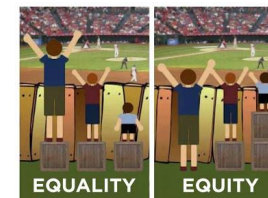




Walter Infant School: Pupil Premium Strategy 2017 – 2018

'To be the best I can be'



Walter Infant School is an equitable, safe, secure and happy place to learn; our children grow as individuals in a stimulating and exciting environment which values respect, care and concern for oneself and others.

At Walter Infant School we are committed to 'Diminishing the Difference' for all our vulnerable groups; we aim to ensure that we meet the needs of all children in school so that they all make good or better progress from their individual starting points. We have begun an exciting and rewarding journey for our children and we are committed to ensuring that our practice is 'Tilted' to meet the needs of our most vulnerable children as well as all children.

We have appointed an Assistant Headteacher with a responsibility for 'Diminishing the Difference' across the whole school and a Pupil Premium Champion who will work with the children in the classroom to ensure they all receive Quality First Teaching; any time measured SMART interventions will not take place during core curriculum lessons. There will be additional support from a Learning Support Assistant to deliver intervention packages such as Racing to English and Sound Linkage to children in Year one and Year two.

The Pupil Premium Grant (PPG) is additional funding for publicly funded schools in England to raise the attainment of disadvantaged pupils and close the gap between them and their peers.

Walter Infant School will continue to use part of the funding in a variety of ways to ensure best value for money; this could include external support from a Family Support Worker or Educational Psychotherapist. We have allocated an amount of money as 'Teacher Premium'; this money will be used to purchase or provide additional resources or programmes for children with a specific need, including financial hardship needs within the home. We will also use the funding to provide an extra-curricular club for each child, funding for school trips and help with the cost of school uniform. Any PPG child wishing to have milk will have this provided by the school.

Each eligible child receives a 'Personalised Pupil Premium Plan', which is a tailored action plan targeting their individual needs. This will be designed to close any gaps the child may have academically so that we can target accelerated progress towards ARE or challenge to ensure able children are working at Greater Depth. We hold informal interviews with each child to learn more about their needs, concerns and personalities as well as offering a meeting between parents/carers and the Pupil Premium teacher.

1. Summary information

School	Walter Infant School				
Academic Year	2017 18	Total PP budget	£36,456	Date of most recent PP Review	10/17
Total number of pupils	309	Number of pupils eligible for PP	30	Date for next internal review of this strategy	01/18

2. Current attainment				
<p>School data: GLD 83% 9 PP pupils were assessed at the end of Foundation Stage including 3 LAC children 83% achieved GLD +5% from all children and 23% increase on 2016 17</p> <p>School data: Phonics Benchmark 80% 7 PP pupils were assessed in the Y1 Phonics Screening 5 children achieved the benchmark 2 children did not – each child is worth 14%. 71% achieved the benchmark (all children 80% - gap 9%)</p> <p>School data: RWM 71% RWMS 71% 7 PP pupils were assessed at the end of KS1 43% (3 children RWMS combined) – gap 28% (47% in 2016 17 +19%) 43% (3 children RWM combined) – gap 28 % (49% in 2016 17 +21%)</p> <p>School data: Y2 Phonics Benchmark 100% 2 PP pupils were assessed in the Year 2 phonics retake 1 child met the benchmark and 1 did not. 95% of children retaking in Year 2 met the benchmark – gap 45%</p>	Pupils eligible for PP @ Walter Infant School		All children Nationally	
% of children at EXS or above in reading at the end of KS1	22%	57%	<i>74% (2016)</i>	<i>79%</i>
% of children at EXS or above in writing at the end of KS1	22%	43%	<i>65% (2016)</i>	<i>72%</i>
% of children at EXS or above in mathematics at the end of KS1	22%	71%	<i>73% (2016)</i>	<i>79%</i>

% of children at EXS or above in reading, writing and maths KS1		11%	43%	60% (2016)	No data
% of children meeting the benchmark in the Phonics Screening in Year 1		71%	67%	77% (2015)	84%
% of children meeting the benchmark in the Phonics Screening in Year 2		100%	50% (1 child)	<i>No data</i>	No data
% of children at expected or exceeding in writing in FS		60%	83%	71% (2015)	No data
% of children at expected or exceeding in reading in FS		60%	83%	76% (2015)	No data
% of children at expected or exceeding in number in FS		80%	92%	78% (2015)	No data
% of children at GLD at the end of Foundation Stage		60%	83%	66% (2015)	No data
3. Barriers to future attainment (for pupils eligible for PP)					
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)					
A.	Low baseline scores on entry to school				
B.	New beginners in English				
C.	Many of the children that are eligible for Pupil Premium Funding are in other vulnerable groups as well.				
D.	Speech and Language delay				
E.	Attendance for some PP children is low				
F.	Punctuality				
G.	Parental engagement				
H.	Potential school refusal/reluctance to come to school				
I.	Dysfunctional families and disrupted home lives				
J.	Child protection/child in need				
K.	Low income in a high income environment				
4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)				Success criteria	
A.	All our children will make good or better progress from their individual starting points			GLD, Phonics, KS1 SATS	
B.	Accelerated English Language acquisition using time measured interventions including Racing to English and Sound Linkage			ARE in speaking and Listening by after two years in school	

C.	All vulnerable groups making good or better progress	GLD, Phonics, KS1 SATS
D.	All children (that need it) receiving Speech and language therapy and programmes.	Early identification of Speech and Language needs
E.	Improve attendance for PP children in line with all children @ 97%	All PP children come to school everyday
F.	Children arrive at school on time and are collected from school on time.	No late attendance recorded
G.	Parents attend 100% of consultation meetings, school plays and assemblies, open evenings and stay and plays (in FS)	100% attendance at parent consultations
H.	All children happy to come to school every day	100% attendance if well
I.	School is fully informed of home circumstances (on a need to know basis) so that children can be nurtured accordingly and equitable procedures put in place	Positive home school relationships with all parents and -----
J.	Open and honest relationships to keep the children safe	Stringent record keeping procedures in place
K.	The children have the same opportunities as all other children in school where there is financial requirement e.g. an extra-curricular club, milk, school trips etc.	Each child attends an extra-curricular club if they wish to. All children have the equipment and resources they need including school uniform.
L.	All teaching and learning environments (classrooms and outside spaces) reflected 'Tilted' practice so that all children can achieve and make progress	Planning and classroom practice identifies the needs of PPG children first

5. Planned expenditure	
Academic year	£36,480

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?
All children have access to Quality First Teaching	Triangulated monitoring including classroom observations, pupil progress meetings, planning scanning and book looks	At Walter Infant School we believe that if we can get our practice right for our disadvantaged children we should be meeting the learning and emotional needs of all our children.	SLT and DLT will have a rigorous monitoring timetable planned over the academic year (see school diary)	Assistant Head	Every half term Outcome:
Total budgeted cost					No additional cost

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?
All children entitled to PP funding will make good or better progress from their starting points	Pupil Premium children (and all disadvantaged children) will be the focus of pupil progress meetings.	Children who are working below ARE or below their potential should make accelerated progress with targeted interventions or challenges	Triangulated monitoring Data – monitoring SIMS and PITAS and measuring progress	SLT and subject leaders	At the end of each half term Outcome:
Total budgeted cost					No additional cost

iii. Other approaches					
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?
Successful practice from Foundation Stage(16/17) to be in place for all cohorts across the school	<ul style="list-style-type: none"> • Pupil Premium Champion to provide support for children across both Key stages • 'Diminishing the Difference' lead by Assistant Headteacher • Additional hours for wave 2 support in the afternoons for key PPG children • Set academic targets with the class teacher • Time measured interventions to 'diminish the difference' – including 1:1 reading, small group phonics small group maths (with a qualified teacher) • Play therapy with an Educational Psychologist • Family Support worker, including home visits for 	<p>In 2016 17 we had an Early Years Practitioner working with the PPG children in FS2: our data shows that this had a significant impact on closing the gaps and accelerating progress.</p> <p>We will use the same model in FS2 and KS1 this year ensuring that all children have QFT as well as time measured interventions (outside Core Curriculum lessons)</p> <p>Children identified for Wave 2 interventions will have a Learning Plan (with academic targets) working in Parallel with the</p>	The Pupil Premium lead will monitor the impact of all additional support or financial expenditure	Assistant Head/SLT	<p>Termly</p> <hr/> <p>Outcome: October 2017 All PPG children have a personalised plan in place and are supported in meeting their targets. The children have a voice and so do the parents. We have changed provision to ensure that PPG children are not removed from Core Subject lessons and that any interventions will take place in the afternoons only. These will be time measured and tailor-made for each child.</p>

	parents <ul style="list-style-type: none"> • Extra-curricular clubs • Teacher premium money (which teachers can bid for) • Free school milk 	Personalised Plans			
Total budgeted cost					
20% Assistant Headteacher salary:					£10,660
50% Pupil Premium Champion salary (EYP)					£15,500
4 hours LSA time for 39 weeks					£1,920
Family Support Worker					£1,650
Educational Psychotherapist					£2,400

	School trips	£264
	Assistance with Uniform Purchases	£96
	School clubs	£2,640
	Teacher Premium	£1,000
	Cool milk	£350
		£36,480

6. Review of expenditure				
Previous Academic Year				
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	
All children have access to Quality First Teaching	Triangulated monitoring including classroom observations, pupil progress meetings, planning scanning and book looks	All children do now have access to Quality First Teaching in all lessons. We have had significant staffing changes and rigorous performance management to improve the quality of teaching and learning across the school. Observations and learning walks show that all teaching is good or better. The practice in every class is now 'tilted' to meet the varied needs of the children	<p>Yes</p> <p>All classroom practice will be 'Tilted' to ensure we have an equitable approach for all children including our most vulnerable.</p> <p>PPG children will be a focus for pupil progress, performance management, marking, planning and book looks.</p>	
ii. Targeted support				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	

All children entitled to PP funding will make good or better progress from their starting points	Pupil Premium children (and all disadvantaged children) will be the focus of pupil progress meetings.	All PPG children have made good or better progress (see data)	Yes We need to focus on children in Year 1 and Year 2 to ensure that they have the same opportunities' as FS children.
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iii. Other approaches

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)
Each PP child will have a personalised Pupil Premium Provision Plan	<ul style="list-style-type: none"> • Interview pupils and parents to ascertain individual needs. • Set academic targets with the class teacher • Time measured interventions to 'diminish the difference' – including 1:1 reading, small group phonics small group maths (with a qualified teacher) • Play therapy with an Educational Psychotherapist • Family Support worker, including home visits for parents • Extra-curricular clubs • Teacher premium money (which teachers can bid for) • Free school milk 	<p>All PPG children have a personalised plan in place and are supported in meeting their targets.</p> <p>The children have a voice and so do the parents.</p> <p>We have changed provision to ensure that PPG children are not removed from Core Subject lessons and that any interventions will take place in the afternoons only. These will be time measured and tailor-made for each child.</p>	<p>Yes – this has worked extremely well and has had a positive impact on all children. Teachers feel responsible and accountable for the progress and attainment of the children in their class. We can also ensure that we hear the child's voice and the parent's voice.</p>

7. Additional detail

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

The school is adopting a different approach to meeting the needs of PPG children from previous years: as mentioned above, the Pupil Premium and any other disadvantaged children will be the focus of Pupil Progress which will measure whether the Personalised Pupil Premium Packages are having a positive impact on progress and attainment – this will be measured through tracking and assessment as well pupil progress meetings.

Practice will be 'TILTED' to ensure equity over equality for PPG children; so that their needs are met each day (whatever they may be).

