



Pupil Premium Impact: 2017-2018

1. Summary Information

School	Uplands Primary School and Nursery				
Academic Year	2017/2018	Total PP budget	44,720	Date of most recent PP review	Jul 2018
Total number of pupils (- nursery)	252 210	Total number of pupils eligible for PPG (including Service Pupils (including Service Pupils and EYPP))	31 (14.8%) 34 (16.3%) 35 (13.9%)	Date of next internal review of this strategy	N/A

2a. Current attainment and progress (End of Year 2017-18)

Jul 2017	Attainment				Jul 2018	Progress for PPG children (Between 2.5 and 3.0 points of progress is expected, 3+ points of progress is more than expected)
	% at or above ARE		% above ARE			
	PPG	Other: school	PPG	Other: school		
Reading	79%	92%	21%	46%	Reading	2.85
Writing	71%	86%	0%	16%	Writing	3.09
Maths	63%	94%	25%	46%	Maths	2.72

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

	Attainment								Progress (expected progress+)			
	KS1				KS2				KS1		KS2	
	PPG		National: non-PPG*		PPG		National: non-PPG*		PPG	National: non-PPG*	PPG	National: non-PPG*
	EXS+	GDS	EXS+	GDS	EXS+	GDS	EXS+	GDS				
Reading	100% (5)	60% (3)	79%	28%	100% (8)	50% (4)	77%	29%	100% (5)	Not available at time of review	+3.70	+0.33
Writing	60% (3)	0% (0)	72%	18%	100% (8)	25% (2)	81%	21%	80% (4)		+2.40	+0.17
Maths	100% (5)	40% (2)	79%	23%	100% (8)	38% (3)	80%	27%	100% (5)		+2.49	+0.28
RWM	60% (3)	0% (0)	64%**	11%**	100% (8)	13% (1)	67%	11%	80% (4)		63% (5)	
GPS					100% (8)	63% (5)	77%**	31%**	* do not include Service or CLA children ** national data (inc. PPG)			

* do not include Forces or CLA children

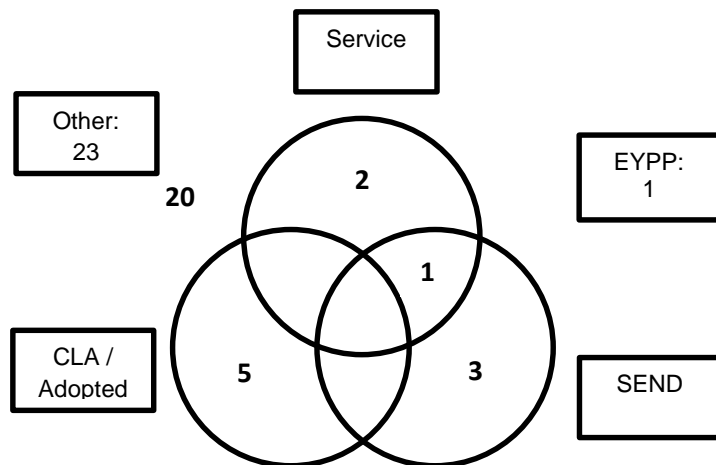
Our vision is for our children to feel happy, nurtured and inspired to achieve their best, and develop a lifelong love of learning.

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



Phonics Screening Check	PPG	Other: national	Attendance	PPG	Other: national
	100% (2)	81%		94.6%	96.7%

2c. PPG Context



Ethnicity		
White British or White	25/35	71.5%
White & Asian	2/35	5.7%
Any other Asian Background	2/35	5.7%
White & Black Caribbean	2/35	5.7%
Black - African	2/35	5.7%
Information not yet obtained	2/35	5.7%

Groups: core					
FSM	FSM6	CLA	Adopted	Service	EYPP
5/35	21/35	0/35	5/35	3/35	1/35
14%	60%	0%	14%	9%	3%

Groups: additional breakdown			
SEND	EAL	LAPP	MAPP
4/35	0/35	9/35	6/35
11%	0%	26%	17%

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		
	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"> • Access to coaching or emotional support through ELSA • Access to child play groups through FSA • Access to support for parents in developing their child's emotional wellbeing, via the FSA
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"> • Access to Wake Up Club for no cost for all PPG • Additional staff provision for Wake Up Club to support the number of children that attend the club • Provision of fruit during Wake Up Club • Access to Homework Club • Access to support for parents in developing their child's emotional and physical wellbeing, via FSA
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"> • Focussed TA/teacher support during lessons • High-quality feedback for PPG pupils as a priority (both verbal and written) • CPD for staff in key areas affecting PPG students • Assessment of needs and targeted interventions • Direction for parents on suitable learning resources to purchase with their Personal Enrichment Fund (PEF) • All PPG children given access to subsidised trips
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"> • Focussed TA/teacher support to extend MAPPs • Access to writing club and curriculum club • CPD for staff in key areas affecting PPG students



		<ul style="list-style-type: none"> • Invitations to extra-curricular activities, competitions and enrichment opportunities (e.g. Sandhurst / Eagle House) • Direction for parents on suitable learning resources to purchase with their Personal Enrichment Fund (PEF) • Peer tutoring • Access to music lessons (group)
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.	<p>We will achieve this by providing:</p> <ul style="list-style-type: none"> • 1:1/small group tuition (either in school or after school) • Focussed TA/teacher support during lessons • High-quality feedback for PPG pupils as a priority (both verbal and written) • CPD for staff in key areas affecting PPG students • Assessment of needs and targeted interventions • Direction for parents on suitable learning resources to purchase with their Personal Enrichment Fund (PEF) • Small group work for consolidation / pre-teaching • Growth Mindset approaches
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"> • Breakfast during SATs week for Year 6 pupils • Information sessions held for parents on the importance of high attendance • 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) • Access to Wake Up Club for no cost for all PPG
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"> • 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 • Wellbeing/physical events such as circuits sessions for parents • Parent Council meetings (at varying times of the day) to engage • After school learning sessions for children and adults for specific areas of the curriculum with the opportunity for continued learning at home
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"> • Timely reminders for upcoming events (both academic and social) • FSA support for families • Parenting workshops via FSA



		<ul style="list-style-type: none"> CPD for staff to support pupils and their families
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"> Focussed language/communication support for children and families with EAL Links to the Bracknell Forest EAL and Diversity website Additional phonics and reading support

5. Planned expenditure	
Academic year	2017-2018

	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"> Access to coaching or emotional support through ELSA Access to child play groups through FSA Access to support for parents in developing their child's emotional wellbeing, via the FSA 	<p>Two PPG children were offered and took advantage of ELSA sessions, after being recommended by the class teacher(s). 1:1 and small group sessions led to the children gaining in confidence and being able to deal with friendship issues as well as other emotional issues.</p> <p>Six families of PPG children were helped by the FSA: general emotional support was given to all families and two families were given financial support.</p>	<p>Consider transition (from Year 6 to Year 7) as a potential trigger for emotional issues. Ensure that ELSA is on hand to meet with Year 6 children.</p> <p>Consider how PPG grant can be used to greater effect to support the families of PPG children.</p>	PS/RD overseeing FSA & ELSA	<p>ELSA: £1162.80</p> <p>FSA: £6307.89</p>
B	PPG pupils will be ready for learning at the beginning of the school day. The children will have had access to physical	<ul style="list-style-type: none"> Access to Wake Up Club for no cost for all PPG Additional staff provision for Wake Up Club to support the 	Four PPG children attended Wake Up Club on a regular basis, meaning that they were prepared for the school day. In	Consider having a bank of dried fruit or other breakfast items for children who have	PS/RD and AL	<p>Wake up club: £3072.35</p> <p>Homework club:</p>



	<p>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.</p>	<ul style="list-style-type: none"> • number of children that attend the club • Provision of fruit during Wake Up Club • Access to Homework Club • Access to support for parents in developing their child's emotional and physical wellbeing, via FSA 	<p>addition, several PPG children took advantage of the club on days where an early start was required (i.e. school trip), meaning that families were able to get their children to school on time with minimal disruption to their routine.</p> <p>PPG children were invited to join homework club, based on their individual needs. This had a positive impact on the children, as they were able to complete their homework in a structured environment.</p>	<p>missed breakfast but who do not attend Wake Up Club.</p> <p>An additional adult will be employed for Homework Club, to enable as many PPG children to attend as possible.</p>		<p>£504.79</p>
C	<p>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.</p>	<ul style="list-style-type: none"> • Focussed TA/teacher support during lessons • High-quality feedback for PPG pupils as a priority (both verbal and written) • CPD for staff in key areas affecting PPG students • Assessment of needs and targeted interventions • Direction for parents on suitable learning resources to purchase with their Personal Enrichment Fund (PEF) • All PPG children given access to subsidised trips and clubs 	<p>Focused TA/teacher support has meant that progress for PPG children has been within the expected range (2.88 points of progress, where the expected range is 2.5 – 3.0 points of progress.</p> <p>PEF was not as successful as hoped, with some families declining the grant, and other families choosing to put the PEF towards school trips.</p> <p>Invite only clubs (with no charge) were successful in engaging PPG children and will be continued.</p>	<p>Tilt to be revisited in staff meeting, to explain the benefits and to share experiences and resources.</p> <p>PEF alternative to be decided and written in to Pupil Premium Strategy 2018-19</p>	<p>Teachers (monitored by CM/RD/TJ and PS)</p>	<p>Trips: Core £1778.96 FSM/LAC £974.92</p> <p>Historic trips: £5374.10</p> <p>Clubs: £1456.00</p> <p>Additional group costs: £2655.99</p> <p>TA support in class: Core £11368.08 LAPP £3951.24 MAPP</p>



						£1542.42
D	<p>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.</p>	<ul style="list-style-type: none"> Focussed TA/teacher support to extend MAPPs Access to writing club and curriculum club CPD for staff in key areas affecting PPG students Invitations to extra-curricular activities, competitions and enrichment opportunities (e.g. Sandhurst / Eagle House) Direction for parents on suitable learning resources to purchase with their Personal Enrichment Fund (PEF) Peer tutoring Access to music lessons (group) 	<p>The PPG child in Year 6 performed exceptionally well in SATS, achieving GDS in Maths and GPS, with a scaled score of 117 in both subjects.</p> <p>PPG children were invited to extra-curricular events.</p>	<p>Ensure that Year 6 children have the opportunity for focused TA/teacher support on the run up to SATs, to ensure a high level of attainment. This will need to be managed carefully due to the high proportion of PPG children in 2018-19 Year 6.</p>	<p>Teachers (monitored by CM/RD/TJ and PS)</p>	<p>As above</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"> 1:1/small group tuition (either in school or after school) Focussed TA/teacher support during lessons High-quality feedback for PPG pupils as a priority (both verbal and written) CPD for staff in key areas affecting PPG students Assessment of needs and targeted interventions Direction for parents on suitable learning resources to purchase with their Personal Enrichment Fund (PEF) Small group work for consolidation / pre-teaching 	<p>1:1 tuition had a major impact especially in helping PPG children make good progress.</p> <p>Tilt, especially for LAPPs worked well, as target areas were able to be identified and addressed earlier.</p> <p>Growth mindset questionnaire delivered in most classes, and some work on Growth mindset in some classes.</p>	<p>1:1 tutoring to be offered before school as well as after school, in order to maximise the number of children who benefit from this.</p> <p>Growth mindset still needs to be embedded in daily school life to have maximum impact.</p>	<p>Teachers (monitored by CM/RD/TJ and PS)</p>	<p>As above, plus 1:1: £2295.00</p> <p>Resources: £200</p> <p>PEF: £3500.00</p> <p>Additional books/interventions: £1200</p>



		<ul style="list-style-type: none"> • Growth Mindset approaches 				
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.	<ul style="list-style-type: none"> • Breakfast during SATs week for Year 6 pupils • Information sessions held for parents on the importance of high attendance • 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) • Access to Wake Up Club for no cost for all PPG 	<p>Year 6 PPG pupil sat all SATs and attended all breakfast sessions.</p> <p>Attendance letters sent to families whose children have lower than school target attendance. LOAs not granted for holidays.</p> <p>Attendance target not met (this is due to one child in the CLA category having an extended period of absence due to illness, bringing the attendance percentage down to 91.7%).</p>	<p>SATs preparation will be key for PPG pupils, due to the large number of PPG children in 2018-19 cohort.</p> <p>Importance of regular attendance for all children is a key message at Head Teacher's address at the beginning of 2018-19.</p>	RD (year 6), AL, SLT	All costs already referenced
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.	<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 • Wellbeing/physical events such as circuits sessions for parents • Parent Council meetings (at varying times of the day) to engage • After school learning sessions for children and adults for specific areas of the curriculum with the 	<p>Communication is excellent, with most PPG families able to access information electronically.</p> <p>Parent council meetings were held at different times during the day and were publicised widely. However, these meetings were not well attended.</p> <p>Workshops in Maths and English for children and parents were held after school, with a choice of time for each workshop, giving PPG families as much chance as possible to attend.</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>Gauge the interest of PPG families for curriculum workshops</p>	RD (Year 6), AL	No cost incurred for learning sessions



		opportunity for continued learning at home				
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.	<ul style="list-style-type: none"> Timely reminders for upcoming events (both academic and social) FSA support for families Parenting workshops via FSA CPD for staff to support pupils and their families 	<p>Communication has continued to improve, with all families aware of the importance of keeping up to date contacts on file at school.</p> <p>Clarification of main contact/carers has led to improved communication for one PPG family.</p>	Communication book will be set up in each class to ensure that messages are delivered between home and school.	AL, FSA	CPD: £576.00
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"> Focussed language/communication support for children and families with EAL Links to the Bracknell Forest EAL and Diversity website Additional phonics and reading support 	EAL proficiency documents completed for all children.		MP	No cost
Total budget allocation for PPG						£44,720
Overspend (+) or underspend (-) on budget allocation for PPG						+£3200.54