be measured through attendance registers and EWO/Attendance Network meetings.	<p>We will achieve this by providing:</p> <ul style="list-style-type: none"> <li>• Breakfast during SATs week for Year 6 pupils</li> <li>• Information sessions held for parents on the importance of high attendance</li> <li>• Regular contact with the family of children whose attendance is lower than the school's target (FSA/Admin Manager/Key Stage Leader/Head of School)</li> <li>• Access to Wake Up Club for no cost for all PPG</li> </ul>
G	Links between home and school improve, resulting in improved progress, attainment and attitude to learning. This will be measured through assessment data and parents' evening / end of year reports.	<p>We will achieve this by providing:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• Wellbeing/physical events such as circuits sessions for parents</li> <li>• Parent Council meetings (at varying times of the day) to engage</li> <li>• After school learning sessions for children and adults for specific areas of the curriculum with the opportunity for continued learning at home</li> </ul>
H	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.	<p>We will achieve this by providing:</p> <ul style="list-style-type: none"> <li>• Timely reminders for upcoming events (both academic and social)</li> <li>• FSA support for families</li> <li>• Parenting workshops via FSA</li> <li>• CPD for staff to support pupils and their families</li> </ul>
I	Language barriers will be addressed, particularly for PPG children with multi-lingual families in EYFS/Key Stage 1, resulting in improved communication between child, teacher and home. This will be monitored through the DfE Proficiency in English documentation required for the census, as well as attainment and progress in reading and writing.	<p>We will achieve this by providing:</p> <ul style="list-style-type: none"> <li>• Focussed language/communication support for children and families with EAL</li> <li>• Links to the Bracknell Forest EAL and Diversity <a href="#">website</a></li> <li>• Additional phonics and reading support</li> </ul>

## 5. Planned expenditure



Academic year	2016-2017
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	Desired outcome	Chosen action / approach	Estimated impact	Lessons learned	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. This may include statements from adults (including FSA) or the child.	<ul style="list-style-type: none"> <li>• Access to coaching or emotional support through ELSA</li> <li>• Access to child play groups through FSA</li> <li>• Access to support for parents in developing their child's emotional wellbeing, via the FSA</li> </ul>	<p>Training for ELSA has led to a number of sessions for children (evidence: PPG profiles). For our LAPP chn, some issues with SEMH led chn to not perform as well. ELSA and FSA helped improve children's belief systems and confidence, through friendship groups and 1:1 sessions. Families also involved with this.</p> <p>From seven children to whom FSA support was offered, one child took advantage of the support via 'Stay and Play' club, and of three children to whom ELSA support was offered, two accepted the offer of support and benefitted greatly from it.</p>	Contact families via FSA more frequently, to ensure support at home is as strong as it can be.	PS/RD overseeing FSA & ELSA	<p>Total: £4700.00 £296.40 = <b>£4996.40</b></p> <p>ELSA: £503.60</p> <p>Sports coach for PPG: £701.48</p>
B	PPG pupils will be ready for learning at the beginning of the school day. The children will have had access to physical activity as well as social interaction. Attendance will have improved. Higher level of focus for those who may have missed breakfast. This will be measured through attendance levels, engagement in lessons and attainment.	<ul style="list-style-type: none"> <li>• Access to Wake Up Club for no cost for all PPG</li> <li>• Additional staff provision for Wake Up Club to support the number of children that attend the club</li> <li>• Provision of fruit during Wake Up Club</li> <li>• Access to Homework Club</li> <li>• Access to support for parents in developing their child's emotional and physical wellbeing, via FSA</li> </ul>	<p>This has a big impact for those who attended, although it was sometimes more challenging to get a few vulnerable children to attend. However, there were real successes.</p> <p>Homework club after school supported those children without IT at home, or who required the space/time/support for additional learning. Chn were targeted to join homework club, based on needs. This was successful in gaining additional adult support for the children.</p>	<p>Increase understanding and fairness of PPG funding by sending a letter to parents and addressing this in the beginning of year meeting with the Headteacher.</p> <p>Fresh fruit: there was too much wastage – move to dried fruit</p>	PS/RD and AL	<p>FSA calculated above</p> <p>Wake up club: £1442.56</p> <p>Homework club: £280</p>



C	Pupils eligible for PPG make as much or more progress than non-PPG pupils and attain at least ARE in core subjects. This will be measured through book scans, attainment and progress data and information from pupil progress meetings.	<ul style="list-style-type: none"> <li>Focussed TA/teacher support during lessons</li> <li>High-quality feedback for PPG pupils as a priority (both verbal and written)</li> <li>CPD for staff in key areas affecting PPG students</li> <li>Assessment of needs and targeted interventions</li> <li>Direction for parents on suitable learning resources to purchase with their Personal Enrichment Fund (PEF)</li> <li>All PPG children given access to subsidised trips and clubs</li> </ul>	<p>Embracing 'tilt' had a huge impact on the children, with adults seeking out PPG children's books first for feedback and marking, and a review was conducted to identify which children preferred specific types of feedback.</p> <p>CPD training for staff, with PPG as a focus, improved understanding for teachers and TAs, particularly in methodology and questioning.</p> <p>PEF was used for trips last year, as not enough notice given to parents. However, some specific spends were attributed to families (evidence: PPG profile).</p> <p>Targeted interventions for children were assessed by our SENDCo, in her role as inclusion manager.</p>	<p>Additional time for intervention analysis required for next year.</p> <p>Tilt was incredibly successful – continue using class folders to identify and track PPG children.</p> <p>Send letter to explain and promote PEF to parents. Create a form.</p>	Teachers (monitored by CM/RD/TJ and PS)	<p>£12,508.08</p> <p>Clubs: £1,680</p> <p>Trips: £6,300</p>
D	Progress for More Able Pupil Premium (MAPP) children is not currently high enough for all, with less PPG pupils reach GDS than national. This will be measured through book scans, attainment and progress data and information from pupil progress meetings.	<ul style="list-style-type: none"> <li>Focussed TA/teacher support to extend MAPPs</li> <li>Access to writing club and curriculum club</li> <li>CPD for staff in key areas affecting PPG students</li> <li>Invitations to extra-curricular activities, competitions and enrichment opportunities (e.g. Sandhurst / Eagle House)</li> <li>Direction for parents on suitable learning resources to purchase with their Personal Enrichment Fund (PEF)</li> <li>Peer tutoring</li> </ul>	<p>Our Y6 PPG children were particularly high in results. Writing club and curriculum club were successful, with high uptake and focussed outcomes for PPG children.</p> <p>Additional, cost-neutral opportunities for children (e.g. events at Eagle House) supported our aim of MAPPs achieving across subjects.</p> <p>Focus on PPG for music lessons was a positive move, and one that</p>	Continue work with Y2 PPG pupils, to ensure similar success to Y6.	Teachers (monitored by CM/RD/TJ and PS)	As above



		<ul style="list-style-type: none"> <li>Access to music lessons (group)</li> </ul>	<p>allowed children even more opportunities to participate, perform and achieve.</p>			
E	<p>Progress for Less Able Pupil Premium (LAPP) 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"> <li>1:1/small group tuition (either in school or after school)</li> <li>Focussed TA/teacher support during lessons</li> <li>High-quality feedback for PPG pupils as a priority (both verbal and written)</li> <li>CPD for staff in key areas affecting PPG students</li> <li>Assessment of needs and targeted interventions</li> <li>Direction for parents on suitable learning resources to purchase with their Personal Enrichment Fund (PEF)</li> <li>Small group work for consolidation / pre-teaching</li> <li>Growth Mindset approaches</li> </ul>	<p>1:1 tuition had a major impact especially in helping PPG children reach ARE or if not, helping them to make progress.</p> <p>Tilt worked well in classes, with feedback given to PPG children as a priority, identifying areas for improvement.</p> <p>Small group work to pre-teach/consolidate meant that PPG LAPP children were able to keep up with the pace of learning in class.</p>	<p>Pre-teaching will have more of an impact than consolidation, as it improves confidence levels in LAPP children before they are taught.</p> <p>Growth Mindset needs to be instilled in LAPP children.</p> <p>PEF take up not very high this year – more info and continue for 2017-2018 budget.</p>	<p>Teachers (monitored by CM/RD/TJ and PS)</p>	<p>As above, plus 1:1: £4,110.40</p> <p>Resources: £500</p> <p>£3000.00</p>
F	<p>Attendance (particularly for Year 6 children) will be in line with, or above, our 97% target. This will be measured through attendance registers and EWO/Attendance Network meetings.</p>	<ul style="list-style-type: none"> <li>Breakfast during SATs week for Year 6 pupils</li> <li>Information sessions held for parents on the importance of high attendance</li> <li>Regular contact with the family of children whose attendance is lower than the school's target (FSA/Admin Manager/Key Stage Leader/Head of School)</li> <li>Access to Wake Up Club for no cost for all PPG</li> </ul>	<p>All Year 6 PPG pupils sat all SATs and attended all breakfast sessions. 100% of PPG children achieved EXS in RWM, with 1 PPG child achieving GDS in RWM.</p> <p>Attendance letters sent to families whose children have lower than school target attendance.</p> <p>Communication between school/FSA/families of children whose attendance is low is good.</p>	<p>Attendance of pupils in Year 6 is of paramount importance to achieve desired results. Continued communication with parents of Year 6 children to stress the importance of high attendance from the beginning of the academic year.</p>	<p>RD (year 6), AL, SLT</p>	<p>£30.00</p> <p>All other costs already referenced</p>



G	<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' evening / end of year reports.</p>	<ul style="list-style-type: none"> <li>• 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</li> <li>• Wellbeing/physical events such as circuits sessions for parents</li> <li>• Parent Council meetings (at varying times of the day) to engage</li> <li>• After school learning sessions for children and adults for specific areas of the curriculum with the opportunity for continued learning at home</li> </ul>	<p>Communication between home and school has continued to improve, with social media playing a vital role in last-minute communication.</p> <p>Free SATs after-school learning sessions enabled PPG children to attend revision sessions with their peers.</p> <p>Parent council meetings were held at different times during the day and were publicised widely. Comments were invited from those parents who were unable to attend the meetings</p>	<p>SATs sessions were a great success and should be continued. Letter to go out at the beginning of the summer term to parents to explain the benefit of such sessions.</p>	<p>RD (Year 6), AL</p>	<p>Teach sessions: £500</p>
H	<p>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.</p>	<ul style="list-style-type: none"> <li>• Timely reminders for upcoming events (both academic and social)</li> <li>• FSA support for families</li> <li>• Parenting workshops via FSA</li> <li>• CPD for staff to support pupils and their families</li> </ul>	<p>Communication via text, email, Facebook and Twitter has led to better communication between school and families. Parent surveys show an upward trend in communication. Phone calls and visits in person are made to those parents who have not engaged in any other forms of communication (e.g. to arrange parents' evening visits)</p> <p>From seven children to whom FSA support was offered, one child took advantage of the support via 'Stay and Play' club, and of three children to whom ELSA support was offered, two accepted the offer of support and benefitted greatly from it.</p>	<p>Continue to follow up via phone call if a response is not received for important communications</p>	<p>AL, FSA</p>	<p>CPD £500</p>





# Uplands Primary School and Uplands Nursery

Inspired To Achieve

Pupil Premium Impact: 2016-2017

I	Language barriers will be addressed, particularly for PPG children with multi-lingual families in EYFS/Key Stage 1, resulting in improved communication between child, teacher and home. This will be monitored through the DfE Proficiency in English documentation required for the census, as well as attainment and progress in reading and writing.	<ul style="list-style-type: none"> <li>• Focussed language/communication support for children and families with EAL</li> <li>• Links to the Bracknell Forest EAL and Diversity <a href="#">website</a></li> <li>• Additional phonics and reading support</li> </ul>	EAL proficiency documents completed for all children – no EAL PPG pupils now.	Consider removing this barrier, as it is not a PPG-wide issue (only 1 child who has any S&L difficulties, and they are also SEND)	MP	No cost
<b>Total budget allocation for PPG</b>						£37,052.52
<b>Overspend (+) or underspend (-) on budget allocation for PPG</b>						+£832.52

Our vision is for our children to feel happy, nurtured and inspired to achieve their best, and develop a lifelong love of learning.

Ambition - Collaboration - Courage - Empathy - Optimism - Perseverance - Pride - Respect - Responsibility