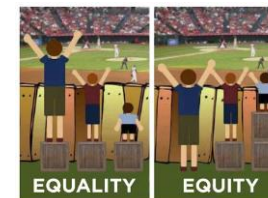




# Walter Infant School: Pupil Premium Strategy 2016 – 2017

*'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. The Pupil Premium Grant 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 uses this funding in a variety of ways to ensure best value for money; this could include individual and small group teaching by a qualified teacher, external support from a Family Support Worker or Educational Psychology-therapist, purchasing equipment from 'Teacher Premium' money, a precision teaching programme, and a free extra-curricular school club for all children who qualify for the funding.

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					
<b>School</b>	Walter Infant School				
<b>Academic Year</b>	2016 17	<b>Total PP budget</b>	£28,340	<b>Date of most recent PP Review</b>	10/16
<b>Total number of pupils</b>	318	<b>Number of pupils eligible for PP</b>	21	<b>Date for next internal review of this strategy</b>	01/17

## 2. Current attainment

<p><b>School data: GLD 76%</b> 5 PP pupils were assessed at the end of Foundation Stage 60% achieved GLD – gap 16%</p> <p><b>School data: Phonics Benchmark 83%</b> 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 and 28% did not – gap 12%</p> <p><b>School data: RWM 60% RWMS 58%</b> 9 PP pupils were assessed at the end of KS1 11% (1 child RWMS combined) – gap 47% 11% (1 child RWM combined) – gap 49%</p> <p><b>School data: Y2 Phonics Benchmark 100%</b> 7 PP pupils were assessed in the Year 2 phonics retake 100% met the benchmark – gap 0%</p>	<p><i>Pupils eligible for PP (your school) 2016</i></p>	<p><i>All children Nationally</i></p>
<p><b>% of children at EXS or above in reading at the end of KS1</b></p>	<p><b>22%</b></p>	<p><i>74% (2016)</i></p>
<p><b>% of children at EXS or above in writing at the end of KS1</b></p>	<p><b>22%</b></p>	<p><i>65% (2016)</i></p>
<p><b>% of children at EXS or above in mathematics at the end of KS1</b></p>	<p><b>22%</b></p>	<p><i>73% (2016)</i></p>
<p><b>% of children at EXS or above in reading, writing and maths KS1</b></p>	<p><b>11%</b></p>	<p><i>60% (2016)</i></p>
<p><b>% of children meeting the benchmark in the Phonics Screening in Year 1</b></p>	<p><b>71%</b></p>	<p><i>77% (2015)</i></p>
<p><b>% of children meeting the benchmark in the Phonics Screening in Year 2</b></p>	<p><b>100%</b></p>	<p><i>No data available</i></p>
<p><b>% of children at expected or exceeding in writing in FS</b></p>	<p><b>60%</b></p>	<p><i>71% (2015)</i></p>
<p><b>% of children at expected or exceeding in reading in FS</b></p>	<p><b>60%</b></p>	<p><i>76% (2015)</i></p>
<p><b>% of children at expected or exceeding in number in FS</b></p>	<p><b>80%</b></p>	<p><i>78% (2015)</i></p>
<p><b>% of children at GLD at the end of Foundation Stage</b></p>	<p><b>60%</b></p>	<p><i>66% (2015)</i></p>
<p><b>3. Barriers to future attainment (for pupils eligible for PP)</b></p>		
<p><b>In-school barriers</b> (<i>issues to be addressed in school, such as poor oral language skills</i>)</p>		

<b>A.</b>	Low baseline scores on entry to school
<b>B.</b>	New beginners in English
<b>C.</b>	Many of the children that are eligible for Pupil Premium Funding are in other vulnerable groups as well.
<b>D.</b>	Speech and Language delay
<b>E.</b>	Attendance for some PP children is low
<b>F.</b>	Punctuality
<b>G.</b>	Parental engagement
<b>H.</b>	Potential school refusal/reluctance to come to school
<b>I.</b>	Dysfunctional families and disrupted home lives
<b>J.</b>	Child protection/child in need
<b>K.</b>	Low income in a high income environment
<b>4. Desired outcomes</b> ( <i>Desired outcomes and how they will be measured</i> )	
<b>A.</b>	All our children will make good or better progress from their individual starting points
<b>B.</b>	Accelerated English Language acquisition using time measured interventions including Racing to English
<b>C.</b>	All vulnerable groups making good or better progress
<b>D.</b>	All children (that need it) receiving Speech and language therapy and programmes.
<b>E.</b>	Improve attendance for PP children in line with all children @ 97%
<b>F.</b>	Children arrive at school on time and are collected from school on time.
<b>G.</b>	Parents attend 100% of consultation meetings, school plays and assemblies, open evenings and stay and plays (in FS)
<b>H.</b>	All children happy to come to school every day
<b>Success criteria</b>	
	GLD, Phonics, KS1 SATS
	ARE in speaking and Listening by after two years in school
	GLD, Phonics, KS1 SATS
	Early identification of Speech and Language needs
	All PP children come to school everyday
	No late attendance recorded
	100% attendance at parent consultations
	100% attendance if well

<b>I.</b>	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 -----
<b>J.</b>	Open and honest relationships to keep the children safe	Stringent record keeping procedures in place
<b>K.</b>	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.

### 5. Planned expenditure

<b>Academic year</b>	£28,340 (21 pupils)
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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

<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>
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)	Head and PPG lead	Every half term
					<b>Outcome:</b> October 2017 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
<b>Total budgeted cost</b>					No additional cost
<b>ii. Targeted support</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>
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  <b>Outcome:</b> October 2017 All PPG children have made good or better progress (see data)
<b>Total budgeted cost</b>					No additional cost
<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>
Each PP child	<ul style="list-style-type: none"> <li>Interview pupils and</li> </ul>	Our data shows that	The Pupil Premium lead will	DB/JW/SLT	Termly

will have a personalised Pupil Premium Provision Plan	<p>parents to ascertain individual needs.</p> <ul style="list-style-type: none"> <li>• Set academic targets with the class teacher</li> <li>• Time measured interventions to 'diminish the difference' – including 1:1 reading, small group phonics small group maths (with a qualified teacher)</li> <li>• Play therapy with an Educational Psychotherapist</li> <li>• Family Support worker, including home visits for parents</li> <li>• Extra-curricular clubs</li> <li>• Teacher premium money (which teachers can bid for)</li> <li>• Free school milk</li> </ul>	most children in receipt of Pupil Premium funding are working below ARE – these children will have academic targets to 'diminish the difference	monitor the impact of all additional support or financial expenditure		<p><b>Outcome:</b> October 2017</p> <p>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>
<b>Total budgeted cost</b>					<b>£7,920 per term (teacher salary)</b>
<b>Pupil Premium Teacher:</b>					<b>£23,762.92</b>
<b>Family Support Worker</b>					<b>£1600</b>
<b>Educational Psychotherapist</b>					<b>£1320</b>
<b>School trips</b>					<b>£221</b>

	<b>School clubs</b>	<b>£1286</b>
	<b>Teacher Premium</b>	<b>£1000</b>
	<b>Cool milk</b>	<b>£246.62</b>
		<b>£29436.54</b>

## 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)	Cost <small>Teacher</small>
To provide value for money; all children making good or better progress	Pupil Premium Teacher 3 days per week	<p>No; the children in Year 2 in KS1 did not make accelerated progress to close their gaps in reading, writing, mathematics and science. Only 1 child out of 9 achieved ARE at the end of year 2.</p> <p>Year 2 children did make good progress in phonics.</p> <p>The gap in FS is 6% below National.</p> <p>The gap in Y1 for Phonics is also 6% below National</p>	<p>The teachers will be held accountable for the children in their classes to ensure we are able to 'Diminish the Difference' for disadvantaged children.</p> <p>Pupil Premium children are the focus for pupil progress meetings.</p> <p>We have adopted a personalised planning system so that all PPG children will have their individual needs targeted from their personal starting points.</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)	Cost <small>Teacher</small>

To close the gaps for disadvantaged children	1:1 teaching	No	1;1 teaching for all children does not ensure rapid progress as the timetable would only allow for one or two twenty minutes slots per week. The children have to be withdrawn from their lessons and could then have further gaps.	
<b>iii. Other approaches</b>				
<b>Desired outcome</b> All pupil premium children can access an extra-curricular activity for free	<b>Chosen action / approach</b> To provide an extra-curricular club for every PPG child	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.  This impacted positively and all children, especially those who wished to play tennis or football.	<b>Lessons learned</b> (and whether you will continue with this approach)  This will continue for the next academic year	<b>Cost</b>  <b>£1286.50</b>

## 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).



