

Appendix A - Pupil Premium Ofsted comments

Inspections are divided by cells, the schools most recent inspection as the top of their section.

Formatting is used for the Ofsted Dates. The most recent inspections are green, yellow are mid, the oldest are red and black. Only the school's most recent inspection date has conditional formatting applied.












Conditional
Section

8's for RI and Good Schools are identified in the judgement column.













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| Last Update: | 25/04/17 |
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| Schools | | Date of Inspection | Inspection judgement | Comments on Impact of Pupil Premium |
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| Aldermaston CE Primary | ● | 09/06/15 | Good | |
| | | 18/09/13 | RI - Section 8 | |
| Basildon CE Primary | ● | 06/12/12 | Good | Well-judged initiatives in mathematics – for example, early morning small-group tuition - are raising attainment for slower learners, including for pupils known to be eligible for pupil premium funding. [Governors] ensure that there is efficient deployment of staff and resources, including checking actively how well pupil premium funding is used. |
| Beedon CE Primary | ● | 02/11/16 | Good | |
| | | 29/11/11 | Good | |
| Beenham Primary | ● | 24/06/15 | RI | |
| Birch Copse Primary | ● | 29/11/11 | Outstanding | |
| | ● | 04/05/16 | Good | |
| | | 23/10/14 | RI - Section 8 | |
| Bradfield CE Primary | | 03/07/14 | RI | Pupils eligible for pupil premium funding generally reach standards above those expected for their age. However, they do not achieve as well as other pupils in the school because until recently, too little attention has been paid to helping them to catch up. Currently, by the end of Year 6, eligible pupils are behind their classmates by about 10 months in reading, four months in writing and six months in mathematics. |
| | | 19/03/14 | SM - Section 8 | |
| Brightwalton CE Primary | ● | 29/06/16 | Good | At appropriate intervals, [governors] question the impact of additional support to ensure pupil premium funding is used effectively. Consequently, disadvantaged pupils are making good progress. |
| Brimpton CE Primary | ● | 05/02/14 | Good | While some of the very few pupils supported through pupil premium funding are making good progress, a very small number are making less progress, particularly in writing, so that there are gaps of up to three terms between these individuals' attainment and their peers, particularly in English, and gaps of less than a term in mathematics. These individual pupils have either joined the school at a later time to others or they have additional learning needs. |
| Bucklebury CE Primary | ● | 20/01/15 | Good | Pupils eligible for the pupil premium are supported well through one-to-one tuition. Many of these pupils are achieving as well or better than their peers and other pupils nationally. [Governors] check that the pupil premium grant is spent on relevant and appropriate activities, and that it makes a positive impact on achievement. |
| Burghfield St Mary's CE Primary | ● | 27/11/12 | Good | Following a detailed report on the pupil premium allocation, [governors] approved funding for a family support worker and extra tuition for pupils who have a parent serving in the armed forces and who are underachieving. |
| Calcot Infant and Nursery | ● | 14/05/13 | Good | Pupils who are eligible for the pupil premium benefit from one-to-one and small-group tuition, which helps them to make good progress in English and mathematics and successfully closes any learning gaps they might have. This enables them to perform as well as others in the school in reading, writing and mathematics. Governors ensure that statutory duties such as safeguarding are met and that financial resources are managed well. For example, they know how many pupils are eligible for extra funding through the pupil premium, their levels of attainment and the impact of the extra help provided by the money allocated. |
| Calcot Junior | ● | 08/05/13 | Good | Pupil premium funding is used well to provide one-to-one support for eligible pupils. Their progress is closely monitored to ensure the support given is effective. The attainment gap between them and their peers is rapidly closing. In 2012, this group of pupils, all entitled to free school meals, appeared to do a lot worse than their peers, but a significant proportion also had special educational needs. They were almost two years behind in English and a year behind in mathematics. Analysis of pupil achievement shows this group of pupils make as good progress as their peers and that the attainment gap is projected to continue narrowing. Pupil Premium is used to support some places at Breakfast Club for eligible pupils. [Governors] ensure the school makes sound financial decisions, such as allocating the pupil premium effectively. |
| | ● | 13/05/15 | RI - Section 8 | The schools are supported well by local authority advisors and by external consultants, who have a thorough understanding of what is required. A good example of this is the use of the pupil premium (government funding to support disadvantaged pupils) and special educational needs review, carried out by the local authority, to help you to be clear about what is and is not helping to accelerate learning. |

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| Chaddleworth St Andrews CE and Shefford CE Primary Schools | 20/01/15 | RI | Leaders and managers have used the pupil premium funding in a variety of appropriate ways that are helping to improve the achievement of disadvantaged pupils, although gaps between their achievement and that of their classmates still remain. The funding is effective in providing for pupils' social and emotional development. The governing body minutes show evidence of challenge and governors asking about the impact of spending, such as the sports funding and the pupil premium. However, governors have not been successful in ensuring that pupils supported by the pupil premium funding make the necessary rates of progress to narrow the gap between their attainment and that of others. At times, a significant proportion of pupils entitled to pupil premium support within the relatively small year groups also have special educational needs or have joined the school later than the normal time of entry. Consequently, information about their progress, especially in terms of national test results at the end of Year 6 over the past two years, is influenced by these circumstances and has to be used with caution. |
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| Chieveley Primary |  | 04/11/15 | Good | |
| Cold Ash St Mark's CE Primary |  | 06/11/14 | Good | There are too few pupils in school who are eligible for support through the pupil premium to make accurate comparisons between their achievement and that of their classmates in school, or with similar pupils nationally. Pupil premium funding is used to good effect to support the small number of disadvantaged pupils and ensure that all pupils have an equal opportunity to succeed. As a result, disadvantaged pupils make good progress during their time at the school. |
| Compton CE Primary |  | 20/03/13 | Outstanding | Across the year groups, the rate of progress made by pupils eligible for free school meals broadly matches that of other pupils. This is because the additional funding through the pupil premium is spent effectively on additional teaching time. Typically these pupils reach the expected level in both English and mathematics by Year 6. The proportion doing so is usually better than the national average for this group of pupils, and the gap between their attainment and that of other pupils in the school, based on the average points score, is closing. Governors seek assurance that pupil premium funding is allocated appropriately and that it makes a difference. |
| Curridge Primary |  | 17/09/13 | Good | In the most recent national assessments at Year 6 those pupils entitled to support through the pupil premium attained at levels broadly in line with the 2012 national average but around six months lower than other pupils in the school in reading, eight months lower in writing and around two months lower in mathematics. The vast majority of the teaching assistants provide good and, at times, outstanding support for pupils who have special educational needs and those who are known to be eligible for the pupil premium. On visits to the school, governors check on the impact of spending, especially the pupil premium funding, and hold the headteacher and staff to account for raising pupils' achievement. |
| Downsway Primary |  | 27/02/13 | Good | Gaps in learning and progress between different groups are closing quickly so that all groups of pupils who are supported through pupil premium funding now make similar progress to their peers in English and mathematics. Although these pupils' average point scores show that their attainment is not as high as that of other pupils in the school, it is higher than for similar pupils nationally in reading and mathematics, but lower in writing. Pupils known to be eligible for pupil premium funding now make similar progress to their peers because of effective use of funding to provide well-planned support. |
| Enborne CE Primary |  | 21/09/16 | RI | Leaders have not maintained a sharp understanding of the impact of pupil premium spending on disadvantaged pupils' achievement. Money has been spent on a seemingly suitable range of support such as individual tuition and support for pupils to catch up in reading. However, the impact on disadvantaged pupils' progress has been variable. |
| Englefield CE Primary |  | 15/03/16 | Good | |
| Falkland Primary |  | 05/07/16 | Good | |
| Fir Tree Academy |  | 25/09/14 | Good | The academy has used the pupil premium to fund teachers to work with small groups of pupils to help them achieve higher standards in English and mathematics. In these subjects the gap in achievement between pupils eligible for additional funding and other pupils has closed significantly since 2013 to a point where it is now not discernible. |
| Francis Baily Primary |  | 09/06/16 | Good | Pupil premium funding is used appropriately to support disadvantaged children to make accelerated progress. There is a wide range of interventions that are well monitored, and good systems are in place to track progress. [Governors] have a deep knowledge and understanding of how pupil premium funding is used, and monitor the impact of interventions closely. |
| Garland Junior |  | 19/03/14 | Good | Those of lower ability and those for whom the pupil premium provides support make more rapid progress. All the different groups of pupils known to be eligible for pupil premium now achieve as well as their peers in the school. They have made accelerated progress and there is now no gap in their performance in English. There is a gap of two terms in mathematics for a few of these pupils in Year 6 but it is closing rapidly in the rest of the school. Higher achieving pupils known to be eligible for pupil premium are three terms ahead of their peers in English and mathematics. |
| Hampstead Norreys CE Primary |  | 26/06/12 | Outstanding | |
| Hermitage Primary |  | 10/02/16 | Good | The school has spent pupil premium funding effectively. The very small number of pupils who are known to be eligible for free school meals are given academic support and challenge that are tailored to their individual needs and abilities. The school checks their progress carefully, and records show that they do well in the light of their starting points and their particular needs and circumstances. The school targets help for those pupils from armed forces families on helping them make the transition into this school, both socially and academically, and into smoothing their progress if they move on elsewhere. In addition, for all eligible pupils, funding is spent to ensure that they can play a full part in all aspects of school life. Governors make sure that the funding for pupil premium and for enhancing sports provision is spent sensibly. More importantly, they check that the spending has a positive impact on outcomes for pupils. |
| | | 23/01/14 | RI - Section 8 | |
| | | 15/10/13 | RI | At the end of Key Stage 2 in 2011 and 2012, the few pupils entitled to the pupil premium made less progress than their peers in reading, writing and mathematics by almost two years due, in part, to some having additional complex needs. In 2013, inspection evidence shows that the gaps in attainment in both English and mathematics were beginning to narrow. |

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| Hungerford Primary | ● | 19/05/16 | Good | The school is now more focused on ensuring that the pupil premium funding for its disadvantaged pupils is carefully monitored. The governor responsible for pupil premium is very effective in holding the school to account. This additional funding is also used to ensure that disadvantaged pupils are able to participate in all aspects of school life. |
| | | 10/06/14 | RI - Section 8 | An external review of the pupil premium funding has been undertaken by the local authority and an appropriate action plan written in response. This details sensible actions to address weaker achievement where it occurs; you have secured additional teaching time next term to support these pupils. |
| | | 03/03/14 | RI - Section 8 | Those children eligible for pupil premium funding are still making slower progress than other children because there has been limited attention given to the impact of work with this group thus far. The external review for pupil premium spending has not yet taken place. |
| | | 16/01/14 | RI | Over time, the governing body has not ensured that the school is held fully to account and that pupil premium money is spent carefully enough to improve quickly pupils' achievements. An external review of the school's use of the pupil premium should be undertaken in order to assess how this aspect of leadership and governance may be improved. |
| The Ilsleys Primary | ● | 28/03/17 | Good | |
| | | 14/09/11 | Good | |
| Inkpen Primary | ● | 16/10/12 | Good | The pupils' premium funding has been well used to provide additional specialist resources to support pupils whose circumstances make them vulnerable in overcoming barriers to their learning. |
| John Rankin Infant | ● | 11/03/16 | RI - Section 8 | Changes in staffing have meant that key tasks to improve leadership and management have not been undertaken rapidly enough. For example, the external review of the use of pupil premium has only recently been completed. |
| | | 17/06/15 | RI | An external review of the school's use of the pupil premium should be undertaken in order to assess how this aspect of leadership and management may be improved. |
| John Rankin Junior | ● | 17/06/15 | Good | Pupil premium funding ensures disadvantaged pupils achieve well in most subjects, through carefully chosen programmes of support. Carefully targeted teaching in lessons and skilfully led individual sessions have had clear impact. Although gaps have narrowed in mathematics this year, they are not closing as rapidly as they have in reading and writing where pupils attain as well as other pupils nationally. |
| Kennet Valley Primary | ● | 19/04/16 | Good | The school has spent pupil premium money effectively. It tailors what it provides to the individual needs and abilities of each eligible pupil. Funding is used to support pupils' academic progress, as well as to enable all of them to take a full part in all aspects of school life. Leaders track the impact of spending very carefully on an individual basis, and modify provision according. Eligible pupils are making good progress as a result. |
| | | 12/05/14 | RI - Section 8 | |
| | | 31/01/14 | RI | Governors do not challenge leaders well enough about the school's performance and pupil premium spending is not checked carefully to make sure that it is improving pupils' achievement. While governors have reviewed what the pupil premium is spent on, they have yet to evaluate its impact on the achievement of pupils who are eligible for the additional support. |
| Kintbury St Mary's CE Primary | ● | 08/07/14 | Good | The numbers of pupils eligible for additional support through the pupil premium funds are low, but the school uses the additional resources effectively. A review prompted changes in how the support was being delivered. As a consequence, the gap in the skills and understanding between those eligible pupils and other pupils are now closing more rapidly across the school. In 2013, supported pupils were about two terms behind their peers in English, but had caught up in mathematics. |
| Lambourn CE Primary | ● | 29/01/13 | Good | Effective use is made of additional funding to teach and support the pupils who are known to be eligible for the pupil premium. Pupil premium funding has been properly planned and allocated. Additional support has been provided. One-to-one tuition is provided to help eligible pupils who are at risk of falling behind in literacy. [Governors] check how the pupil premium funding is spent and the impact the actions have on pupils' achievement. |
| Long Lane Primary | ● | 24/03/15 | Good | Governors carefully consider all spending, including the pupil premium, and have seen impact in improved outcomes for pupils eligible for this funding. |
| Mortimer St John's CE Infants | ● | 09/02/16 | Good - short | [Governors] manage finances astutely, including the additional funding for pupil premium and sport. |
| | | 13/01/11 | Good | |
| Mortimer St Mary's CE Juniors | ● | 01/12/16 | Good | |
| | | 21/11/11 | Good | |
| Mrs Bland's Infant and Nursery | ● | 06/05/15 | Good | Leaders use pupil premium funding effectively to provide support for disadvantaged pupils so they achieve well. In addition to providing support in classrooms, the funding is used to help develop pupils' emotional and social skills. Consequently, these pupils grow in confidence and are better placed to succeed. The governing body monitors the school's finances closely, including the pupil premium and sport funding, to ensure that pupils benefit from the spending. |
| | | 11/09/13 | RI - Section 8 | |
| | | 09/05/13 | RI | The average points scores of pupils eligible for the pupil premium are below those of other pupils. Pupils eligible for free school meals, including many of the pupils from Gypsy or Romany backgrounds, make adequate progress. The progress that they make is not yet good enough, however, to help them reach the same standards as other pupils. There are early signs that this gap in attainment is beginning to close because of the extra help the school has put in place to support these pupils. This includes small group and individual support sessions. [Govenors] know how the pupil premium funding is spent and the impact this is beginning to have. |
| Pangbourne Primary | ● | 22/03/17 | Good | |
| | | 09/07/12 | Good | |

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| Parsons Down Infant |  | 28/11/16 | RI | The pupil premium is used effectively, as demonstrated by the good progress that disadvantaged pupils make. The funds are carefully targeted to provide a range of interventions which meet pupils' specific needs. The 'catch up' reading programme has been particularly successful, with some pupils making up to one year's progress during the three month programme. |
| | | 08/02/16 | RI - Section 8 | |
| | | 11/11/14 | RI - Section 8 | |
| | | 09/09/14 | RI | [Governors] They are well informed about pupils' progress and are very watchful that additional funding, such as pupil premium and sports funding, is used for the pupils or purposes for which it is intended. |
| Parsons Down Junior |  | 21/10/15 | RI - Section 8 | |
| | | 23/04/15 | RI | The executive headteacher and governors use the pupil premium grant well to provide additional adult support for disadvantaged pupils, as well as resources to support their learning and access to the experiences other pupils may have. This has improved the achievement of these pupils. |
| Purley CE Primary School |  | 06/12/16 | | |
| | | 08/02/10 | Outstanding | |
| Robert Sandilands Primary |  | 18/05/16 | Good | The school monitors the use of pupil premium funding carefully and shows that, overall, the funding is having a positive impact on pupils' rates of progress. For example, in 2015, the funding was used to provide additional teaching support for disadvantaged pupils and these pupils outperformed their classmates in all subjects. Governors carefully monitor the use of additional funding, both the pupil premium and sports grant, to make sure that they improve outcomes for pupils. They are committed to promoting equality of opportunity and ensuring that there are no barriers to learning for disadvantaged pupils. |
| | | | RI - Section 8 | |
| | | 12/02/14 | RI | Pupils who are supported by the pupil premium are not always doing as well as other pupils and there are gaps in attainment between this group and other pupils. In 2013, the overall gap in performance between pupils eligible for the pupil premium and other pupils in Year 6 was equivalent to being eight months behind and wider than that in 2012. In 2013, this group of pupils did not do as well as others in reading, writing and mathematics. Currently, the attainment of this group of pupils in Year 6 is closing in mathematics and writing, but is further behind in reading. In lessons observed, pupils who are supported by the pupil premium generally work as well as others. However, the extra support provided for this group of pupils has not yet had the desired effect of boosting progress and achievement. |
| Shaw-cum Donnington CE Primary |  | 12/02/15 | Good | |
| | | 16/07/14 | RI - Section 8 | The school should take further action to accelerate the progress of those pupils eligible for extra support through the pupil premium so that they are able to attain higher levels in all subjects and catch up with their peers. It is especially pleasing that pupils' results in mathematics at Key Stage 1 show no gap between those pupils eligible for extra funding through the pupil premium and other pupils. |
| | | 21/05/13 | RI - Section 8 | |
| | | 13/02/13 | RI | Action has been taken to raise the achievement of pupils eligible for pupil premium funding. The gap in achievement between these pupils and other pupils in the school is closing when measured by average point scores at the end of Key Stage 2 in 2012. School checks show the gap is continuing to close. |
| Speenhamland Primary School |  | 11/05/15 | RI - Section 8 | The review of governance and how the school uses the pupil premium grant have clearly explained what actions need to be taken to be more effective in these areas. The school is using this information to drive improvements. |
| | | 14/01/15 | RI | An external review of governance and of the school's use of the pupil premium should be undertaken in order to assess how this aspect of leadership and management may be improved. |
| Springfield Primary |  | 29/11/16 | Good | You and your senior leaders make effective decisions to use additional pupil premium funding, for example to provide breakfast club places for pupils whose attendance and punctuality are a cause for concern. This has successfully reduced persistent absence of some disadvantaged pupils and increased their opportunities to learn and make better progress. |
| | | 24/11/11 | Good | |
| Spurcroft Primary |  | 29/06/16 | Good | The pupil premium is used well to improve the outcomes for disadvantaged pupils and those disadvantaged pupils who are most able. The progress of disadvantaged pupils is tracked and monitored carefully. These pupils are provided with timely and effective support, including one-to-one support in specific subjects, to ensure that they achieve well. Leaders ensure that disadvantaged pupils are helped and encouraged to participate fully in all that the school has to offer. Governors are fully aware that additional funding, including the pupil premium, is making a difference to the achievement and lives of the pupils that are supported. |
| | | 02/12/14 | RI - Section 8 | |
| | | 17/09/14 | RI | [Governors] monitor school finances, which they carefully check, including the pupil premium funding and sports funding. |
| St Finian's Primary |  | 22/11/16 | Good | |
| | | 16/11/11 | Good | |
| St John the Evangelist CE Infant |  | 09/03/16 | Good | Pupils entitled to the support from the pupil premium funding generally achieve well. They do well when compared to all pupils nationally. Unusually, for this school, however, few of these pupils reached the higher levels in English and mathematics in Year 2 in 2015. You reasonably expect improvement this year. The funding is carefully and inventively spent. |
| St Joseph's Catholic Primary |  | 19/09/12 | Good | |
| St Nicolas CE Junior |  | 12/05/15 | Good | |

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| St Paul's Catholic Primary |  | 11/12/12 | Good | Pupils who are eligible for the pupil premium progress well, especially in English, as a result of the effective small group work or one-to-one support. They are closing the gaps with all pupils nationally as a result. Pupil premium funding is well planned and allocated to support the pupils who are eligible for it. One-to-one tuition in literacy and numeracy, class support and pastoral support all play a valuable part in supporting these pupils. The school's actions have had a positive impact on these pupils' achievement and on their personal development. |
| Stockcross Primary |  | 21/02/17 | Good | Leaders ensure that the additional pupil premium funding is used effectively to support disadvantaged pupils to make similar progress to their peers. |
| | | 22/03/12 | Good | |
| Streatley Primary |  | 11/03/14 | Good | The inclusion manager keeps a close eye on all groups of pupils and ensures they receive the correct degree of support. For example, the very few pupils supported through the pupil premium receive additional help that is individually tailored to meet their needs. This well-considered allocation of funds has had a notably positive effect on these pupils' performance in school. |
| Sulhamstead and Ufton Nervet CE Primary |  | 12/09/12 | Good | The very few pupils that are in receipt of pupil premium funding achieve well in both English and mathematics. Their progress is tracked carefully and reviewed at regular intervals to ensure that their progress matches that of other pupils. Careful attention is paid to the distribution of additional resources including for disabled pupils and those with special educational needs and also the limited amount of pupil premium funding provided. Deployment, both of staff and learning resources, is effective. |
| Thatcham Park CE Primary |  | 15/06/16 | RI | Effective use of pupil premium funding is beginning to have a positive impact on closing the achievement gaps between disadvantaged pupils and other pupils. This is improving the equality of opportunity for these pupils. |
| | | 21/10/14 | RI - Section 8 | Governors continue to monitor the work of the school closely. For example, they check carefully on the impact of spending of the pupil premium, which is very successful in supporting good progress for a number of individual pupils eligible for free school meals. |
| Theale CE Primary |  | 17/10/12 | Outstanding | All pupils, including those who are eligible for pupil premium, make excellent progress. This is because rigorous checking of individuals' progress pinpoints gaps in learning, and teachers then ensure that all tasks and activities are carefully matched to pupils' needs. This supports their excellent learning and achievement. [Governors] make highly effective use of performance management to continuously improve school outcomes for pupils, including for those known to be eligible for the pupil premium |
| Welford and Wickham CE Primary |  | 09/03/09 | Outstanding | |
| Westwood Farm Infant |  | 09/06/11 | Outstanding | |
| Westwood Farm Junior |  | 15/03/17 | Good | Regular meetings with teachers focus on pupils who are not achieving as well as they should... and the pupil premium leader now also attend these meetings. The school's pupil premium strategy is much improved. It now includes a sound rationale for each element of the proposed spending for the year, with clear expectations for success. |
| | | 10/12/14 | RI - Section 8 | |
| | | 04/11/14 | RI | Every disadvantaged pupil has an individual achievement plan detailing how they will benefit from the pupil premium, and these plans are monitored by the senior member of staff with responsibilities for inclusion, and a nominated governor. As a result, the achievement of disadvantaged pupils is improving, but steadily rather than rapidly, and currently faster in English than in mathematics. Appropriately close attention is paid to the performance of disadvantaged pupils, and governors make sure that details are published on the school website about how the pupil premium is spent, and its impact. |
| Whitelands Park Primary Academy |  | 30/11/16 | Good | The governing body vigilantly checks that additional funding is having the desired impact on disadvantaged pupils' outcomes. Where governors feel it is not, funding is re-allocated to projects that they assess as having the potential for deeper impact on pupils' outcomes. A good example is the challenge governors provided to the school for spending pupil premium funding on assisting some families in buying school uniform. |
| | | 02/10/13 | 4 - Section 8 (Not academised) | Governors have comprehensive information about the impact of pupil premium funding. Since the previous inspection visit, attendance has improved, particularly for those pupils known to be eligible for the pupil premium. The acting headteacher has carefully analysed progress data and identified groups of pupils who are underachieving. She realises that there is more detailed work to do with comparing data class by class and analysing the progress of pupils eligible for the pupil premium. The interim executive board rightly realises that there needs to be a more rigorous procedure for managing teachers' performance and for holding school leaders to account for the results of those pupils eligible for the pupil premium. |
| | | 23/05/13 | 4 - Section 8 (Not academised) | The school has rightly focused on improving the progress of those pupils known to be eligible for the pupil premium a successful mentoring scheme has been introduced which has had a positive impact on improving pupils' attendance and increasing parents' involvement in the school. The local authority has arranged potentially effective support that the school has not drawn upon with the necessary urgency. A LLE has been allocated to the school to improve leadership, teaching and the management of pupils' behaviour. The local authority statement of action is fit for purpose. |
| | | 05/02/13 | Inadequate (Not academised) | Governors have comprehensive information about the impact of pupil premium funding, the quality of teaching and decisions about teachers' pay. The pupil premium funding is used to support small groups of pupils in specific areas in which their skills are weak, or for individual support. However, as yet the school cannot show enough impact of this funding on achievement. Those known to be eligible for the funding are not consistently making better progress and therefore the funding is not being used effectively. [Governors] have limited understanding of how pupil premium funding has been used to accelerate the progress of those pupils eligible and therefore have not held senior leaders or teachers to account for their performance. |

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| The Willows Primary |  | 05/12/13 | Good | The achievement of pupils who are eligible for the additional funding through the pupil premium is also good for similar reasons. At the end of Key Stage 1 pupils are about a term behind their peers, but by the end of Key Stage 2 they have caught up well and are above similar pupils nationally. [Governors] monitor carefully the way that pupil premium and sports funding is used and they know that it is making a difference to pupils' achievement. |
| The Winchcombe Primary |  | 09/11/16 | Good | The pupil premium grant is used effectively. There is clear evidence that pupils who are disadvantaged are, on average, making more rapid progress than their nondisadvantaged peers. Teachers know who their disadvantaged pupils are and plan appropriately to make sure that they make rapid progress. |
| | | 29/09/11 | Good | |
| Woolhampton CE Primary | | 03/12/14 | Good | |
| Yattendon CE Primary |  | 26/09/13 | Good | Pupils eligible for the pupil premium are not making progress at a fast enough rate to close the gap with the other pupils. The few pupils eligible for the pupil premium are generally making progress at a similar rate to other pupils nationally in English and mathematics, although their attainment remains slightly behind their peers in school. However, caution must be exercised as numbers are so small. In 2012 there were no pupils in Year 6 eligible for the pupil premium. |
| Hungerford Nursery |  | 04/11/16 | Outstanding | All disadvantaged children receive support that matches their needs closely, including the most able disadvantaged. Consequently, the early years pupil premium is spent extremely well. |
| | | 04/12/12 | Outstanding | |
| Victoria Park Nursery | | 10/01/17 | Outstanding | |
| | | 20/09/12 | Outstanding | |
| Denefield School Academy |  | 10/06/14 | Good | Good use is made of the additional funding to support students known to be eligible for the pupil premium. As a result, in 2013 their progress in English and mathematics was similar to that of all other students in the school and much higher than that for similar students nationally. The gap between their attainment and that of other students has closed rapidly to just under a third of a grade in English and just over a third in mathematics. Based on the school's own reliable data, that gap is set to close still further this year. |
| John O'Gaunt |  | 08/12/14 | RI - Section 8 | |
| | | 24/09/14 | RI | An external review of governance and the school's use of the pupil premium should be undertaken in order to assess how this aspect of leadership and management may be improved. |
| Kennet School Academy |  | 12/05/16 | Outstanding | Governors check the use and impact of the pupil premium funding, and the provision for pupils who have special educational needs. Regular meetings and visits to school enable governors to hold the school to account for all aspects of provision including safeguarding, pupil premium funding and the support for pupils who have special educational needs or disability. Leaders make very good use of pupil premium and catch-up funding to support pupils and ensure that they catch up with their peers. |
| Little Heath School |  | 15/07/14 | Good | |
| Park House Academy |  | 15/03/16 | Good | Leaders have made good use of pupil premium funding over time. As a result, gaps in achievement between these pupils and others in the school and nationally have narrowed significantly. Increasingly, disadvantaged pupils make strong progress. |
| St Bartholomew's Academy |  | 02/12/09 | Good | The school now makes much better use of the pupil premium funding. Provision now includes small-group and individual support in English and mathematics as well as funding for necessary equipment. The funding is also used to ensure that all eligible students can benefit fully from educational visits and activities that take place outside the usual school day. Governors have been vigilant in checking that additional funding such as the pupil premium is used effectively and they monitor its impact closely. They have challenged the school's leaders to demonstrate greater impact of this funding. |
| The Downs School |  | 07/06/13 | Outstanding | Students who are eligible for pupil premium funding join the school with attainment which is much lower than that of most students. In 2012, the gap in English and mathematics between their attainment and that of their peers was more than a grade. The school's interventions are ensuring that they are making progress at a faster rate than similar students nationally, and that the gap is currently closing to less than a grade. Governors are aware of how the pupil premium funding is allocated and its impact on standards. |
| The Willink School |  | 07/02/14 | Good | Consequently, students eligible for the pupil premium make at least as good progress as their peers. Students who are eligible for the pupil premium are well known by their teachers and by school leaders. In 2012 the gap in attainment between these students and their peers was approximately one and a half GCSE grades in English and two and a half GCSE grades in mathematics. However, students are now making good progress and in 2013 the gap was reduced to approximately one third of a grade in English and half a grade in mathematics. |
| Theale Green Academy |  | 11/06/15 | RI | |
| Trinity School Academy |  | 19/01/11 | Good | The school makes good use of its pupil premium funding. Eligible students benefit from enhanced careers advice, including in the sixth form, as well as small-group teaching in English and mathematics and individual mentoring. A summer school provided for these students when they are preparing to join the school in Year 7 is very effective. As a result of this variety of support, nearly two thirds of students in Year 11 have advanced three or more levels of progress in both English and mathematics. In 2013 the progress made by these students was less than that of other students in the school but above national averages. Their attainment in English was about half a grade less than that of other students in the school, and in mathematics it was over one grade less. |
| Alternative Curriculum |  | 06/02/15 | Good | The school makes very good use of its pupil premium funding and as a result eligible students achieve well. |
| Reintegration Service |  | 17/06/14 | Good | The small amount of additional funding received from the pupil premium is used effectively. Most goes to support extra one-to-one support sessions, or to obtain additional technology such as tablet computers or electronic book readers which help students become more engaged in reading. Individuals who receive additional support make progress in English and mathematics that is at least in line with others. They may well not be with the service long enough to show accelerated progress. |

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| Brookfields Special School |  | 09/03/16 | Outstanding | |
| The Castle School |  | 08/10/14 | Outstanding | Pupils who are eligible for additional government funding, including pupil premium and 'catch-up' funding, make equally good progress. The school's detailed tracking records clearly show that there are no differences in the attainment of these pupils in English or mathematics, to the rest of the school and they achieve more highly than pupils nationally with similar learning disabilities. |