

Review of the PPG spending by item/project 2015/16

Item/project	Cost	Objective	Intended Outcome	Evaluation
<p><u>Y5 Residential Trip</u> Y5 attend a PE based residential PGL stay</p>	<p>£180 x 6 Total = £1080</p>	<p>To provide team building/ peer support experiences in order to develop self-esteem and confidence of identified vulnerable pupils and remove social and emotional barriers to learning.</p> <p>To develop their skills in PE and to challenge themselves in new situations.</p>	<p>Pupils show improved social and emotional abilities which have led to better engagement with learning in class and collaboration with their peers.</p>	<p>Through child discussions and teacher observations of the children on the residential, it showed that the children had improved their social and emotional abilities which led to greater engagement with their learning in class on their return to school. The children thoroughly enjoyed the residential visit and many of them developed skills of independence because they had not stayed away from home before. The children were also able to enjoy experiences they have never had before and challenge themselves both physically and mentally, in an outdoor environment. The children then continued their learning back at school after their visit and created work and models to display and celebrate their learning through a PGL exhibition. The level of work produced was very good and it clearly showed the children's enjoyment at PGL. Class 5 RABBIT also shared their learning through their class assembly and showed their films that they made about their experiences. ~ ACHIEVED.</p>
<p><u>Y6 Residential Trip</u> Y6 attend a geography/literacy based residential stay.</p>	<p>£260 x 8 Total = £2080</p>	<p>To provide team building/ peer support experiences in order to develop self-esteem and confidence of identified vulnerable pupils and remove social and emotional barriers to learning.</p> <p>To develop the pupils knowledge of the world around them and bring their learning to 'life'.</p>	<p>Children will have developed stronger and supportive relationships with their peers, enabling them to work more collaboratively during the follow up work back at school.</p> <p>The pupils' self-esteem and attainment is raised.</p>	<p>Through child discussions and teacher observations of the children on the residential, it showed that the children had improved their social skills which led to development of friendships and a greater engagement with their learning in class on their return to school. The children thoroughly enjoyed the residential visit and many of them developed skills of independence because they had not stayed away from home before. The children were also able to enjoy experiences they have never had before. The children then continued their learning back at school after their visit and created work and models to display and celebrate their learning through a Cornwall exhibition. The level of work produced was very good and it clearly showed the children's enjoyment whilst at the residential in Cornwall. ACHIEVED.</p>

<p><u>Funding for School Trips in all year groups</u> (excluding residential trips)</p>	<p>Approximate costing for the year: F: £26 x 3= £78 Y1: £26 x 2 = £52 Y2: £48 x 7= £336 Y3: £61 x 5 = £305 Y4: £91 x 4 = £364 Y5: £23 x 6 = £138 Y6: £18 x 8 = £144</p> <p>Total = £1417</p>	<p>To widen the pupils opportunities to experience the world around them.</p> <p>To inspire the pupils learning from their own experiences on the trips.</p>	<p>Pupils will be more engaged with their learning and will be able to draw upon their experiences from the trips to improve and inspire their work, resulting in raised attainment.</p>	<p>As a result of children experiencing a range of educational trips, the teachers found that the children were more engaged with their learning and were able to draw upon their experiences on the trips to improve and inspire their work, resulting in raised attainment.</p> <p><u>Educational visits/Experiences:</u></p> <p><u>Autumn Term:</u></p> <p><u>Year 2</u> – London linked to history, literacy, DT and Science for the topic ‘The Great Fire of London’.</p> <p><u>Year 3</u> – Ufton Court on the Road came into school for an educational workshop on the Egyptians. They also attended the pantomime in Reading at Christmas, for enjoyment and to learn about performance skills in preparation for their own production.</p> <p><u>Year 4</u> – Ufton Court on the Road came into school for an educational workshop on the Vikings. They also attended the pantomime in Reading at Christmas, for enjoyment and to learn about performance skills in preparation for their own production. The children also had swimming lessons at the Meadway pool in Tilehurst.</p> <p><u>Year 5</u> – The children attended the Beardog Outdoor Adventures day and took part in the survival night at school as part of their survival project.</p> <p><u>Year 6</u> – As part of their animals and habitats topic the children visited Marwell Zoo. By special invitation the children visited the Houses of Parliament to meet the local MP who had previously opened the new library at school.</p> <p><u>Action for the Spring term:</u></p> <p>To ensure all trips and experiences from the Autumn term have been recorded on each child’s PP Profile including any G&T experiences – ACHIEVED.</p> <p><u>Spring Term:</u></p> <p><u>Foundation</u> – the children celebrated the Chinese New Year</p> <p><u>Year 2</u> – The children had a visit from an animal specialist from Zoo Lab as part of their topic Rainforests and as part of their science topic habitats.</p>
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<p><u>1:1 or small group Tuition</u> Maths and/or English tuition (minimum 10 sessions) for identified pupils</p>	<p>30 targeted groups (at least 10 sessions per child per term) Total = £12,000</p>	<p>To increase attainment for identified pupils and close the gap between PP pupils and non-PP pupils. Also to ensure that they make or exceed expected progress and achieve ARE</p>	<p>The gap between PP pupils and non-PP pupils is closing or has closed.</p>	<p>Tuition was offered to pupils identified as needing extra support in maths. These hour long small group sessions were held after school with a teacher. During these sessions, the children developed their skills through using a range of activities such as games, computer programmes and mathematical apparatus. The children's' confidence grew and most of the children showed an improvement in their end of year assessment levels.</p>
<p><u>PP Co-ordinator Non-Contact time</u> Allocated time to oversee the PP pupils and their needs, the spending of the PPG, the co-ordination of the team of PP TA's and PP parent meetings and support meetings.</p>	<p>£4,000</p>	<p>To ensure the PP pupil's needs are being met and they have access to the appropriate interventions and support needed. To support the parents of the PP pupils ensuring their child's needs are being met both at school and at home.</p>	<p>PP pupils' needs are being met and their parents also feel supported by the school.</p>	<p>The PP co-ordinator used this time to hold weekly meetings with the PP TA's, meet with parents, meet with children, write reports for governors, organising the schools tutoring, meet with the schools bursar, monitor individual children's needs and ensure appropriate support and intervention are given, then update each child's profile, lead PEP meetings and update EPEPs etc. This enables each PP child to receive the appropriate support, ensure the allocated funding is spent appropriately and for the PP co-ordinator to have an overview of PP across the school.</p>
<p><u>Additional teaching in Y6</u> Additional staffing used to provide small group booster teaching in Y6 during the Autumn and Spring terms</p>	<p>26 weeks of provision Total = £5,000</p>	<p>To raise attainment of underachieving and vulnerable pupils in order to overcome gaps in learning and ensure that they make expected/accelerated progress</p>	<p>Pupils to make accelerated progress for the individual child.</p>	<p>During the autumn and spring terms, year 6 maths was split into three ability groups rather than the usual two. The lower ability group was taught by the deputy head as an additional resource. Teaching assistants were also used in that group to enable a lower child: teacher ratio. As a result, struggling children and groups of children could have individual support to enable them to improve their skills with the four operations.</p>
<p><u>Additional teaching in Y5</u> Additional staffing used to provide small group booster teaching in Y5 during the Summer term</p>	<p>8 weeks of provision Total = £1,500</p>	<p>To raise attainment of underachieving and vulnerable pupils in order to overcome gaps in learning and ensure that they make expected/accelerated progress</p>	<p>Pupils to make accelerated progress for the individual child.</p>	<p>During the summer term, the deputy head taught the year 5 lower ability maths group to help them to close the gaps in their knowledge prior to them moving into year 6.</p>
<p><u>Specific PP TA support</u> Targeted intervention groups run by PP TAs Provision of supporting, developing and challenging pupils further with their phonics, Reading skills, speaking and listening skills, maths skills, social skills and extra support in class.</p>	<p>5 part time PP TAs TOTAL £20,000</p>	<p>To raise attainment of all PP pupils needing additional support in their learning to ensure they make expected/ accelerated progress. Also to continue to challenge and support PP pupils so that they can reach their full potential.</p>	<p>Pupils to make accelerated progress for the individual child. Pupils speaking and listening skills and social skills are developed to enable the pupils to contribute more to class/group discussions and are able to build friendships with their peers.</p>	<p>The PPTAs delivered 1-1 and small group interventions to close gaps in children's knowledge and to challenge children who were at the expected level. The sessions were delivered in maths, phonics, reading skills, reading comprehension and handwriting. The children targeted were identified through analysing the children's test results at the end of each term to ensure that the child received the correct intervention. The PPTAs also supported the PP children in the classroom in maths and writing lessons; supporting or challenging in accordance to the child's need.</p>

<p><u>Additional Teacher & TA training</u> Training given to TAs to increase their specialism in the interventions they implement. Teacher to continue their professional development and to attend the West Berkshire Link Group Pupil Premium Meetings</p>	<p>£650</p>	<p>To further develop the skills of the TA's in their specialist subject. To give the TA's further resources and strategies to use when delivering their intervention programme.</p>	<p>This will enable the TA's to effectively support the pupils in their intervention programme. So that the pupils make expected or accelerated progress in the area of the curriculum that is being supported through the intervention provided.</p>	<p>The PPTAs have received Safeguarding and Prevent training which has helped them in the identification and handling of wellbeing issues. They also have the opportunity to observe good teaching practice whilst in the classroom and to attend learning walks in maths and literacy across the school. Sensory needs training to ensure all children have their sensory needs met in the classroom and they also received SNAP Maths training as another intervention to use with underachieving children.</p>
<p><u>Governor training</u> Training given to Governors to develop their understanding of the PP grant and the responsibility of the governors role regarding PP</p>	<p>£100</p>	<p>To further develop the governors understanding of the PP grant and their role as a PP governor.</p>	<p>This will enable the governors to have a better understanding of our children with PP, including funding and also their responsibilities in the role of governors regarding PP.</p>	<p>Each term the governors received a report from the PP co-ordinator to gain a good understanding of PP across the school and how individual children are being supported and their families. All governors were invited to the PP training to gain an understanding of their role and responsibility as a governor.</p>
<p><u>Additional TA support</u> Additional ELSA sessions for identified pupils and Parent Liaison support</p>	<p>1 day a week for ELSA and Parent Liaison Total = £1,500</p>	<p>To develop self-esteem and confidence of identified vulnerable pupils removing social and emotional barriers to learning.</p>	<p>Pupils confidence and self-esteem will be improved through this provision reducing factors affecting learning</p>	<p>Many of the PP children received ELSA or Parent liaison support throughout the year as identified by the class teacher, PP co-ordinator, as a request of the parents or from a child's request. Examples of support needed: bereavement help, help when parents are separating, developing children's social skills, parenting skills at home, building relationships between parent and child, overcoming food obsession etc. This has been an invaluable support for all children and parents who have received this help.</p>
<p><u>Music Lessons</u> Pupils who participate in music lessons</p>	<p>£300</p>	<p>To develop pupils enjoyment in music. To develop pupils self-esteem and confidence when performing in front of an audience.</p>	<p>Pupils confidence and self-esteem were being improved through this provision reducing factors affecting learning</p>	<p>The children were given the opportunity to learn to play an instrument, either on or off site, through Berkshire Maestros, a music school which regularly works with the school. Through the sessions, children learn a new skill and improve their confidence, which they benefit from in other areas of their leaning.</p>
<p><u>Funding for Swimming lessons in Year 3, 4 & 5</u> Children attend the local swimming pool for a 10 week programme of swimming.</p>	<p>Y3: £30 x 5 = £150 Y4: £30 x 4 = £120 Y5: £30 x 6 = £180 Total = £450</p>	<p>To enable all pupils to have access to the swimming lessons in the PE curriculum, so that they can learn a lifesaving skill and gain more confidence in water.</p>	<p>All pupils gained or developed vital swimming skills and their water confidence noticeably improved over the course of the swimming programme.</p>	<p>The children improved their swimming and water confidence skills during these sessions. For some of the children it was also a new experience as they had not had swimming lessons before. In addition, they were able to improve their personal care and organisational skills, through getting themselves changed and dried in a different setting, also having to look after their possessions.</p>

Extra-Curricular Activities Pupils who attend clubs who charge a fee at school.	£2,500	To develop self-esteem and confidence of identified vulnerable pupils removing social and emotional barriers to learning.	Pupil's confidence and self-esteem were being improved through this provision.	The children were able to choose from a wide range activities either provided by an external organisation, or teacher lead. Examples of external clubs included: Judo, Street Dance, Football, Basketball and Gymnastics. Teacher lead clubs included: Colouring, Netball, Cricket, Art. From attending the clubs, the children could see the benefit by: taking part in sporting tournaments, dancing shows, achieving ability awards and taking home things that they have made.
Resources Bought Family Linked Learning bags for foundation pupils	£500	To further develop home-school links and to promote a family learning environment. To enable vulnerable and underachieving pupils have access to a range of books, games and learning opportunities to share at home with their family.	Pupils use the Family Linked Learning bags at home promoting enjoyment and learning with their family.	This funding was used to help develop the foundation area to develop the children's creativity. Family Linked Learning Bags will be an area developed further next year.
Resources Bought Laptops for PP pupils identified plus appropriate software	£1,500	Providing specialist resources to support children's learning to overcome barriers to learning.	Barriers to learning are being addressed through the use of resources resulting in improved attainment and progress.	X4 I-pads for foundation. These are used daily to support children with Maths, phonics and reading. Children also have the opportunity to develop their computing skills and fine motor skills.
Resources Bought Age appropriate books that can be read to the pupil by an adult, and shared with the child.	£600	To develop the love of reading and develop speaking and listening skills.	Pupils see a purpose for Reading and Writing. Pupils speaking and listening skills are developed and the pupils are more willing to discuss books and share their opinions about books. .	A range of books were bought and are now used regularly with support interventions, but also as a general reader for children. Children are given the opportunity to discuss what they are reading and develop their comprehension skills. They are also participating in the school's new Reading challenge and we celebrate all readers that take part in the local library reading scheme in the holidays.
Resources Bought Assessment books and resources.	£400	To assess the PP pupils and to help monitor progress in the core subjects. It is also used to monitor the impact of the interventions the PP pupils are receiving ensuring they are effective.	PP pupils' progress and achievements are tracked and the interventions they are receiving are proven to be effective, therefore the gap is closing and the PP are making good progress.	Appropriate assessments were bought and used. These helped identify gaps in the children's learning and helped inform future planning when addressing these gaps.
Resources Bought Stationery, resources and photocopying costs	£1,600	To ensure the children have access to a range of learning resources including 'hands on' practical resources to support them with their learning.	PP pupils have access to a range of resources to support them with their learning.	All children have access to appropriate resources to support them when accessing the school curriculum.

<u>Resources Bought</u> Furniture	£100	To ensure the children have access to an appropriate learning environment and resources are stored effectively to ensure quick accessibility.	The PP pupils have an appropriate learning environment when working with PP TA's and small group work.	A lockable cupboard was bought to keep all children's notes and profiles confidential, and the PP resources (Inc. Laptops) organised, safe and secure.
<u>Pupil Meals</u>	£270	To help fund, when necessary, the PP children lunchtime meals to ensure they have a daily hot meal and are suitably fed for a school day.	All children have a suitable lunchtime meal in school.	A few children received financial support with paying for school dinners as a result of their family situation.

Total PPG received	£57,580	Total PPG expenditure	£57,547
PPG remaining		£33	