



Aldermaston School Pupil premium strategy statement

1. Summary information					
School	Aldermaston C.E Primary School				
Academic Year	2020/21	Total PP budget	£30,500.00	Date of most recent PP Review (internal/external)	SIP review Feb 2018
Total number of pupils	142	Number of pupils eligible for PP	20	Date for next internal review of this strategy	July 2021

2. Current attainment		
<i>Not published 2020 due to Covid 19</i>	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP</i>
% Achieving GLD (3/27)		
% Achieving Phonics end of Y1 (2/16);		
% achieving Expected or above in KS1 RWM (6/28)		
% achieving Expected or above in KS2 RWM (7/16)		
Progress R/W/M		

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers	
A.	Impact from school closure due to COVID 19
B.	Oral language skills – SDP focus
C.	72% of PPG children below ARE in combined RWM leading to the need to accelerate progress, particularly in Maths.
D.	Ensuring all pupils eligible for PP are accessing opportunities for challenge and enrichment.
External barriers (issues which also require action outside school, such as low attendance rates)	
E.	Opportunities for the children to access wider learning opportunities outside of school.

4. Desired outcomes		
	Desired outcomes <i>and how they will be measured</i>	Success criteria
A.	<p>Recovery curriculum The first half term will be recovery and achieving a baseline measurement in relation to children's readiness to learn and their academic level of attainment. Whole school approach to recovery identified and communicated. Timetable and curriculum adjustments agreed to support recovery: timetable flexibility to ensure PSHE needs are met, additional opportunities for English and Maths skills, additional P.E.. Curriculum content to be adapted for potential need for blended learning as well as whole school focus on particular skills identified by coordinators. Improve systems for remote learning through CPD and evaluating available resources.</p> <p><i>Staff to be trained to use class observation sheet to monitor impact of initiatives - attitude to learning, cooperation and enjoyment, repeated across the Autumn term. All children to complete a pupil voice questionnaire to assess individual wellbeing, understand anxieties and personal circumstances. Reporting to stakeholders on early findings and impact of recovery curriculum approach</i></p>	<p>Teachers and SLT observations show children have settled back into school routines and behaviour expectations. Children have positive attitudes to learning Assessments identify and address both emotional and academic gaps to address, planning and resources such as ELSA and interventions are well targeted with SMART targets and regular monitoring and evaluation. Stakeholders are kept informed of impact of Recovery curriculum impact.</p>
B.	<p>Developing Oracy skills Staff CPD – embed training from last year, SLT monitor and feedback on initiatives being used. oracy. Staff select and trial specific strategies in their classrooms and report on impact. Engagement of wider community, School development priorities shared through: • Meet the teacher event • Newsletter article • Website. Ensuring PPG/SEND pupils, particularly those with speech and language needs, are able to participate through appropriate adaptations Focus on developing curriculum specific vocabulary – learning environment and curriculum documents reflect increased focus on language.</p> <p><i>PPG and SLT monitoring evidences: purposeful use of learning discussions in lessons where every child is included; learning environments, curriculum documents; pupil conferencing; tracking of PP children's inclusions in public speaking opportunities.</i></p>	<p>All children have focussed on developing their speaking skills and participating in learning talk, presentations and public speaking. Skills have been taught, explained, expected and celebrated. Everyone is included. Our school environment supports children in developing a rich and varied vocabulary, including subject specific language, which they use in verbal communication. Throughout the school, children's verbal responses and contributions are made in full sentences and giving them opportunities to develop more sophisticated speech structures which will also underpin the development of writing across the curriculum</p>
C.	<p>72% of PPG children below ARE in combined RWM leading to the need to accelerate progress, particularly in Writing and Maths. Target setting is ambitious and notes where there are gaps in combined RWM. Gaps and barriers to learning are identified early and provision is well targeted and monitored to impact progress. Continue additional training and interventions put in place last year for Maths. ENCO to review planning and intervention approach for Writing.</p> <p><i>Class Teacher's use of West Berks individual tracking sheets, data, notes from Pupil Progress meetings, observations of interventions and work scrutiny will be collated by PPG lead to monitor provision and track impact and progress with attainment. MaCo, EnCo, SENCO & SLT to also monitor provision and ensure training is being used to improve provision,</i></p>	<p>Data and notes from Pupil Progress meetings as well as observations from interventions have been collated by PPG lead to evidence positive impact of provision.</p> <p>PPG children make good and accelerated progress to close gaps in comparison to peers.</p> <p>Children targeted to achieve ARE in Maths and Writing do, and case studies for other children clearly articulate progress.</p>
D.	<p>Ensuring all pupils eligible for PP are accessing opportunities for challenge and enrichment. Each PPG child has had the opportunity to access enrichment opportunities to meet their individual talents and gifts, and to provide challenge.</p>	<p>PPG Lead monitoring shows that Class Teachers have evaluated provision and provided suitable additional curricular opportunities for PPG children in their class on a termly basis.</p>

	<p>Link to SDP focus on developing Greater Depth learning through adapting the curriculum, using role models, developing a curriculum that inspires and stretches as well as developing staff knowledge of assessment criteria.</p> <p><i>Class Teachers use of West Berks Individual tracking sheets will evaluate and provide suitable additional curricular opportunities for PPG children in their class on a termly basis. PPG lead to monitor overview of provision and use of funding through tracking sheets and termly pupil progress meetings.</i></p> <p><i>Attainment Targets and provision in class evaluated by SLT monitoring.</i></p> <p><i>Pupils' conferencing to measure impact of provision from PPG child point of view.</i></p>	<p>SLT monitoring and feedback ensures that targets and provision in class are well matched and challenging.</p> <p>Pupils' conferencing shows that pupils are aware of their strengths and are able to talk positively about the additional opportunities they have experienced.</p>
<p>E.</p>	<p>Opportunities for the children to access wider learning opportunities outside of school</p> <p>Children are accessing opportunities outside of the school curriculum. Parents are engaging with an interest in, and support with, learning at home.</p> <p><i>Class Teachers will evaluate on a termly basis suitable extra-curricular opportunities for PPG children in their class. PPG lead to keep a record of provision and use of funding.</i></p> <p><i>Records monitor attendance at Parent Teacher and Information meetings as well as classroom and school events.</i></p> <p><i>Teacher's records track parental support with reading and homework. This is monitored and reviewed at Pupil Progress meetings and strategies for improvement discussed.</i></p> <p><i>Pupils' conferencing measures impact of provision from PPG child point of view.</i></p>	<p>PPG lead records show that opportunities and funding has been successfully used to ensure our PPG children are accessing a range of extra-curricular activities.</p> <p>Pupil progress meeting notes show how Teachers have evaluated and improved Parental engagement with PPG families.</p> <p>Records show good engagement and support from PPG children's parents at Parent Teacher and Information meetings as well as classroom and school events.</p> <p>Teacher's records show where parental support with reading and homework.</p> <p>Pupil conferencing shows that pupils are able to speak positively about opportunities they have had outside of school.</p>

Planned expenditure					
Academic year	2020/2021				
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
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 implemented well?	Staff lead	When will you review implementation?
Teachers are aware of the individual needs of the PP children in their class. They take responsibility for identifying barriers to learning, aspirational targets, and matching provision to need. Tracking systems are in place to monitor progress and provision is adjusted accordingly.	<p>Training for PPG Lead and class teachers aims to improve and embed systems:</p> <p>Individual PP forms are completed by every class teacher. Monitoring and assessment notes are present for each child and reviewed at the end of each term.</p>	<p>PPG lead used EEF toolkit to identify tiered approach as being most effective on outcomes:</p> <ul style="list-style-type: none"> • Quality teaching • Targeted academic support • Wider strategies <p>Building on training and improvement focus on:</p> <ul style="list-style-type: none"> • Teacher's use of planning, monitoring of provision, as well as responsibility and accountability for progress of PP children. • Tracking systems to ensure progress towards ARE for PP children are more closely monitored. • Interventions are more closely matched to individual need and impact regularly reviewed. 	<p>PP forms are completed termly by class teachers and reviewed at pupil progress meetings. SLT will look for evidence that class teachers have assessed and reviewed the impact of provision.</p> <p>SLT and Phonics Lead will monitor academic progress through tracking systems and termly assessments</p> <p>PPG leads to monitor key interventions noted on each form for impact, and observe interventions in action.</p>	Class teachers, PPG lead and SLT	<p>Review: Following training, each PP child has an individual form tracking barriers to learning and support/interventions given. The impact of this provision has been reviewed and adjusted termly with SLT, alongside progress against ARE targets. Pupil progress notes and PPG Lead's summary of achievement show this has had positive outcomes for each child.</p>
TA support provided for PP children in each class to address both academic and emotional need. TAs have detailed information and training to ensure their support is well targeted and has impact on progress.	Training, planning and intervention timetables clearly direct Teaching Assistants in how they can support the PPG children within their class.	<p>Building on embedding SIP PP review suggested improvements:</p> <ul style="list-style-type: none"> • All TA's are aware of the importance and requirements of their role in improving provision for PP children. • Teachers are sharing information with TA's to ensure they are aware of the needs and planned strategy. 	<p>PPG Lead to monitor that TA's are being given appropriate information, resources and time to address identified barriers to learning.</p> <p>Additional TA hours are used to provide key support to PP children. Evidence is provided to PPG lead with regards to allocation of TAs and interventions covered.</p> <p>Review of tracking form</p>	Class teachers and inclusion lead.	<p>TA PM meeting notes show an improvement in staff awareness of their specific role in supporting the children both emotionally & academically. SENCO training targeted how to improve support to encourage independence.</p>

SDP initiatives to improve provision and attainment in Maths Writing and curriculum provision are being implemented in each class and are being used to positively impact PP children's progress.	In Maths, Training on CPA, Reasoning and specific Maths intervention is evident in planning and lesson observations. In Writing, Teachers' guided work includes modelling writing, focus on SPAG skills as well use of quality, challenging texts	The school has identified weaker areas to raise attainment for all in Maths, SPAG (2nd year) and developing curriculum progression - highlighting training and resourcing needs.	PPG Lead to liaise with class teachers and EnCo and MaCo on impact of strategies on progress and attainment. Use of pupil progress meetings, SLT monitoring and book scrutiny too.	Class Teacher PPG Lead EnCo MaCo SLT	Individual case study notes for each PP child show positive impact of provision – e.g. children moving from below to Expected levels in RWM; improvements in Times Tables knowledge; writing example progress.
All staff are using Learning Heroes to develop children's understanding and use of Learning Behaviours for effective learning.	Half termly hero focus, reward systems, learning sheets and displays.	The school is in its second year of embedding a strategy to improve children's focus in learning with children's understanding and use of Learning Behaviours. Assessments show this applies to the majority of our PP pupils.	PPG children are represented well in displays are reward systems. SLT observations show children using and referring to	Class teachers PPG Lead	Records show that Termly Learning Hero awards celebrated the achievements of several of our PP children across the school.
Total budgeted cost					£23, 000
ii. Targeted support					
Desired outcome	Chosen 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?
PPG children have tailored high quality interventions to support their priority needs.	PPG children identified on all planning and each child has at least one targeted intervention in addition to their daily provision. Provision for PPG children highlighted on class intervention plan, as well as on individual tracking forms Additional training and implementation of new interventions will be provided – e.g. Snap Maths, Phonics, S& L	PPG lead used EEF toolkit to identify tiered approach as being most effective on outcomes: Evaluation from 2018-2019 (shared with staff Sept 2019) and 2020 monitoring identified where interventions were effective and where next steps were identified. Following SIP review the school actioned to improve: <ul style="list-style-type: none"> • How the school matches interventions to individual needs • The impact of Interventions is measured and adjusted accordingly. • Level of training and quality of teaching for Intervention groups 	PPG Lead to monitor and observe interventions PP forms are completed termly. It is evident that class teachers have assessed and reviewed the impact of interventions Recording sheets are used to note attendance, next steps, duration and objectives for each session. Progress has been made in particular targeted areas of development. New interventions are monitored, assessed and reviewed termly to monitor impact.	PPG Lead and class teachers.	Individual child records show that each PP child has had access to additional provision or intervention. PPG Lead's Pupil Progress notes in February noted the positive impact of staff training on improving how staff are ensuring intervention targets are smarter resulting in more specific and identifiable progress. It was also noted that staff had improved their ability to articulate improvement in attainment.

External agencies are used effectively to target the needs of PP children.	EP, CALT, EHA, EMTAS, Therapeutic Thinking Team and Therapy support team, Speech & Language other agencies are involved where appropriate.	Analysis of PP children's barriers to learning identified that some of our PP children would benefit from specialist support.	PPG lead's budget allocation of agency use reflects the needs of individual PPG children and the difficulties they have. Regular meetings with professionals and obtain reports from each. Inclusion leader to document the involvement and ensure all recommendations/ advice are shared with class teachers.	PPG Lead & Inclusion Lead	PPG Lead and SENCO records show that external agencies have been used to support individual needs – EP involvement; EHA support for a family; EMTAS training for staff. Therapeutic Thinking team have worked with Deputy Headteacher and class teachers to observe and review practices for the needs of PP children
Emotional and social needs of PP children are addressed through additional provision.	Nurture Lunch ELSA Extra-curricular clubs	Analysis of PP children's barriers to learning identified that some of our PP children have emotional and social needs.	Pupil progress meetings used to review emotional and social needs of PP children and match class/school provision according to need.	PPG Lead & Inclusion Lead	Case Studies show the positive impact of Nurture Lunch, ELSA and additional activities in improving self esteem and behaviour. Therapeutic plans having positive impact and meeting needs of children.
Total budgeted cost					£5,500
iii. Other approaches					
Desired outcome	Chosen 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?
PPG are given additional opportunities outside of the classroom and school setting to give wider learning experiences as well as boost self-esteem.	Sports and music opportunities offered, as well as access, where appropriate, to trips and Afterschool and breakfast club experiences.	Following SIP review, school actioned to build on provision for extracurricular opportunities for PP children.	PPG Lead to keep record of who has been offered opportunities and attendance to ensure a higher proportion of PPG children are registered with extra-curricular experiences. Gather feedback of response and feedback through pupil progress meetings and pupil interviews.	PPG Lead	Records show staff tracking and improved PP involvement and opportunity to access and participate in extracurricular opportunities – e.g. use of breakfast club, music lessons & sporting clubs
Total budgeted cost					£2,000
Total cost including additional cost of Inclusion Leader/ Pensions/ National Insurance/ HLTA hours					£30, 500

5. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.

Financial breakdown:

Carry forward from 16/17	£ 4,459
PP funding 17/18	£36,520
Total for 17/18	£40,979
Carry Forward for 17/18	£11,954
PP Funding 18/19	£33,900
Total for 18/19	£45,854
Carry forward for 18/19	£ 0
PP Funding 19/20	£36,540
Total for 19/20	£36,540
Carry forward for 20/21	£3, 300
Total for 20/21	£30, 500