

Provision 2019 – 2020

For the financial year 2019/20, the level of the premium is £1,320 per pupil known to be eligible for FSM; £300 for those children whose parents serve in the armed forces and £2,300 for looked after children. The school is expecting to receive approximately £18,000 for the period to March'20. Funding for the remainder of the 19/20 academic year will be confirmed in the next funding round.

PUPIL PREMIUM SCHOOL PERFORMANCE DATA

Early Years Foundation Stage					
	School Percentage 2019	School Percentage 2018	School Percentage 2017	National Average 2019	National Average 2018
Pupils achieving a GLD	75% (6/8)	50% (1/2)	100% (4/4)	RBWM 55%	
Year 1 Phonics Results					
Pupils achieving the expected standard	50% (1/2)	100% (4/4)	70% (7/10)	RBWM 64% National 71%	70%
Key Stage One Results					
Maths attainment	100% (4/4)	80% (8/10)	83% (5/6)	RBWM 58% National 62%	61%
Writing attainment	100% (4/4)	80% (8/10)	50% (3/6)	RBWM 55% National 55%	53%
Reading attainment	100% (4/4)	90% (9/10)	50% (3/6)	RBWM 65% National 62%	60%

YEAR GROUP SCHOOL PERFORMANCE DATA

Early Years Foundation Stage									
	School Percentage 2020 to Spr 2		School Percentage 2019		School Percentage 2018		School Percentage 2017		Data showing an inconsistent trend, although data represents a small number of children (2 in 2018 and 3 in 2019)
	Non PP	PP	Non PP	PP	Non PP	PP	Non PP	PP	
Pupils achieving a Good Level of Development	75%	50%	75%	75%	70%	50%	69%	100%	
Year 1 Pupils achieving ARE or ARE+									

Reading attainment	70%	78%	81%	50%	83%	100%	84%	70%	Data showing a successful upward trend until 2019. 2019 data represents 2 children.
Writing attainment	63%	67%	63%	0%	81%	100%	74%	40%	
Maths attainment	72%	56%	73%	50%	83%	100%	84%	70%	
Year 2 Pupils achieving ARE or ARE+									
Reading attainment	81%	100%	86%	100%	92%	90%	80%	50%	Data showing a consistent upward trend in all 3 subjects
Writing attainment	74%	50%	74%	100%	87%	80%	66%	50%	
Maths attainment	85%	100%	89%	100%	92%	80%	80%	83%	
Year 3 Pupils achieving ARE or ARE+									
Reading attainment	81%	75%	88%	90%	79%	75%	75%	50%	Data showing a consistent upward trend in all 3 subjects
Writing attainment	72%	100%	78%	80%	57%	50%	56%	40%	
Maths attainment	89%	100%	81%	80%	71%	75%	70%	50%	
Year 4 Pupils achieving ARE or ARE+									
Reading attainment	90%	92%	68%	50%	74%	70%	87%	75%	Data showing a downward trend, until Spring 2020: Current Year 5 and 6 50% of PP are SEND Current Year 7 50% PP are SEND (2/4)
Writing attainment	92%	83%	46%	38%	63%	40%	64%	50%	
Maths attainment	90%	92%	52%	50%	75%	70%	74%	50%	

Pupil Premium Success Headlines

Current Year 4 Writing from 40% when in Year 1 to 80% when in Year 3 (live data showing 83% in Year 4 Spring 2 2020)

Current Year 4 Reading from 70% when in Year 1 to 90% when in Year 3 (live data showing 92% in Year 4 Spring 2 2020)

Current Year 3 maintaining 100% achievement from Year 1 in all 3 subjects (live data showing 100% in Year 3 in Reading and Writing Spring 2 2020)

Trends over time in Year 2 and Year 3 an upward trend.

Pupil Premium Areas to Develop Headlines

Current Year 2 (2 children): 50% achieved a GLD at end of EYFS but 0% achieved ARE at end of Year 1 in Writing. 50% in Spring 2 2020

Current Year 5 (Year 4 18/19) Maths from 83% in Year 2 to 50% in Year 4 (new intake in Year 4 resulted in 50% of children being SEND)

WHOLE SCHOOL PUPIL PREMIUM % ACHIEVING ARE OR ARE+ IN YEARS 1 - 4

	2016	2017	2018	2019	2020 (Spring 2)
Reading	60	60	83	81	85
Writing	49	43	62	73	78
Maths	57	63	79	77	82

Internal and external barriers 2019 - 2020		
Barriers to attainment for all Pupil Premium children	Provision to address all barriers:	Costs
<p>HOME CONTEXT Supporting each pupil in the context of their home and how the parents can be supported prior to the children starting in EYFS</p>	<p>Home visits to all children starting in EYFS by teacher, EYFS Lead, HLTA or TA Nursery visits before EYFS children start school by teachers and TAs Additional transition visits for EYFS children – lunch visits with parents, additional visits arranged on an individual basis where necessary. Parent Information Evenings – EYFS focus Parent workshops during transition phase. Additional SENCo presentation to parents on how we can work together and support their children at home. Pupil Awareness Folder for all staff to read and complete</p>	
<p>PARENTAL ENGAGEMENT Encouraging sustained parental engagement in their child's education and well-being.</p>	<p>Open door policy to ensure excellent communication with parents and carers. Increase opportunities for parents to come into school:</p> <ul style="list-style-type: none"> • Open Evening • Celebration Evening • Parents' Evenings (3 per year) • Spend an Hour in EYFS during class time • EYFS parents in for lunch • Fortnightly newsletters to celebrate achievements • Twitter feeds to celebrate activities of children • Friends social events open for all parents and carers 	
<p>ATTENDANCE Monitor poor attendance and punctuality</p>	<p>Close tracking of attendance – medical and unauthorised holidays Termly visits by EWO. Letters sent home to parents by EWO to enforce attendance. Additional meetings with parents to discuss regular poor attendance</p>	
<p>EMOTIONAL RESILIENCE Support pupils' emotional skills to enhance their independence and confidence</p>	<p>Guidance by EP to support children with social and emotional needs Games Club to improve social interaction Jigsaw PSHE Scheme embedded throughout the school. Targeted ELSA support for individual and groups of children highlighted by class teachers. Weekly timetabled sessions for ELSA led by 3 trained TAs (one per Key Stage) to help children to manage their feelings and therefore access learning. Continue with ELSA training for ELSAs Family Link Worker – weekly school visit to support and meet with parents and children Raise pupils' aspirations and self-esteem by giving them areas of responsibility: Pupil leadership roles – School Council, House Captains, Worship Leaders, Peer Mediators, Librarians, Storytellers Shared reading sessions across Key Stages. Emotional needs of staff met by PSHE Leader – INSET sessions on Healthy Minds Coaching sessions for staff supported by KS1 Leader therefore raising teacher confidence and performance Funded LTC to lead playground games</p>	
<p>LOW EXPECTATIONS Considering the potential of all individuals and having high expectations for all</p>	<p>Target children monitored closely by KS Leads and SLT Target setting through Target Tracker Continue to monitor Developing and Learning and Feedback policy Literacy skills enhanced through weekly Library sessions Singapore Maths Scheme embedded throughout whole school.</p>	

	<p>Growth Mind Set for all</p> <p>SENCo meetings with class teachers to identify barriers to learning for individual pupils</p>	
<p>ACCESS TO EXTRA CURRICULAR ACTIVITIES Wider opportunities will build aspiration, self- confidence and self esteem</p>	<p>Pupil Premium funding for:</p> <ul style="list-style-type: none"> • before and after school clubs • School trips • Year 4 residential trip, including equipment and clothing. • Swimming lessons. • Clewer Cluster events • Library – WBD events • Bikeability. • Music tuition 	
<p>BREADTH OF CURRICULUM Sustain high quality provision of a stimulating curriculum within budget.</p>	<p>Re-evaluating the curriculum to meet the needs of each cohort</p> <p>Specific activities planned that will develop children’s knowledge and understanding of the world e.g Science Week, Great Clewer Bake Off, Berkshire Birds of Prey</p> <p>Broaden the children’s abilities to talk, write and experience a wide range of activities – e.g. Sports, theatre etc.</p> <p>Music tuition by Berkshire Maestros funded by Friends:</p> <ul style="list-style-type: none"> • Year 4 trumpet and trombone weekly lessons • Year 3 singing lessons • Year 2, 1 and EYFS ‘Pantomimus’ music. <p>High quality, targeted CPD for all staff which matches Performance Management targets and delivery of an engaging curriculum</p>	
<p>COMMUNITY ENGAGEMENT Give children opportunities to enhance their social interaction, language skills and empathy towards others</p>	<p>Weekly visits to local Care Home to enhance a sense of community</p> <p>Links with St. Andrew’s Church and All Saints’ Church</p> <p>Maintain high profile within WSSP – children to regularly take part in a wide range of sporting events.</p>	
<p>ACCESS TO THE CURRICULUM Enabling children of all abilities to access the curriculum</p>	<p>Singapore Maths Scheme enables targeted children to be taught within the class lesson.</p> <p>Phonics groups to target the needs of children with SEND.</p> <p>IEP meetings</p> <p>Regular reviews of children with EHCPs and their 1:1 support TAs</p> <p>SENCo meetings with class teachers to identify barriers to learning for individual pupils</p> <p>Re-evaluating of Intervention strategies</p> <p>Practice Files carried out with targeted individuals weekly</p> <p>SALT</p>	