

PUPIL PREMIUM STRATEGY STATEMENT 2025



This statement details our school's use of Pupil Premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Crowthorne CE Primary
Number of pupils in school	210
Proportion (%) of pupil premium eligible pupils	2025/26 = 5.6% (12 pupils)
Academic year/years that our current pupil premium strategy plan covers	3 Years (2024 – 2027)
Date this statement was published	December 2025
Date on which it was last reviewed	June 2025
Date of next review	September 2026
Statement authorised by	Mrs Hicks
Pupil premium lead	Holly Mitchell
Governor / Trustee lead	Mark Owens

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year 2025/26	£13,635
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£14,060.24 (+ £425,24 from Crowthorne Trust Donation)

Part A: Pupil Premium Strategy Plan

Statement of intent

At Crowthorne CE Primary School, our vision is to *inspire and enable our school community to live life to the full, promoting excellence and nurturing compassion, courage, hope, honesty, trust, thankfulness and respect.*

We believe that every child is entitled to an education and experiences of the highest quality. The targeted and strategic use of the Pupil Premium Grant supports us in achieving our aim of helping every child to achieve their full potential. We strive to 'lift the lid' and ensure no limit is placed on any child. We seek to achieve this by:

- Ensuring the best possible delivery of learning experiences
- Establishing positive and respectful relationships between pupils and teachers to ensure each child is known as an individual, having their own individual needs met and removing any barriers to learning or engagement with school life
- Providing a well-planned, carefully sequenced and structured curriculum that ensures all children have the opportunity to thrive, experience success and achieve well in all subjects
- Using every area of school life as an opportunity for learning and development social, emotional and academic.

We relentlessly seek to ensure that no child is disadvantaged within the classroom, or in the wider learning experiences that school can provide. We constantly review provision and expenditure to ensure it is being used effectively to remove any barriers that might be preventing a child from benefitting from the full range of experiences and opportunities our community offers.

We encourage our children to become fully involved in the life of the school through engagement with their learning across the curriculum, the wide range of extra-curricular clubs, trips and numerous opportunities for pupil voice.

We endeavour for all children (and their families) to feel part of our community, and to benefit from the sense of belonging that this brings. We are conscious that every interaction, and every relationship, is significant in ensuring this sense of belonging is realised.

We have high expectations - academic, behavioural and social - for every member of our community. We set aspirational targets for our children, and then ensure that the correct support and resources are in place to help the children achieve them. The expectation is that behaviour in the classroom and around the school is excellent, and all adults are role models. As a result, learning behaviours are excellent and children engage well with their learning.

Subject Leadership is strong as leaders endeavour to ensure that every pupil can benefit from the high quality teaching and curriculum within their subject area. Leaders ensure that every child is assessed accurately and that difficulties in one subject area do not impact on another – For example, we ensure that any child who might struggle to record learning through writing, is given other ways to record and demonstrate their understanding, thus supporting pupils to excel in any area of the curriculum.

Our Key Principles:

- We ensure that teaching and learning opportunities meet the needs of all of the pupils
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately

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assessed and addressed

- We recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals
- Pupil Premium funding is allocated following a needs analysis which will identifies priority classes, groups or individuals
- Pupil Premium is used to support pupils in all areas of school life, ensuring that no child is excluded from an opportunity or experience for financial reasons

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Attendance (for some pupils)
2	Low prior attainment in core areas and levels of SEND
3	Identifying barriers to ensure pupils are making strong progress in foundation subjects
4	Identifying children and families who are not already eligible for PPG but who are considered vulnerable and whom may be eligible later in education
5	Engagement with wider opportunities (for example School Council, Pupil Voice, Extra-curricular clubs)
6	Provision for pupils with SEND and/or EAL

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan** and how we will measure whether they have been achieved. Details in green indicate additions or amendments to the strategy for 2025/2026 academic year.

Intended outcome	Success criteria
Improve attendance for all pupils identified as vulnerable	<ul style="list-style-type: none"> • No pupil identified as a PA, with target of attendance being 97%+ • School-wide approach to addressing attendance quickly for any pupils below 97% • Parental Engagement to discuss barriers to attendance is high and demonstrates improvement
Improve attainment in Reading, Writing and Maths for all pupils identified as 'vulnerable', including those with an additional need (SEND, EAL); Pupils eligible for PPG achieve threshold in Y1 Phonics Check and Y4 MTC	<ul style="list-style-type: none"> • Reduction in number of pupils assessed as WT in Reading, Writing and Maths • Misconceptions in learning are addressed quickly and effectively by staff • Pupil voice suggest high engagement in lessons and articulation of their knowledge

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	<ul style="list-style-type: none"> • Pupils eligible for PP meet threshold in Phonics check • Pupils eligible for PP meet the threshold (identified by school) in the MTC • Increased participation in curriculum learning
Improve attainment across the foundation subjects	<ul style="list-style-type: none"> • Reduction in number of pupils assessed as WT in foundation subjects across the three years • Identifying pupils strengths in subjects and utilising this evidence to improve attainment • Increased participation in curriculum learning
Improve the identification process and support for children and families who may be considered vulnerable and review PPG eligibility	<ul style="list-style-type: none"> • Information shared with all parents in our school annually • Parents are able to access information for eligibility via our newsletter and Meet the Teacher sessions • Supporting families with accessing resources e.g. school uniform, trip equipment (See appendix 1)
For children eligible for PPG (and other vulnerable groups) to engage with opportunities for pupil voice and attend extra-curricular clubs	<ul style="list-style-type: none"> • Disadvantaged families are informed of the support available to them from the school, which includes financial support • Attendance for pupils on residential trips continues to remain at 100% • Analysis of attendance at extra-curricular clubs shows increased participation

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above. Details in green indicate additions or amendments to the strategy for 2025/2026 academic year.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £8,442.78 (split across Teaching and Targeted Academic Support)

Activity	Evidence that supports this approach	Challenge addressed
<i>ELSA Update Training</i>	Kassem (2002) - Developing the teaching professional: what teacher educators need to know about emotions	1, 3 and 4
<i>ELSA intervention work carried out for PP children and identified vulnerable children</i>	ELSA is a recognised effective approach to develop children's emotional literacy skills and	

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	TAs are trained by Educational Psychologists (www.elsanetwork.org).	
<i>Quality First Teaching: Good outstanding teaching across the curriculum, High quality modelling of key concepts and strategies. Effective use of guided and focus groups within lessons, TAs planned for across the day, Targeted Support (Catch Up, Intervention Books, School Led Tutoring), Tilt Approach, Focus within Progress Meetings</i>	Historical data and progress and attainment of pupils. Progress scores for End of KS2. EEF – Teaching Assistant Interventions (4+ months)	2, 3 and 6
<i>Retain high level of TA support in each class, ensuring they provide high quality support of main teaching input, alongside targeted provision (see below)</i>	EEF Small Group Tuition – (one teacher / TA working with 2 to 5 pupils in a group) 4 months progress over a year EEF – Teaching Assistant Interventions (4+ months)	2, 3, 4 and 6
<i>All Teachers to have PM Management objective focusing on improving provision for disadvantaged pupils or those currently lower attaining, ensuring they make good progress from their starting points</i>	Each year the whole school target is based on analysis of data from the previous year. Staff meetings and monitoring are planned in to support staff. Progress Meeting also ensure that appropriate, targeted support is put in place in a timely manner. Internal data and end of KS data supports this as effective practice	2, 3, 4 and 6
<i>Ensure the Phonics curriculum is fit for purpose and meets the needs of all pupils – Review current programme and research DfE approved schemes.</i> <i>Ensure new Reading framework is utilised and ideas / strategies deployed where appropriate.</i> <i>Ensure standards in Reading comprehension are maintained – English</i>	The Reading Framework – June 2021 (and July 2023) Implementation of Little Wandle Programme (from July 2022) EEF – Reciprocal Reading (2+months progress)	2, 3, 4 and 6

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<i>curriculum based around high quality texts – Planning and subsequent outcomes reviewed regularly.</i>	School Data – Reading results (End of KS2) Deep Dive in Reading conducted by LA (2021)	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Intended outcomes

Budgeted cost: £8,442.78 (split across Teaching and Targeted Academic Support)

Activity	Evidence that supports this approach	Challenge addressed
<i>Targeted children (assessed as WT) and vulnerable children will make up the class 'Tilt group'. They will be prioritised for books being marked first, targeted questioning, guided writing at least once a week (across the curriculum) and shared writing once a week.</i>	EEF – Effective use of TAs. – Teaching Assistant Interventions (4+ months) EEF-Small Group Tuition (4+ months impact)	2,3,4 and 6
<i>Provide Cohort Profile, identifying vulnerable children (in addition to those eligible for PPG) and use to create Tilt Group – Priority for marking and feedback, targeted questioning, engagement with additional opportunities and pupil voice</i>	EEF Small Group Tuition – (one teacher TA working with 2 to 5 pupils in a group) 4 months progress over a year	2,3,4 and 6
<i>All TAs (and new Teaching Staff) to be trained in reciprocal reading and reading fluency so that strategies are used consistently well across the week.</i>	EEF – Reciprocal Reading (2+months progress) School Data – Reading results (End of KS2) Deep Dive in Reading conducted by LA (2021)	2 and 6

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £10,042.22

Activity	Evidence that supports this approach	Challenge addressed
<i>Coolmilk for some PP children</i>		General support
<i>Free School Meals for Key Stage Two pupils eligible for PP</i> <i>Including FSM for trips</i>		General support 5
<i>Ensure all pupils eligible for PP Grant and able to attend a club each term, and fund the cost of trips (including residential)</i>	School has seen excellent uptake on trips and residential (Y6 historically 100% attend). Pupils also attend a wide selection of clubs – supporting their engagement and well-being (See School’s vision)	5
<i>From July 2022, use school trained ELSA to support vulnerable children with SEMH needs</i>	School based evidence – Inclusion team minutes	1 and 4
<i>Introduce an internal club for PP children focusing on confidence and resilience</i>	Improving Social and Emotional Learning in Primary Schools-EEF	1, 2, 3 and 4
<i>Support with school uniform and photographs</i>		General support 4
<i>Support with purchasing specialised equipment for trips and residential</i>		5
<i>Inclusion Team to meet every other week to review caseload and prioritise support</i> <i>HT and DHT meet regularly to RAG rate vulnerable pupils</i>	School based evidence – Inclusion team minutes	1, 4 and 6
<i>Monthly meetings between HT and Attendance officer.</i>	Pre COVID these meetings were effective in improving the attendance of key children who were PAs. From Sept 2023 – The school has a new EWO attached and we will have termly meetings.	1

Total budgeted cost: £18,485 (£4,424.76 above received allocation – We are fully committed to supporting our most vulnerable children and families)

Part B: Review of outcomes in the previous academic year

Pupil Premium Strategy Outcomes

Current attainment	Pupils eligible for PP (your school)
KS2 2023/24 Results (3 Pupil eligible for PPG) KS2 2024/25 Results (2 Pupil eligible for PPG)	
% achieving 'Expected' or above in reading, writing and maths	67% (2024) (1 child achieved WT in Maths) 50% (2025)
% achieving 'Above Expected' or above in reading, writing and maths	67% (2024) 50% (2025)
% achieving 'Expected' or above in reading	100% (2024) 50% (2025) (1 child GD)
% achieving 'Expected' or above in writing	100% (2024) 50% (2025)
% achieving 'Expected' or above in maths	67% (2024) 100% (2025)

Review of Desired Outcomes of 2023 - 2024																										
	Desired outcomes	Success criteria and Review																								
1	Improve attendance for all pupils identified as vulnerable	<p>Pupils eligible for PPG have attendance of 97%+</p> <p><u>In July 2025</u> Whole School 97.2% National 94.8% LA 95.5% PP 97.4% (12 pupils) 2 PP children below 97% (1 at 95.8%, 1 at 86.6%)</p>																								
2	Improve attainment in Reading, Writing and Maths for all pupils identified as 'vulnerable', including those with an additional need (SEND, EAL); Pupils eligible for PPG achieve threshold in Y1 Phonics Check and Y4 MTC	<p>Pupils eligible for PP make at least as much progress as their peers across Key Stage 1 in Maths, Reading and Writing. Measured through half termly assessments and monitoring of interventions and support.</p> <p>Review 2024-2025: No PP took part in the phonics screening check No PP took part in the MTC</p> <table border="1"> <thead> <tr> <th></th> <th>WTS</th> <th>EXS</th> <th>GDS</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>8% (1 pupil)</td> <td>75% (9 pupils)</td> <td>17% (2 pupils)</td> </tr> <tr> <td>PIRA*</td> <td>17% (2 pupils)</td> <td>8% (1 pupil)</td> <td>50% (6 pupils)</td> </tr> <tr> <td>Maths</td> <td>25% (3 pupils)</td> <td>67% (8 pupils)</td> <td>8% (1 pupil)</td> </tr> <tr> <td>PUMA*</td> <td>17% (2 pupils)</td> <td>50% (6 pupils)</td> <td>8% (1 pupil)</td> </tr> <tr> <td>Writing</td> <td>17% (2 pupils) 8% Below (1 pupil)</td> <td>67% (8 pupils)</td> <td>8% (1 pupil)</td> </tr> </tbody> </table>		WTS	EXS	GDS	Reading	8% (1 pupil)	75% (9 pupils)	17% (2 pupils)	PIRA*	17% (2 pupils)	8% (1 pupil)	50% (6 pupils)	Maths	25% (3 pupils)	67% (8 pupils)	8% (1 pupil)	PUMA*	17% (2 pupils)	50% (6 pupils)	8% (1 pupil)	Writing	17% (2 pupils) 8% Below (1 pupil)	67% (8 pupils)	8% (1 pupil)
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		<p>Data from 12 PP chn *3 chn did not partake due to SATs and 1 in Year R</p> <p>SEND and PPG: Reading-17% WTS 83% EXS Writing-17% Below 33% WTS 50% EXS Maths-50% WTS 50% EXS Compared to 2023, chn working at EXS has increased across all core subjects</p> <p>KS2 PPG Results: 100% Maths EXS+ 50% Reading EXS+ 50% Writing EXS+ 50% GPS EXS+</p> <p>Review 2023: 1 Yr 2 child retook phonics screening and did not meet the threshold although he had made progress from Yr1 to Yr2. They are also EAL and SEN and joined the school in Year 1. 100% PP Yr1 met the phonics threshold 100% chn met MTC threshold</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>WTS</th> <th>EXS</th> <th>GDS</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>10% (1 pupil) 10% Below (1 pupil)</td> <td>50% (5 pupils)</td> <td>30% (3 pupils)</td> </tr> <tr> <td>PIRA</td> <td>0%</td> <td>50% (5 pupils)</td> <td>40% (4 pupils)</td> </tr> <tr> <td>Maths</td> <td>30% (3 pupils)</td> <td>60% (6 pupils)</td> <td>10% (1 pupil)</td> </tr> <tr> <td>PUMA</td> <td>30% (3 pupils)</td> <td>20% (2 pupils)</td> <td>50% (5 pupils)</td> </tr> <tr> <td>Writing</td> <td>20% (2 pupils)</td> <td>60% (6 pupils)</td> <td>10% (1 pupil)</td> </tr> </tbody> </table>		WTS	EXS	GDS	Reading	10% (1 pupil) 10% Below (1 pupil)	50% (5 pupils)	30% (3 pupils)	PIRA	0%	50% (5 pupils)	40% (4 pupils)	Maths	30% (3 pupils)	60% (6 pupils)	10% (1 pupil)	PUMA	30% (3 pupils)	20% (2 pupils)	50% (5 pupils)	Writing	20% (2 pupils)	60% (6 pupils)	10% (1 pupil)																				
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3	<p>Improve attainment across the foundation subjects</p>	<p>Data from 10 pp chn</p> <p>Reduction in number or pupils assessed as WT in foundation subjects across the three years</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>2023/2024 EXS and GDS</th> <th>2024/2025 EXS and GDS</th> <th>Change</th> </tr> </thead> <tbody> <tr> <td>Art</td> <td>80%</td> <td>82%</td> <td>+2%</td> </tr> <tr> <td>Computing</td> <td>90%</td> <td>91%</td> <td>+1%</td> </tr> <tr> <td>Design and Technology</td> <td>80%</td> <td>82%</td> <td>+2%</td> </tr> <tr> <td>Geography</td> <td>70%</td> <td>73%</td> <td>+3%</td> </tr> <tr> <td>History</td> <td>70%</td> <td>82%</td> <td>+12%</td> </tr> <tr> <td>Languages</td> <td>80%</td> <td>90%</td> <td>+10%</td> </tr> <tr> <td>Music</td> <td>90%</td> <td>100%</td> <td>+10%</td> </tr> <tr> <td>PE</td> <td>100%</td> <td>91%</td> <td>-9%</td> </tr> <tr> <td>PSHE</td> <td>100%</td> <td>100%</td> <td>0%</td> </tr> <tr> <td>RE</td> <td>90%</td> <td>91%</td> <td>+1%</td> </tr> </tbody> </table> <p>Data shown reflects only pupils who had recorded assessment outcomes. Pupils with no data (e.g. newcomers or pupils not yet eligible for specific subjects) have been removed to ensure a fair comparison. As a result, the number of pupils assessed varies by subject and year. This is particularly evident in Languages, where only KS2 pupils are assessed; for example, in 2023–2024 only 5 pupils were eligible for assessment, compared with 10 pupils in 2024–2025 due to a higher proportion of KS2 pupils.</p>		2023/2024 EXS and GDS	2024/2025 EXS and GDS	Change	Art	80%	82%	+2%	Computing	90%	91%	+1%	Design and Technology	80%	82%	+2%	Geography	70%	73%	+3%	History	70%	82%	+12%	Languages	80%	90%	+10%	Music	90%	100%	+10%	PE	100%	91%	-9%	PSHE	100%	100%	0%	RE	90%	91%	+1%
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		<p>In addition, cohort composition changed between years, including a reduction in the number of Year 6 pupils (from three pupils in 2023–2024 to two pupils in 2024–2025) as pupils transitioned to secondary school. Consequently, year-on-year percentage changes should be interpreted alongside cohort size and curriculum entitlement.</p> <p>Overall, attainment for our PPG has remained strong and stable with clear improvements in several subjects. Across the majority of foundation subjects, the number of pupils working at or above expected standard either increased or remained consistently high. Some variation in outcomes reflects changes in cohort numbers rather than declines in attainment.</p> <p>The data indicates that targeted support for PP pupils is having a positive impact.</p>
<p style="text-align: center;">4</p>	<p>Improve the identification process and support for children and families who may be considered vulnerable and review PPG eligibility</p>	<p>Information shared with all parents in our school annually Parents are able to access information for eligibility via our newsletter and Meet the Teacher sessions</p> <p>Information is shared with our parent community at the beginning of each academic year. When we have new starters, families are informed about pp.</p>
<p style="text-align: center;">5</p>	<p>For children eligible for PPG (and other vulnerable groups) to engage with opportunities for pupil voice and attend extra-curricular clubs</p>	<p>83% joined a club in the academic year (it was 100% however 2 new chn joined mid-year) 100% uptake on class trips and residentials We had a PP representative on the Eco team</p> <ul style="list-style-type: none"> - PP chn have represented the school in choir and sport fixtures <p>For 2025-2026 'Use pupil voice to explore reasons for poor engagement and what would engage disadvantaged pupils more' Taken from SIP 2025-2026 New activity added for this year to undertake pupil voice and create a 'confidence' club to support children with their confidence and resilience within and outside of school. The impact will be that children engage in lessons more leading to good progress and attainment. They will also be equipped with skills to stand for school roles as well as supporting transition into year groups and secondary.</p> <p>Target from 2023/24 – at least one child to stand for election to School Council, Eco team and as a Reading Ambassador.</p>



Appendix 1 - PPG Spending Policy

The Pupil Premium Grant is a sum of money provided by the government per eligible child for schools to use in order to improve outcomes for disadvantaged pupils. The grant is provided annually and our PPG Strategy (found on our website) provides more detailed information regarding how the money is used. Funding provided to schools based on the number of eligible pupils but the Pupil Premium Grant is not an individual budget for each child.

This document is an addendum to the strategy to provide more detail around the use of the PPG funding, ensuring its use is equitable and decisions regarding requests for financial support received from families are dealt with fairly and under a set of guidelines.

Staffing

Like many schools, we use a proportion of our PPG funding to enable us to sustain the levels of Teaching Assistant support in our classes that we feel provides the additional input our children need. Although our Teaching Assistants benefit all children, they tend to spend more time supporting our disadvantaged and more vulnerable pupils, such as helping them in class, running intervention groups, hearing them read 1:1 and running social skills/friendship groups.

Free School Meals & Milk

Our PPG children are eligible to have free school meals and also to have free milk in school daily if their parents/carers would like them to. These meals/food items are not provided to the school free of charge but are paid for out of the PPG fund, thereby removing the cost from the family.

Clubs and Trips

The cost of school trips can be covered by the PPG fund if necessary. We request that parents/carers let the school office know if they would like to make use of the PPG grant to pay for their child's school trip. If a school trip lasts a full day and children are requested to take a packed lunch, children eligible for Free School Meals can have a packed lunch provided by the school kitchen but these need to be requested a week in advance.

Each child eligible for PPG can also have the cost of one extra-curricular school club paid for by the PPG fund each term. Parents/carers need to inform the club organiser who will

invoice the school. The only exception for this is for children attending a residential school trip where an extra-curricular club cannot be funded in addition to a residential trip.

Berkshire Music Trust Instrumental Lessons

Berkshire Music Trust offers a substantial discount on the cost of instrumental lessons for children eligible for PPG. Therefore, parents are requested to liaise directly with the Trust regarding costs. The school will not further supplement the cost of these lessons.

Uniform/clothing

Where a family is struggling to buy school uniform, there are a number of avenues of support, starting with second hand uniform sales and Uniformly, our on-line second-hand uniform shop. In the case of school shoes, the PPG fund can be used for parents to claim the cost of **one pair of school shoes per academic year** for their child up to a **maximum cost of £50 per pair of shoes**. On exceptional occasions, support may be provided for other items of school clothing on an individual basis.

At times, we are able to access additional grants from local organisations to support with the cost of residential trips or the special equipment/clothing required for them. On these occasions, this will be communicated with parents/carers but it should not be considered that this additional funding will always be available.

School photos

Our PTA (Friends of Crowthorne School) have provided a small hardship fund to the school to enable disadvantaged or vulnerable families to be able to purchase copies of school photos if they otherwise would not be able to do this. The fund will cover the cost of **one copy of each photo offered** (e.g. child on their own and with a sibling) but **will not be used to fund multiple copies**.

PTA Events

When there is an event held by the Friends of Crowthorne School, children eligible for PPG are entitled to attend for free and parents/carers will not be expected to pay for the cost of the ticket. The cost of the child attending the event is taken out of PTA funds rather than being charged to the family.

Additional Support

At times it may be possible for additional support to be provided for PPG families. We would always encourage families to talk to us if they are struggling and we will help if we are able to. At times, this may involve signposting to other services/organisations.

Whilst we would like to be able to provide every element of financial support that a family may request, there are limits to our school budget and what the PPG fund is able to cover. If our costs exceed the grant provided for PPG pupils by the government, this money comes out of our main school budget; there is no way for us to claim additional money back to cover extra costs.

The PPG fund, therefore, is designed to support families and remove barriers to children accessing education and gaining the best possible outcomes where this would otherwise not be possible due to family circumstances.