

# Pupil premium strategy statement (primary)

1. Summary information					
School	Chalfont Valley				
Academic Year	2019-2020	Total PP budget	£60,380 Revised Jan 20 £46380	Date of most recent PP Review	Sept 2019 Dec 2019 Mar 2020
Total number of pupils	150	Number of pupils eligible for PP	Revised 33 (42)	Date for next internal review of this strategy	June 2020

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths	20	65 %
% making progress in reading	40	73 %
% making progress in writing	40	78 %
% making progress in maths	20	79 %

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
A.	Reading – comprehension either more than -1 year below chronological age or PKS (KS1 and 2)
B.	Reading – phonics (non pass in phonics test in yr1 and/or yr2)
C.	Maths - more than -1 year below Expected Standard for year group (or PKS)
D.	Writing – spellings, vocabulary and/or grammar more than -1 year below Expected Standard for year group (or PKS)
E.	Attendance (below 96%)
F.	Behaviour
C.	Access to enrichment
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
D.	Space to work at home

	Support with work at home
	Lacking a positive start to the day
	Aspirational limitations (able pupils who are attaining Exp and not at GDS)
	Mental health / Self esteem
	Social skills and interaction
	Speech and language (blue/red on Speech link or identified through SALT)

#### 4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	To raise reading and maths age to chronological age across the academy – with a focus upon 50% in Year 6.	<ul style="list-style-type: none"> <li>• To monitor and target 50% of PP children at the academy for reading within their chronological age band T6 (using Spring term 2019 reading assessment) (baseline literacy assessment reading ages)</li> <li>• To ensure that 80% of children pass the phonics test in Yr1 and the children who did not pass the retake – to be supported in Phase 5 phonics within Year3.</li> <li>• To monitor and target 50% of PP children to be at ARE in writing and maths by year end (using STAT grid PITA Sept 19 as a baseline)</li> <li>• Online tutor will continue to work with pupils in Year 6 to target areas of need with specific focus upon Maths, vocabulary enrichment and visual spelling checks.</li> <li>• Case studies will highlight the impact of various strategies across the academy: ie PPG and Attendance, PPG and SENd, PPG and behaviour</li> <li>• Embed the relaunched reading, Talk4Writing and Maths Mastery strategies and ensure that these enrich the whole curriculum</li> <li>• 80% of PP children at the academy are reading within their chronological age band</li> <li>• Targeted interventions</li> <li>• Reading Clubs</li> <li>• Access to high quality literature- CLPE</li> <li>• Access to a variety of genres of books.</li> </ul>
<b>B.</b>	To raise attendance to 96% or higher	<ul style="list-style-type: none"> <li>• All children to have a target of 96% attendance.</li> <li>• Further embed and enhance the attendance and punctuality systems brought in for 2018-2019.</li> <li>• To close the attendance gap between PP and non PP children.</li> <li>• Home visits.</li> <li>• Culture of good attendance created within the academy</li> </ul>

		<ul style="list-style-type: none"> <li>• Attendance rewards and challenges in school</li> </ul>
<b>C.</b>	Improve the emotional well-being of children in receipt of PPG	<ul style="list-style-type: none"> <li>• Continue to strengthen curriculum links with Restore Hope(Science and PSHE).</li> <li>• Staff awareness will be enhanced by PPG plans which highlight areas of need and strengths for each PPG child</li> <li>• Lunchtime supervision and TA training and teacher CPD will enhance confidence in evidencing and addressing this area</li> <li>• Quality assuring Nurture interventions in an effort to enhance participation within PSHE / PE/ Leadership building sessions will enhance mental health and wellbeing of all pupils (inc. those with PPG)</li> </ul>
<b>D.</b>	Ensure speech and language progress is rapid leading to children reading at their chronological age	<ul style="list-style-type: none"> <li>• Pupils make progress</li> </ul>
<b>E.</b>	To ensure excellent learning behaviours across the academy	<ul style="list-style-type: none"> <li>• To increase free PPG breakfast club attendance (for targeted attendance children)</li> <li>• To facilitate PPG children needing an alternative start to the day – Oasis, breakfast, walk round with SLT, refocusing etc</li> <li>• To further reduce behaviours at all levels.</li> <li>• To reduce the number of exclusions</li> <li>• Staff to consistently enforce the school behaviour policy</li> </ul>
<b>F.</b>	Improve curriculum and parental engagement for children of PPG	<ul style="list-style-type: none"> <li>• Parental attendance at Parent’s Evenings/workshops/assemblies/drop in events/ coffee mornings</li> <li>• Improved parental links via Restore Hope and Children centre links</li> <li>• Homework marked weekly.</li> <li>• Space in breakfast club/lunch/after school clubs to complete home learning.</li> <li>• Highlight need for attendance and punctuality</li> <li>• Attendance in Family art club after school (to invite families for family projects)</li> <li>• Structured support at lunchtimes to promote a balance of brain break and relaxation.</li> <li>• Regular forums to discuss curriculum changes and successes throughout the year</li> </ul>

5. Planned expenditure					
Academic year		2019-2020			
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?
To reduce the reading and maths gaps between pp and non pp in upper Ks2	To ensure that 50% of PP children reach expected standard for age group at the end of year 6. (50%) HLTA to support in Year 5 and 6  Nurture Group	Quality first teaching leads to excellent results. Feedback also leads to excellent results and with smaller class sizes this is more frequent.  Pre-teaching of maths strategies leads to increased confidence in lessons and likelihood of success in learning.	Data collected 6 times a year. Triangulations of learning completed 6 times a year (including LSAs)	JH  Check AT/RH	Part cost £2,190
<b>Total budgeted cost</b>					<b>£2,190</b>
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?

To raise attendance to 96% or higher	<p>To have an Attendance manager as part of an SLT role</p> <p>Review: <i>SM was employed as Attendance Mgr and given a TRL (until Easter 2020)</i></p> <p><i>Attendance has now defaulted back to AT (from April 20)</i></p>	<p>Working with families to build excellent relationships will improve attendance.</p> <p>Our Attendance Manager and the 3 letter approach will target PA to improve current %. Baseline: PA % from end of year 2017=8-2019</p> <p>Special focus in EYFS – to ensure that parents understand the need for punctuality and attendance, even in a non-compulsory education (via workshops, stay and play and drop ins</p>	<p>Attendance data collected termly (6 times a year)</p> <p>Attainment of all groups analysed.</p>	<p>GN/SM</p> <p>Check AT</p>	£2,500 (contribution to TLR costs)
	<p>Introduce Pupil Premium champions</p> <p>Review: <i>1 in place for 2019-2020</i></p>	<p>Every wk, 1 PP child per champion gains a 1:1 meeting to discuss ongoing targets.</p>	<p>Early communication with parents</p> <p>Ask staff prior to Sept 19 to volunteer for</p>		
	<p>Attendance trips and rewards <i>(Didn't happen due to Lockdown)</i></p>	<p>To enrich the experience of PP children (and a chosen buddy) who are achieving expectations.</p>	<p>Free trip – early communication with parents</p>		
Improve the emotional well-being of children in receipt of PPG	<p>Improved curriculum links with Restore Hope</p> <p>Review: Half termly meetings with staff has helped to ensure curriculum links. <b>End of yr assessment not completed through due to Lockdown)</b></p>	<p>Analysis of information gained in 2017-2018 showed a positive impact upon children's perceptions of learning and their confidence/self esteem</p>	<p>Survey of children's learning behaviour and esteem will be conducted and analysed termly</p>	SM/AT	£24,950 + £5,340 for transport

	<p>Staff awareness will be enhanced by PPG plans which highlight areas of need and strengths for each PPG child</p> <p>Review: <i>Training delivered Oct 19. All staff aware of paperwork, More interaction needed, as gaps are analysed by AT rather than Classteachers.</i></p>	<p>Staff awareness will strengthen planning and differentiation</p>	<p>Triangulations of learning completed 6 times a year.</p> <p>Learning walks</p>	<p>PP Key phase lead Checked by AT</p>	
	<p>Lunchtime supervision and TA training and teacher CPD will enhance confidence in evidencing and addressing this area</p> <p>Review: <i>This will continue into next years. During the reopening, MDMs have been fully covering – which</i></p>	<p>Lunchtimes will replenish the brain and ensure capacity for greater learning</p>	<p>CPD evaluations</p> <p>Staff surveys</p>	<p>MS/TAs  Checked by AT/RH</p>	<p>Training £450 for 3 TAs  £200 for resourcing</p>

	<p>HLTA with a responsibility for PP and in class support</p> <p>Quality assuring Nurture interventions in an effort to enhance participation within PSHE / PE/ Leadership building sessions will enhance mental health and well-being of all pupils (inc. those with PPG)</p> <p>Review: <i>Nurture support was going well in March, and was quality assured by RH. More training is required, but the current provision is very good.</i></p> <p><i>The R&amp;R curriculum work is enhancing this provision for the children who are coming into school. The TAs are running a nurture class dojo for those children who were accessing it pre -lockdown</i></p>	Nurturing groups will ensure that the children have the same access to learning skills as their peers	Quality assurance: learning walks, surveys and pupil voice	JH Checked by AT/RH	HLTA pay to come from main school budget
<b>Total budgeted cost</b>					<b>£35440</b>
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>

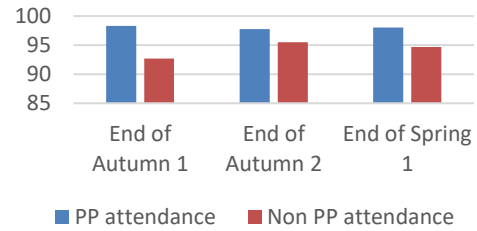
<p>Ensure speech and language progress is rapid leading to children reading at their chronological age</p>	<p>Therapist support</p> <p>Speech and language link and time for talk intervention</p> <p>Review: This worked well pre-lockdown. Children who were targeted have been receiving bespoke work and guidance on targeted work.</p>	<p>EYFS intervention accelerates progress on average by 5 months (EEF 2018)</p> <p>Literacy intervention accelerates progress on average by 3 months (EEF 2018)</p>	<p>Data collected 6 times a year. Triangulations of learning completed 6 times a year (including LSAs)</p>	<p>JT/JC</p> <p>Support: AT/RH</p>	<p>£5000 (sourced support)</p>
<p>To ensure excellent learning behaviours across the academy</p>	<p>Focus upon choices of behaviour and restoration practice with teacher</p> <p>Link Class DOJO with House points and introduce behaviour rewards: Golden time on a Friday</p> <p>Review: Class Dojo has definitely been a success during lockdown. The new home school agreement and code of conduct (addendums) have been reviewed in line with RA and needs</p>	<p>Behaviour intervention accelerates progress on average by 3 months (EEF 2018)</p>	<p>Self-esteem scales will be completed and used as assessment tool. Regular monitoring of provision (6 times a year plus drop ins)</p> <p>Observations show 80% of children showing excellent learning behaviours.</p> <p>Continue with training, support and development</p>	<p>MS</p>	<p>£500 (behaviour boards)</p> <p>£100 trophies</p> <p>£200 rewards throughout year</p>



			SENdco to continue to lead on behaviour  Teachers and TAs trained in restorative practise		
Improve curriculum and parental engagement for children of PPG	Controlled and managed start to the day Increased parental workshops/drop ins/ assembly attendance Family art club Curriculum events and trips to promote and explain learning  After school clubs/lunchtime homework clubs  Review:  <i>This was achieved through the Ambassador event in Feb 20, but since this, the engagement has been supported through the i-newsletter and communications</i>	To build upon the successes of 2018-2019: To enhance learning time offers further opportunity for feedback. Which has been well proven to accelerate progress e.g. 8 months acceleration (EEF 2018)  Increasing parental knowledge on curriculum and expectations will increase confidence/ seeking of support.  Home learning accelerates progress on average by 2 months (EEF 2018)	Regular monitoring of provision (6 times a year plus drop ins)  Weekly discussions at phase level  Parental feedback and survey sheets show positive and improved attendance/ knowledge	AT/RH	£730 (for resources)  £2220 contribution to trips = £300 per class for Ks1 and KS2 and £200 for EYFS PPG + PLAC children to have club % payments
<b>Total budgeted cost</b>					<b>£8,750</b>
<b>6. Review of expenditure</b>					
<b>Previous Academic Year</b>	<b>209-2020 Report reworked in January 2020 due to - £14,000. Reviewed in Mar and June 2020</b>				

<b>i. Quality of teaching for all</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</b>	<b>Lessons learned (and whether you will continue with this approach)</b>	<b>Cost</b>
To ensure that 50% of PP children reach expected standard for age group at the end of year 6.	(50%) HLTA to support in Year 6  Nurture Group	<p>There are currently 7 members of Year 6 who are Pupil Premium. Of these children their Spring Mocks suggest that 5 out of 7 (71%) (compared with 88% of non PP) should gain at least Expected RWM in May.</p> <p>The HLTA support in class has not been possible due to commitment in other areas and year groups, but the Lunchtime Nurture support (run by the HLTA) and other Nurture Gp support has been very successful in keeping all of the PP children in class and learning. This is a successful improvement on last year's learning behaviour.</p> <p>Additionally, the use of Nurture on several afternoons a week, and our School Counsellors for 3 of our PP children has additionally ensured that emotional barriers to learning are being successfully addressed. This has been a successful</p>	<p>Having 2 class teachers for Year 6 has really secured the PP children's learning attitudes. If possible, this would be good to continue next year.</p> <p>Afternoon interventions have addressed cognitive and learning barriers. Catch up Literacy for the targeted PP children, has been successful in securing good reading habits in ALL the targeted children. This will be seen in the SATs results for one of the children.</p> <p>Nurture support and counselling has been very beneficial at addressing emotional barriers. This needs to continue for the Yr5's next year</p> <p>Due to the computers not being accessible until January and limited spaces in intervention TA timetable. it has not been</p>	Part cost to Nurture and HLTA costs = £2,190 (committed through payroll)
<b>ii. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</b>	<b>Lessons learned (and whether you will continue with this approach)</b>	<b>Cost</b>
To raise attendance to 96% or higher	To have an Attendance manager as part of an SLT role	Attendance has not reached 95% since the start of the school year. There has been a significant increase in Yr6 attendance this year when compared with non PP children:	This has not been as successful as anticipated. Next year, a School Welfare Officer who will have Attendance responsibilities (but no teaching responsibilities) will be employed to replace our current SEN HLTA (who is retiring. It is hoped that this liaison position will increase our	£2,500 (contribution to TLR costs) (committed through payroll)

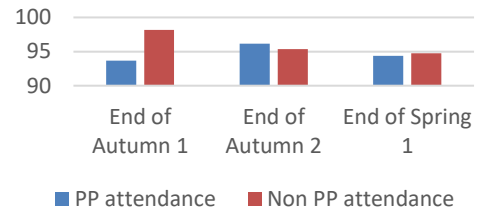
Attendance Gap for Year 6 Children  
2019-2020



This is the only year group whereby PP attendance is higher than Non PP children.

Year 2 PP attendance against Non PP attendance has significantly reduced:

Attendance Gap for Year 2 Children  
2019-2020



. See attached attendance report

attendance % across the school.

Focus needs to be on individual attendance rather than whole class attendance. This should ensure swift action for those who are falling below 96%.

	Introduce Pupil Premium champions	<p>Setting individual targets and goals on a weekly basis has ensure that the targeted PP children have made good progress. This has been limited by there only being 1 Pupil Premium Champion.</p> <p>The children chosen have gained an extra 10SS score on their reading and maths PIRA/PUMA tests from Autumn to Spring (</p>	<p>Pupil Premium Champions has been successful but limited due to only 1 champion. Next year, continue this focus with more teachers/teaching assistants on board.</p>	No cost
	Attendance trips and rewards	<p>Rewards have included a new lunchtime 100% club. This has been positively received by all year groups, apart from Yr6. A designated table is set in the hall for the 'chosen' diners.</p> <p>An attendance trip is yet to be organised.</p>	<p>Lunchtime 100% club has been positively received is not an incentive to attend, as only a few children are chosen each week. This is shown in the intermittent 100% scores each week. More work needs to be done at raising the expectation of 100% through incentives.</p> <p>The previous year's certificates were positively received, and should be re-introduced next year.</p> <p>An attendance raffle trip which is accumulated each time a</p>	<p>Rewards party (£95.36)</p> <p>Lunchtime club ( )</p>
Improve the emotional well-being of children in receipt of PPG	Improved curriculum links with Restore Hope	<p>Restore Hope has worked with SM this year, to link up the Science and PSHE curriculum with the Restore Hope activities. This needs to be linked in further next year, and needs to be produced at least 1 half term in advance, so that planning can be linked.</p> <p>Each child voice through RABs, GRD and OFSTEd showed the children's enjoyment and value placed upon the visits. Parents also commented in the end of year questionnaire.</p>	<p>Restore Hope needs to continue next year, as it continues to be a highly valued lesson each week. Stronger links with the curriculum needs to be maintained and enhanced, especially as the curriculum is changed and adapted.</p> <p>Establishing more links with the services provided at Restore Hope should be explored next year – with a target of our PP</p>	<p>£24,950 (11 monthly instalments of <b>£2,268.18</b> paid on the 1<sup>st</sup> of mth)</p> <p>Actual costs to date 6 x 228,18 = <b>£13,609.08</b></p> <p>+ £5,340 for transport (Actual cost to date:</p>
	Staff awareness will be enhanced by PPG plans which highlight areas of need and strengths for each	<p>The PPG plans have been successful, with staff discussing strengths and areas of need with each child termly. These are helpful for enabling teachers to plan effectively for the 'softer' areas of our PP children's needs.</p>	<p>Continue with case studies and plans for next year. Feed this work into the Pupil Champions work, so that the goals and targets focus upon targeting</p>	£0 cost

	Lunchtime supervision and TA training and teacher CPD will enhance confidence in evidencing and addressing this area	<p>Lunchtime supervision has enhanced this year, with pupil voice at RABs and OFSTED stating that children feel safe and supervised. High Viz jackets assist this – as the staff can be clearly identifiable if a child needs them (especially on the school field).</p> <p>Positive playtime CPD was well received, and this will develop further next year. This is due to the focus of behaviour being learning behaviour after our OFSTED in October. Addressing the low level disruption in classes will enable us to focus upon positive playtimes next year.</p> <p>Exclusions have reduced dramatically – from 25 sessions last year (165 previous year) to 2 sessions so far this year.</p>	Areas of need.	<p>Training £450 for 3 TAs (Actual cost of training: £150 RO: 13/12/2019)</p> <p>(Not committed yet) £200 for resourcing</p>
	<p>HLTA with a responsibility for PP and in class support</p> <p>Quality assuring Nurture interventions in an effort to enhance participation within PSHE / PE/ Leadership building sessions will enhance mental health and well-being of all pupils (inc. those with PPG)</p>	<p>A designated teacher/TA has not been enabled this year due to the need for 1:1 interventions. Changing this to a Student Welfare Officer from Easter, should enable this to be enhanced. It is hoped that regular meetings with PP parents (using a similar system to SENd) will enable the relationships between school and our PP families to be enhanced.</p> <p>Club entitlement has ensured that our PP children have a wider wealth of enrichment activities each week. The large variety of clubs throughout the week has also ensured a good take up of PP children for the clubs. This has especially been apparent for new PP children.</p> <p>Leadership sessions have been worked into the Nurture provision and key identified Year 5 and Year 6 PP children have been identified as afternoon mentors for year 1 and reception.</p>	<p>As mental (as well as physical) wellbeing education becomes compulsory from Sept 2020, the leadership nurture sessions needs to continue next year.</p> <p>Club entitlement has ensured a good take up of our PP children in a variety of new clubs.</p> <p>Changing the HLTA responsibility to a Student Welfare Officer responsibility will enable a more targeted approach to our PP children's needs and requirements.</p>	HLTA pay to come from main school budget
<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>

<p>Ensure speech and language progress is rapid leading to children reading at their chronological age</p>	<p>Therapist support</p> <p>Speech and language link and time for talk intervention</p>	<p>Speech link has enabled us to target key areas. The 6 wk plans have focused the intervention, and there has been success for most. 1 child in Reception is now using 6 worded phases (after no sounds being said at the start of the year).</p> <p>Moving Speech link into KS2 for our SALT children in the Spring term, has also enabled the work to link in with Catch-up Literacy (which has been a very successful intervention).</p> <p>Time for Talk has enabled targeted work of our key EYFS children. All Reception children are at phase 2 or above (including the child who was not producing sounds last year). Parents have been very engaged with this,</p> <p>The new interim teacher in the EYFS has enhanced provision significantly and has thought carefully about how to encourage the children to transition these skills into their everyday communication.</p> <p>Counselling has been very beneficial for all targeted children. The counsellors work with the families as well as the children and all children are being receptive, There have been significant behaviour improvements by 3 of the PP children who receive targeted counselling on their feelings and anger management. This has also benefited the 6 non PP children who have been targeted for similar strategies through either counselling or play therapy. Play therapy (carried out by one of our counsellors) has also been beneficial for the child with</p>	<p>Both speechlink and Time for talk need to continue next year. More TA training would be beneficial.</p> <p>Looking at a Maths package would also be a need to ensure that there is an increase in mathematical vocabulary as well as everyday vocabulary,</p> <p>Using play therapy to enhance speech will also need to continue, as should the counselling for children's wellbeing, social skills and everyday communication/ conversation skills (especially in the older year groups).</p>	<p>£5000 (sourced support) £364 per term per child</p> <p>Now paid for through Bucks.</p>
<p>To ensure excellent learning behaviours across the academy</p>	<p>Focus upon choices of behaviour and restoration practice with teacher</p> <p>Link Class DOJO with House points and introduce behaviour rewards: Golden</p>	<p>Focusing upon restorative practise to work alongside the Nurture provision has been beneficial at transferring skills taught in isolation to a social situation, and to ensure that there is consistency in approaches across the school.</p> <p>.Golden Time has been a very good addition to our Friday afternoons. Always club is always well attended (by our Gold children) and our</p>	<p>Embedding Restorative Practise with our support staff and Meal Time Supervisors, will ensure that there is a wholist and consistent approach for all children next year.</p> <p>Golden time, Always Club and Reflection additionally need to</p>	<p>£500 (behaviour boards) – kept old ones and revamped our lanyards instead.</p> <p>£100 trophies (</p> <p>£200 rewards throughout year</p>

		<p>Now to receive a full entitlement. Children who have yoyo-ed into Amber, still receive parts of their Golden Time but have to attend Reflection Club at the start to reflect upon their behaviour and to consider areas for improvement. AS these are always run by SLT, these are a good way to establish a positive, reflective practise to end the week.</p> <p>PP and non pp children benefit from this as a positive incentive to learn and behave – reinforced in our Monday assemblies.</p> <p>Introducing DoJos have been successful in terms of the drive and incentive to collect them. The introduction of the DoJo shop and tree has intensified. The revamped House Teams need to be explored further next year -</p>		
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<p>Improve curriculum and parental engagement for children of PPG</p>	<p>Controlled and managed start to the day  Increased parental workshops/drop ins/ assembly attendance  Family art club  Curriculum events and trips to promote and explain learning  After school clubs/lunchtime homework clubs</p>	<p>The start of the day has been received well, and parents appreciate the daily communication. Classlist has been utilised successfully this year, to ensure daily communication or updated communication alongside the weekly newsletter.</p> <p>Parental workshops have been reduced this term, due to changes in teaching commitment and teacher resignations needing to be covered. A successful Opening Minds/Opening Doors event was very well attended by both PP and Non PP parents. (88% of our school parents attended) 44 parents attended our Ambassador talk by Joanna Lawton – representing 39 families (46% of our parent population). The family events and workshops were also well attended.</p> <p>Learning workshops have been lead by Phase Leaders as well as our Deputy Head and Head. These have been growing in attendees since last year. Bucks family liaison group and Restore Hope have also run workshops within school – although these have not been as well attended (although are growing each time they run).</p> <p>Clubs have been a huge success this year, with up to 6 clubs running each night of the week (apart from Wed due to staff meetings). Lunchtimes have also been utilised for clubs. PP children are given higher priority of attendance. This year, there are no fee paying clubs apart from the initial 10 wk French club (now free). This has ensured attendance from both PP and Non PP children.</p> <p>Most of the £2220 allocation of money has been spent as of March 2020. This is mainly on more expensive trips, but as a school we are trying to provide a range of trips- both free and paid for –</p>	<p>Parental engagement is growing in success. There is still work needing to be done, especially within our more vulnerable groups of families such as our GRT families. We have worked with the GRT liaison officer to enhance this – but this needs to continue next year, as these parents are least likely to engage with events or workshops.</p> <p>Clubs need to continue next year. Free clubs (run by our sports partnership and staff) have all been highly attended.</p> <p>Classlist will be replaced next year with a 1:stop shop system. This will be phased in from the Summer term.</p>	<p>£730 (for resources)  -</p> <p>£2220 contribution to trips = £300 per class for Ks1 and KS2 and £200 for EYFS  PPG + PLAC children to have club % payments</p> <p>Payments to date:</p>
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## 7. Additional detail

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

For 1:1 individual spend, concentrate on those families who are not receiving the benefits of intervention, uniform or clubs. Identify them through the listing, and ensure that they are receiving benefits ie "I can" club whereby each child (for a deposit) is given an ipad/kindle with apps demo-ed in the club and continued at home.

	Spend to date	Committed spend	Uncommitted amounts
Quality of teaching for all			
Part cost £2,190	£2,190 (committed through payroll) <i>Due to computers not working until Jan 2020 – commit to buy maths package in next academic year (as no extra TA intervention slots available for this year)</i>		
INSET (whole school) @ Chepping View	£4800 (£4,000 to be claimed through DFE TSP project)  £800  Hi Viz jackets for trips: £239.90		
Targetted Support			
To raise attendance to 96% or higher	£2,500 (contribution to TLR costs) (committed through payroll) Rewards party (£95.36)		
Improve the emotional well-being of children in receipt of PPG	£24,950 (11 monthly instalments of <b>£2,268.18</b> paid on the 1 <sup>st</sup> of mth)  Actual costs to date 6 x 228,18 = <b>£13,609.08</b>  Training £450 for 3 TAs	Further committed costs to date 5 x <b>£2,268.18 = £11,340.90</b>	(Not committed) £300 training costs (Not committed) £200 for resourcing

	<p>(Actual cost of training: £150 RO: 13/12/2019)</p> <p>+ £5,340 for transport (Actual cost of invoice: 4,420)</p>		(Not committed £920) for coach costs
<p>Ensure speech and language progress is rapid leading to children reading at their chronological age</p>	<p>£5000 (sourced support)</p> <p>As Speech Link now paid for through Bucks and interventions covered through main budget – money has ben deferred to counselling Emotional wellbeing cont ..)</p> <p>33 wks at £150 Pp children £364 per term</p> <p>£4,004 to date(Mar 20) for: Autumn Tm: HJW, LM, RM, CB, Spring Tm: BPG, LM, RM, CB, LT, KW, AU</p>	<p>Summer Tm £1,000 (apprx)</p>	<p>Speech link Now paid for through Bucks.</p>
<p>To ensure excellent learning behaviours across the academy</p>	<p>£500 (behaviour boards) – kept old ones and revamped our lanyards instead.</p> <p><b><u>Behaviour Items</u></b> Posh Tree and Hanging pieces (for learning behaviour) £178.95 (YPO order of 10.01.20)</p> <p><b><u>Trophies</u></b> £20 trophies</p> <p><b><u>Rewards</u></b>  54.07 (Treats for Always club) – (Morrisons order of 15.1.20)</p>	<p>Dojo prize items (£320) (£10 per pp child)</p>	<p>£80 trophies</p>

	Stickers: £24.12 ( ESPO order of 22.1.20)	End of year party £115.50 (£3.50per pp child)	
Improve curriculum and parental engagement for children of PPG	<p>Lyfta £500 -</p> <p>£2220 contribution to trips = £300 per class for Ks1 and KS2 and £200 for EYFS PPG + PLAC children to have club % payments</p> <p>Payments to date: EYFS = £40 (Shortenils) Yr3+4 = £77 (Ufton Ct) Yr5= £33 (Uxbridge bunker) Yr6 =£77+£350 (Uxbridge bunker and Enrichment wk)</p> <p>=£1894 (to date) trips and uniform</p>	<p>£385 +62.50 for EYFS end of year trip £300 for Year 1 and 2 PP children</p>	<p>£230 not committed – resources</p> <p>£26 not committed - payments</p>
SPEND TO DATE Inc committed amount		43,784.95	
Not committed:		£2,595.05 (June 2020)	