



Pupil Premium Strategy Statement 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	Oct 2017
Total number of pupils (main school)	210	Total number of pupils eligible for PPG (including Service Pupils)	31 (14.8%)	Date of next internal review of this strategy	Feb 2018
(main school + nursery)	252	(including Service Pupils and EYPP)	35 (13.9%)		

2a. Current attainment and progress (SATs 2017 / END OF 2016/2017 YEAR)

Jul 2017	Attainment				Jul 2017	Progress	
	% at or above ARE		% above ARE			(Between 1 and 1.5 points of progress is expected)	
	PPG	Other: school	PPG	Other: school		PPG	Other: school
Reading	87%	84%	17%	40%	Reading	3.0	3.0
Writing	73%	80%	7%	22%	Writing	3.1	2.9
Maths	83%	82%	17%	37%	Maths	3.0	3.0
RWM (combined)	67%	80%	2%	18%			

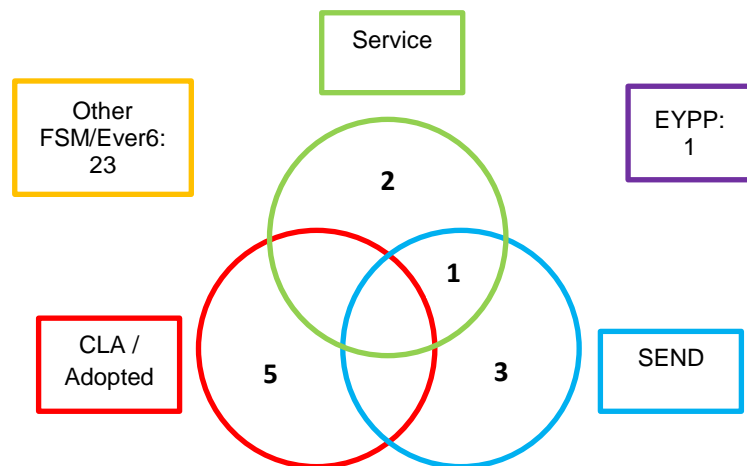
2b. 2017 SATs Data (KS1 and KS2) from FFT, ASP and internal analysis

	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)	<i>Not available at time of review</i>	+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)			

Phonics Screening Check	PPG	Other: national	Attendance	PPG	Other: national
	100% (2)	81%		96.5%	97.3%



2c. PPG Context



Ethnicity		
White British / 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 of PP children is below our 97% target, including late arrival, periods of illness and unauthorised absence. 4 children in particular.
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	Communication and Language difficulties, particularly for PPG children 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 • 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	We will achieve this by providing: <ul style="list-style-type: none"> • 1:1/small group tuition (either in school or after school)



	through book scans, attainment and progress data and information from pupil progress meetings.	<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) • Small group work for consolidation / pre-teaching • Growth Mindset approaches
F	Attendance 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"> • 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 Teacher) • 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 • CPD for staff to support pupils and their families
I	Communication and Language difficulties, particularly for PPG children in EYFS/Key Stage 1.	<p>We will achieve this by providing:</p> <ul style="list-style-type: none"> • Focussed language and communication support for children and families • Links to the Bracknell Forest agencies • Additional phonics and reading support



5. Planned expenditure	
Academic year	2017-2018

i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is well implemented?	Staff lead	When will you review the implementation?
E. Progress for Less Able Pupil Premium (LAPP) children enables all to reach Age Related Expectations (ARE).	Small group work (in school) Growth Mindset approaches	Our children, who can often have a lack of support at home, will most likely benefit from this focussed time. EEF One to One Tuition research has shown high impact of 1:1 and small group work for less able children. EEF Collaborative Learning research also shows benefits to peer working and idea sharing. EEF research on Metacognition and Self-Regulation and Carol Dweck's work on Growth Mindset links with our school values. After staff Inset, adults have used the Growth Mindset ideals and strategies to support LAPPs in developing their learning skills and self-esteem. We anticipate this having a positive impact on attainment, progress and attitude to learning.	At the beginning of each academic year, pupils' needs are assessed and highlighted. Tuition is then offered to pupils for whom it is felt it will have an impact. Small group work intervention and group targets are created in conjunction with the class teacher. Records of 1:1 sessions are kept.	Deputy Head	Termly
C. Pupils eligible for PPG make as much or more progress than non-PPG pupils and attain at least ARE in core subjects. D. Progress for More Able Pupil Premium (MAPP) children is not currently high enough for all, with less PPG pupils reach GDS than national	Focussed TA/teacher support during lessons	EEF research on reducing class sizes has shown that, although costly, reducing class sizes "to below 20, or even below 15" positively impacts learning. Employing experienced and skilled TA support during core lessons gives the opportunity to split the class/inputs at key times to maximise impact and support learning needs.	Regular monitoring of sessions in which a TA is away from the class, including book scans and observations of teaching. Pupil progress meetings and interim meetings (i.e. at end of intervention/unit) to discuss impact and analyse progress and attainment. Consider using INSET days to deliver training. Peer observation of attendees' classes after the course, to	Deputy Head Class Teachers on a day-to-day basis	Termly



E. Progress for Less Able Pupil Premium (LAPP) children enables all to reach Age Related Expectations (ARE).			embed learning (no assessment).		
C. Pupils eligible for PPG make as much or more progress than non-PPG pupils and attain at least ARE in core subjects. E. Progress for Less Able Pupil Premium (LAPP) children enables all to reach Age Related Expectations (ARE).	High-quality feedback for PPG pupils as a priority (both verbal and written) Small group work for consolidation / pre-teaching	EEF research on feedback , as well as MITA research, shows that high-quality, timely feedback (both verbal and written) has a huge impact on pupils' progress. Feedback identifies the next steps in the children's learning and allows pupils to take ownership of their learning and adults to plan effectively. EEF One to One Tuition research has noted the importance of small group work and its effectiveness, in a suitable environment. We believe that small group work for consolidation / pre-teaching allows children to stay on track with their learning and prepare for upcoming challenges effectively. EEF Collaborative Learning research also shows benefits to peer working and idea sharing.	Book scans and monitoring of class practice to check effectiveness of feedback. PPG children's books to be marked first. Staff meetings to review practice and effectiveness. Records of 1:1 sessions are kept. Provision maps / pupil progress reports support outcomes and attainment/progress is measured.	Deputy Head, with support from SLT during book scans and checks	Termly (Half-termly if necessary in some instances)
D. Progress for More Able Pupil Premium (MAPP) children is not currently high enough for all, with less PPG pupils reach GDS than national	Peer tutoring	EEF Peer Tutoring research states that, "though all types of pupils appear to benefit from peer tutoring, there is some evidence that children from disadvantaged backgrounds and low attaining pupils make the biggest gains". Pairing our MAPP children with LAPP or younger pupils can benefit both parties. We believe in the ideal that those who can teach to others have a much deeper and secure understanding. Therefore, by providing opportunities for pupils to teach others, they become more confident and secure in the methods and skills previously taught.	Attainment and progress data, discussions with children, pupil survey. Leaders to observe practice and analyse the impact and effectiveness of peer tutoring.	Deputy Head Class Teachers on a day-to-day basis	Termly
I. Communication and Language	Additional phonics and reading support	EEF Phonics research shows a low cost/high impact methodology. For those children who are emerging	Observations, planning checks, pupil progress meetings will	SENDCo	Termly



difficulties, particularly for PPG children in EYFS/Key Stage 1, resulting in improved communication and language support between child, teacher and home.		readers, additional support in 1:1 reading and phonics is shown to be highly effective.	measure success. Phonic Screening Checks and retakes will provide data.	Class Teachers and FSA on a day-to-day basis	
Total budget cost for i					£18,411.74

ii. Targeted support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is well implemented?	Staff lead	When will you review the implementation?
<p>C. Pupils eligible for PPG make as much or more progress than non-PPG pupils and attain at least ARE in core subjects.</p> <p>E. Progress for Less Able Pupil Premium (LAPP) children enables all to reach Age Related Expectations (ARE).</p>	Assessment of needs and targeted interventions	<p>Based on the thinking and ideals found in the SEND Code of Practice 2014, interventions are most effective when delivered in a clear timeframe, with SMART targets to achieve and when based on sound research. These SMART targets must also be regularly reviewed to check for impact.</p> <p>Pupils will engage in a range of targeted interventions, including – but not limited to – support programmes such as:</p> <ul style="list-style-type: none"> • Tracks (spelling) • Phonics interventions (see EEF Phonics) • Singing times table support • Regular and consistent reading • No Nonsense / other proven interventions <p>Staff will also engage in active research for interventions.</p>	<p>Ensure that a baseline judgement or assessment is made, in order to measure the impact or effectiveness at the end of the targeted intervention.</p> <p>Research is proven and effective.</p>	SENDCo and SLT	Termly



<p>A. Pupils eligible for PPG to develop emotional resilience and social skills.</p>	<p>Access to coaching or emotional support through ELSA</p> <p>Access to child play groups through FSA</p> <p>Access to support for parents in developing their child's emotional wellbeing, via the FSA</p>	<p>We feel that emotional resilience and wellbeing is key for many of our children, especially those eligible for PPG. Our ELSA has designated time to support children, with the aim of improving wellbeing and reducing barriers to learning and relationships.</p> <p>Our FSA provides key support for PPG pupils and other vulnerable groups, working with them through play activities to develop confidence, social interaction and wellbeing. Our FSA also provides support for managing feelings and building relationships. This helps our PPG pupils build emotional resilience and learn strategies for dealing with their own feelings. This, in turn, creates a more positive attitude to learning and willingness to participate in school life. With this support, attainment and progress are expected to improve.</p> <p>FSA provides parenting sessions and also organises workshops and courses for parents. PPG parents may be invited to attend courses and workshops, if it is felt that this would have a positive impact on the child. EEF Parental Involvement research and DfE published research on the effectiveness of parental engagement (Goodall and Vorhaus, 2010) shows that a stronger link with school and a more consistent approach to school life and learning has a positive impact on a child's learning, progress and attainment.</p>	<p>ELSA to have regular meetings with other ELSAs and with the Educational Psychologist. ELSA time is discussed at regular intervals with both Head Teacher and FSA.</p> <p>FSA provides reports for pupil progress meetings and PPG analysis documents.</p> <p>Resilience is noticed in class and positive responses in pupil survey.</p> <p>Records kept of engagement and numbers of parents who attend courses.</p> <p>Newsletters and other communication outlets will display and publicise courses and events.</p>	<p>ELSA</p> <p>Support from SENDCo</p> <p>FSA with support from Head Teacher and SENDCo</p>	<p>Termly</p>
<p>E. Progress for Less Able Pupil Premium (LAPP) children enables all to reach Age Related Expectations (ARE).</p>	<p>1:1/small group tuition (after school)</p>	<p>Our children, who can often have a lack of support at home, will most likely benefit from this focussed time.</p> <p>1:1 tutoring may also help with self-esteem and support any additional home learning.</p> <p>EEF One to One Tuition research has shown high impact of 1:1 and small group work for less able children.</p>	<p>At the beginning of each academic year, pupils' needs are assessed and highlighted. Tuition is then offered to pupils for whom it is felt it will have an impact.</p>	<p>Deputy Head</p> <p>SLT to support in monitoring</p>	<p>Termly</p>



			<p>Small group work intervention and group targets are created in conjunction with the class teacher.</p> <p>Where possible, the child's TA/teacher undertakes the 1:1 tutoring sessions.</p> <p>Records of 1:1 sessions are kept.</p>	Class Teachers on a day-to-day basis	
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.	Access to Homework Club	<p>Although at the end of the school day, we believe that an opportunity for children to attend homework club will improve their readiness of learning the following morning. By providing PPG children with support for their home learning, children can work with a skilled adult to complete their learning tasks and prepare for subsequent learning.</p> <p>Research into the benefits of homework is mixed and not always positive. However, our homework policy is mainly focussed around core elements and these skills can be supported in homework club by the adults and resources available. The club also allows for children to explore their own learning interests, which leads to greater engagement in school activities.</p>	<p>Homework club is a stable part of our club system and will continue to be so.</p> <p>Each term, club leaders are met with to check that resources and adult:child ratios are suitable.</p> <p>Analysis of progress and attainment for those children in homework club and those not in homework club.</p>	Deputy Head	Termly
G. Links between home and school improve, resulting in improved progress, attainment and attitude to learning.	After school learning sessions for children and adults for specific areas of the curriculum with the opportunity for continued learning at home	<p>EEF Parental Involvement research and DfE published research on the effectiveness of parental engagement (Goodall and Vorhaus, 2010) shows that a stronger link with school and a more consistent approach to school life and learning has a positive impact on a child's learning, progress and attainment.</p> <p>The demands of the 2014 Primary Curriculum are such that many parents may feel ill-equipped to help their child with his/her learning. These sessions are designed to provide the link between home and school, and to offer educational</p>	<p>SLT focus on ensuring these events happen. School Council and other school groups involved in tailoring sessions to need and taking ownership of the sessions.</p> <p>Parent survey feedback provides a measure of success, as does attainment,</p>	Deputy Head	Termly



		support to parents. This will lead to greater engagement, increased consistency of practice and methods between home and school, increased confidence (of both children and parents) and improved attainment and progress.	progress and attitude to learning.		
				Total budget cost for ii	£6,771.54

iii. Other approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is well implemented?	Staff lead	When will you review the implementation?
D. Progress for More Able Pupil Premium (MAPP) children is not currently high enough for all, with less PPG pupils reach GDS than national	<p>Invitations to extra-curricular activities, sporting tournaments, competitions and enrichment opportunities (e.g. Sandhurst / Eagle House / BFC sporting festivals and events)</p> <p>Access to writing club, curriculum club and group music lessons.</p>	EEF research into the benefits of extra-curricular activities (including sporting competitions) shows that participation increased motivation, self-confidence and self-esteem. Children who attend extra-curricular activities could make up to 2 months additional progress.	<p>Club system with a focus on PPG pupils.</p> <p>PPG pupils' attendance at clubs measured and support put in place to enable those PPG children not attending to join clubs.</p> <p>Measure and analyse impact in pupil progress meetings.</p>	<p>Deputy Head</p> <p>Support from Admin Manager</p>	Termly
<p>C. Pupils eligible for PPG make as much or more progress than non-PPG pupils and attain at least ARE in core subjects.</p> <p>D. Progress for More Able Pupil Premium</p>	Direction for parents on suitable learning resources to purchase with their Personal Enrichment Fund (PEF)	We feel that pupils and parents should have a say in what some of their premium is spent on, and we will offer £100 to the family of each pupil eligible for PPG to suggest ways to spend it. Parents will be directed to suitable learning or other resources to support their child's learning and each will be linked to the child's individual needs. Parents can make a request to the school to suggest a purchase, which the school may authorise. This has been cited in The School Run website as an effective way of spending the PPG,	Clear guidelines and rationale explained to parents. School have the final decision of approving a request for the funds, so that funds are used appropriately to improve outcomes for children.	<p>Head Teacher, SBM and Admin Manager</p> <p>Support from class</p>	<p>Yearly (overall impact)</p> <p>(will need reviewing termly for checking funds and expenditure)</p>



	<p>Additional staff provision for Wake Up Club to support the number of children that attend</p> <p>Access to support for parents in developing their child's emotional and physical wellbeing, via the FSA</p>	<p>Due to the number of children anticipated to attend, ensuring appropriate adult support is essential and, therefore, an additional adult will be paid to attend and support the children.</p> <p>FSA provides parenting sessions and also organises workshops and courses for parents. PPG parents may be invited to attend courses and workshops, if it is felt that this would have a positive impact on the child. EEF Parental Involvement research and DfE published research on the effectiveness of parental engagement (Goodall and Vorhaus, 2010) shows that a stronger link with school and a more consistent approach to school life and learning has a positive impact on a child's learning, progress and attainment.</p>	<p>Adults working in Wake Up Club to take a pastoral interest in PPG children.</p> <p>FSA to source courses and events and publicise in the newsletter. FSA may contact key parents to discuss support and improve engagement with the school and help on offer.</p> <p>Monitored by FSA and SLT.</p>	FSA and SLT	
F. Attendance will be in line with, or above, our 97% target.	<p>Information sessions held for parents on the importance of high attendance</p> <p>Regular contact with the family of children whose attendance is lower than the school's target (FSA/Admin Manager/Key</p>	<p>It has been shown that lower performance is associated with higher absence levels (Macleod, S., Sharp, C., Bernardinelli, D., Skipp, A. and Higgins, S. (2015). Supporting the Attainment of Disadvantaged Pupils: Articulating Success and Good Practice. London: DfE). Therefore, we will ensure a focus on our LAPP children in particular, to ensure they are given every opportunity to have high attendance.</p> <p>By encouraging increased engagement and involvement with the school (EF Parental Involvement research and DfE published research on the effectiveness of parental engagement (Goodall and Vorhaus, 2010)), we believe attendance will improve. This will be achieved through parent sessions to highlight the importance of high attendance, particularly in key year groups (especially Y6).</p> <p>By employing our FSA to work with our PPG families, we are able to keep in regular contact and help families by providing access to courses and training, or by our FSA running sessions. Our Admin Manager also has regular contact with EWO and attends network meetings to reduce absence.</p>	<p>FSA to keep a list of PPG pupils and look to make contact and support potentially vulnerable children and families throughout the year.</p> <p>Organise information session and promote in advance as well as the day before, and ensure key messages are sent via electronic communication systems after the meeting.</p> <p>FSA to source courses and events and publicise in the newsletter. FSA may contact key parents to discuss support and improve engagement with the school and help on offer.</p> <p>Monitored by FSA and SLT.</p>	FSA SLT FSA	Termly



	<p>Stage Leader/Head Teacher)</p> <p>Access to Wake Up Club for no cost for all PPG</p> <p>Breakfast during SATs week for Year 6 pupils</p>	<p>As previously mentioned, we believe that access to our Wake Up Club will provide children with a strong start to their learning day by providing physical and social activities. By offering Wake Up Club to PPG pupils for no cost, we hope to attract a greater number of PPG pupils to our Wake Up Club and, therefore, see an improvement in attendance, attainment and progress. As well as fruit for Wake Up Club, we also offer a wider breakfast to Year 6 pupils during SATs week, to ensure they are prepared for their assessments.</p>	<p>Attendance of PPG children at Wake Up Club monitored and compared against progress and attainment. Ensure baseline data is collected prior.</p>	<p>Admin Manager and SLT</p>	
<p>G. Links between home and school improve, resulting in improved progress, attainment and attitude to learning.</p> <p>H. Families feel supported by the school and wellbeing for children is improved.</p>	<p>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</p>	<p>For some parents, reminders in advance via email, electronic letter and our newsletter are very helpful. For some of our PPG families, reminders closer to the event (including face-to-face reminders, Facebook, Twitter and texts) may help improve engagement at events. Therefore, the school will make an effort to ensure that there is a focus on engagement and attendance from PPG families.</p>	<p>Use newsletter and parent handbook to send dates of events in advance.</p> <p>Use calendar to ensure reminders are sent the day before the event, including texts, Facebook and Twitter.</p> <p>Monitor engagement and consider encouraging less-active families to engage in future events.</p>	<p>Admin Manager</p> <p>Deputy Head</p>	<p>Termly</p>
<p>G. Links between home and school improve, resulting in improved progress, attainment and attitude to learning.</p>	<p>Wellbeing/physical events such as circuits sessions for parents</p> <p>Parent Council meetings (at varying times of the day) to engage</p>	<p>Our sports coach offers circuits sessions in the evening once a week, which has a good uptake and offers parents a wellbeing and health session, to further develop links between home and school and improve engagement and relationships.</p> <p>We hold regular parent council meetings, at varied times, to engage parents. For those parents who work/cannot make a session, we offer families the chance to email their thoughts ahead of the meeting, so that all families feel they are able to be involved in decision making at the school.</p>	<p>Monitor numbers of adults whose children are eligible for PPG and compare against engagement.</p> <p>Consider impact and analyse termly for any improvements.</p>	<p>Deputy Head</p>	<p>Termly</p>



<p>H. Families feel supported by the school and wellbeing for children is improved.</p>	<p>FSA support for families Parenting workshops via FSA CPD for staff to support pupils and their families</p>	<p>Our FSA works closely with those PPG families who ask for support, and works hard to reach out to families who engage less. Coffee mornings, local park walks and parent sessions are examples of some of the events organised by our FSA to support families. We will also attribute a small amount of the PPG for CPD to train our staff to support our families more effectively.</p>	<p>FSA to organise and publicise engagement events and build relationships. SLT and class teachers to support by running joint events for parents and children, to increase engagement. Note down and analyse data.</p>	<p>FSA Deputy Head for analysis</p>	<p>Termly</p>
<p>I. Communication and Language difficulties, particularly for PPG children in EYFS/Key Stage 1, resulting in improved communication between child, teacher and home.</p>	<p>Focussed language and communication support for children and families Links to the Bracknell Forest agencies</p>	<p>Peer tutoring, parental engagement and phonics have all be cited as benefitting children, and these interventions – as well as others – will be developed to support children with S&L. We will focus on early intervention support to help those children reach ARE as quickly as possible. This will also involve support for families at home, so that they are able to best help their child in their learning and development. This will be done through aforementioned teach sessions, home visits where necessary and individual meetings with families to support learning needs or direct them to websites and other resources.</p>	<p>Class teachers and FSA to make contact with families to support them and encourage families to come to the school and ask for support/take support home. Courses, research and proven intervention used to have maximum impact. Track those who have accepted support with those who have not, to compare for any differences in impact of support.</p>	<p>FSA Deputy Head</p>	<p>Termly</p>
Total budget cost for iii					£19,888.27

Predicted total budget spend: £45,069.55 (£349.55 overspend)