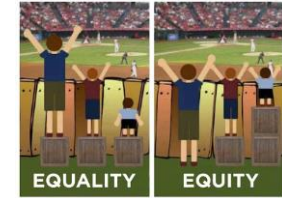




## Walter Infant School and Nursery

### Pupil Premium Strategy September 2019 – July 2020

*'To be the best I can be'*



Walter Infant School and Nursery is an equitable, safe, secure and happy place to learn; our children grow as individuals in a stimulating and exciting environment which values respect, kindness, honesty, empathy and resilience.

#### Introduction

At Walter Infant School and Nursery 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 are also committed to providing an exciting and rewarding learning journey for our children and to ensuring that our practice is 'Tilted' to meet the needs of our most vulnerable children. 'Tilted' practice in our school means that the children in receipt of the Pupil Premium Grant will be considered first in planning, feedback, provision and assessment by the class teacher and all other members of the school staff.

#### Staffing

From September 2019, provision for Pupil Premium Children will be led again by Judy Wheeler the Head teacher; the responsibility for ensuring that the needs of each child in receipt of pupil premium funding is met, will be the class teachers with support from other members of the school team, including Learning Support Assistants, the Inclusion Manager, the SEN support lead and the Pupil Premium Champion. Tilted practice and meeting the needs of all our children, including our most vulnerable, is a whole school shared responsibility.

#### Pupil Premium Grant (PPG)

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 and Nursery will use the funding in a variety of ways to ensure maximum impact on the pupils well-being, progress and attainment, as well as best value for money; this could include external support from a Family Support Worker, or therapeutic support from Canine Assisted Learning (<mailto:info@canineassistedlearning.com>.) 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, payment for school trips and help with the cost of school uniform (including coats, shoes and PE kits). Any PPG child wishing to have milk will have this provided by the school.

Each eligible child has a '**Personalised Pupil Premium Plan**', which is a tailored action plan targeting their individual needs; we will complete an evaluation of this provision in the autumn term of 2019 to streamline the size of the document to make it more user friendly! 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 Leader.

As we move towards the end of the year 2019, we have evaluated the priorities of school carefully and believe that we need to invest much of our additional spending in Continuous Professional Development for our staff; this should have the greatest impact on our children. Miss Lisa Palmer will attend the Oracy 21 project to learn how to develop self-confidence in children's oracy skills so that they have a voice and can make themselves heard and understood. Miss Palmer will train the whole school in Oracy (Voice) 21 skills and we will invest some of our funding in resources to support the programme and in improving our learning environments for our most vulnerable children and in turn all our children.

In Foundation 2 (F2) our children are assessed using the Early Years Foundation Stage Profile; we have 11% of children in F2 entitled to the PPG funding compared with 7% in Wokingham. 92% of children achieved a Good Level of Development (GLD). 75% of Pupil Premium children achieved compared with 92% of all children; the gap is 17%.

The Local Authority: 77% of Wokingham children achieved GLD; 55% of PPG children and 79% all children with a gap of 24% - our gap is 8% lower which is a very positive picture.

#### Percentage of F2 children achieving GLD in 2016, 2017, 2018 and 2019

	<b>LAC (0)</b>	<b>PPG (4)</b>	<b>SEN (8)</b>	<b>EAL (15)</b>	<b>Boys (43)</b>	<b>Girls (47)</b>	<b>All Children (90)</b>	<b>Gap between PPG and all children</b>
<b>GLD 2016</b>		<b>40%</b>	<b>25%</b>	<b>60%</b>	<b>65%</b>	<b>85%</b>	<b>76%</b>	<b>36%</b>
	<b>LAC (3)</b>	<b>PPG (9)</b>	<b>SEN (9)</b>	<b>EAL (24)</b>	<b>Boys (54)</b>	<b>Girls (36)</b>	<b>All Children (90)</b>	
<b>GLD 2017</b>	<b>100%</b>	<b>78%</b>	<b>44%</b>	<b>75%</b>	<b>74%</b>	<b>81%</b>	<b>77%</b>	<b>1% +</b>
	<b>LAC (0)</b>	<b>PPG (6)</b>	<b>SEN (7)</b>	<b>EAL (22)</b>	<b>Boys (47)</b>	<b>Girls (43)</b>	<b>All Children (90)</b>	
<b>GLD 2018</b>	<b>N/A</b>	<b>67%</b>	<b>29%</b>	<b>91%</b>	<b>77%</b>	<b>93%</b>	<b>84%</b>	<b>17%</b>
	<b>LAC (0)</b>	<b>PPG (12)</b>	<b>SEN (5)</b>	<b>EAL (22)</b>	<b>Boys (38)</b>	<b>Girls (52)</b>	<b>All Children (90)</b>	

<b>GLD 2019</b>	<b>N/A</b>	<b>75%</b>	<b>80%</b>	<b>95%</b>	<b>84%</b>	<b>94%</b>	<b>92%</b>	<b>25%</b>
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Some of the children in receipt of pupil premium funding had very complex needs and poor attendance. These children will be very closely monitored in Year 1, by Judy Wheeler (PPG Leader 2019 20)

### Phonics 2019

Phonics 2016						
	PPG	SEN	EAL	Boys	Girls	ALL
Year 1	71%	67%	92%	87%	72%	82%
Year 2	100%	86%	91%	100%	95%	98%
Phonics 2017						
	PPG	SEN	EAL	Boys	Girls	ALL
Year 1	57%	30%	87%	80%	80%	80%
Year 2	50%	100%	100%	89%	100%	95%
Phonics 2018						
	PPG	SEN	EAL	Boys	Girls	ALL
Year 1	79%	55%	84%	84%	92%	88%
Year 2	100%	100%	100%	100%	100%	100%
Phonics 2019						
	PPG	SEN	EAL	Boys	Girls	ALL
Year 1	75%	58%	91%	86%	93%	90%
Year 2	100%	100%	100%	89%	100%	92%

The gap for PPG children has fluctuated:

	2016	2017	2018	2019
<b>Gap Y1</b>	11%	23%	9%	15%
<b>Gap Y2</b>	2% +	45%	0%	8%

We will focus on closing the gap for the PPG children in Year 2 and specifically the children who will retake the screening so that we have a direct comparison. All class teacher's will have a target to reduce the gap for PPG children and all children.

## **PPG headlines for the cohort completing their time with us in 2019**

60% (9 out of 15) of our PPG children made accelerated progress in one of more core subjects (diminishing the difference). In 2018 88% (7 out of 8) made accelerated progress.

By the end of Y2 60% (50% in 2018) of our PPG children achieved expected or above in RWM&S (equivalent to GLD in F2) – **7% fewer than achieved GLD**

### **Expected or above**

At the end of Y2 93% (75% in 2018) of our PPG were expected or above in maths - **diminishing the difference by 13%**

At the end of Y2 73% (63% in 2018) of our PPG were expected or above in writing - **diminishing the difference by 6%**

At the end of Y2 73% (75% in 2018) of our PPG were expected or above in reading – **the same as in F2**

### **Exceeding**

No PPG children were exceeding in any subject at the end of F2

At the end of Y2 27% (25% in 2018) were exceeding in reading - **diminishing the difference by 27%**

At the end of Y2 7% (13% in 2018) was exceeding in writing - **diminishing the difference by 7%**

At the end of Y2 27% (13% in 2018) was exceeding in maths - **diminishing the difference by 27%**

1. Summary information					
<b>School</b>	Walter Infant School <b>This funding remains in place until the end of the financial year 2020</b>				
<b>Academic Year</b>	2019-20	<b>Total PP allocation</b>	£45,480	<b>Date of most recent PP Review</b>	11/09/19
<b>Total number of pupils</b>	303	<b>Number of pupils eligible for PP</b>	29 FSM (F2,KS1) FSM + 1 Service + 3 LAC	<b>Date for next internal review of this strategy</b>	31/09/20

Please note that the academic year and the financial year are not concurrent; therefore the numbers of PPG children in September 2019 are different but the funding remains the same until Easter, based on the January census.

## 2. Current attainment 2018 2019

## Summary of School data for children in receipt of PP Grant

### **School data: GLD 84%**

10 PP pupils were assessed at the end of Foundation Stage (each PP child is worth 10%)

70% achieved GLD (+3%) 25 %from all children. 3 children did not achieve reading and writing at the end of F2 (1 child was very ill and had attendance below 60%)

### **School data: Phonics Benchmark 88% year 1**

7 PP pupils were assessed in the Y1 Phonics Screening (each PP child is worth 14%) 1 PP child missed the benchmark

PP children in year 1 achieved 86% - the gap between PP children and all children is 11%

### **School data: End of KS1 Results RWM 78% RWMS 78%**

15 PP pupils were assessed at the end of KS1 (each PP child is worth 7%) they achieved

RWM 60% – gap 20% -8%

RWMS 60% – gap 20% -8%

20% rise for PPG children in writing

18% rise for PPG children in reading

### **School data: Y2 Phonics Benchmark 100%**

All PP children met the phonics bench mark in 2019 compared with 92% of all children.

2.	3.	4.					
The results for each year group are cohort driven because the number of children in receipt of the PP funding differs substantially year on year; this is referred to as Cohort Driven Data. Three children in the Foundation Stage, who are in receipt of PP funding, did not meet ARE due to specific learning difficulties which are being addressed through their Personalised Pupil Premium Plan.		<b>Pupils eligible for PP @ Walter Infant School</b>			<b><u>All Wokingham borough children</u></b>		
		<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>
<b>% of children at EXS or above in reading at the end of KS1</b>		57%	75%	73%	82%	82%	80%
<b>% of children at EXS or above in writing at the end of KS1</b>		43%	63%	73%	74%	76%	74%

<b>% of children at EXS or above in mathematics at the end of KS1</b>	71%	75%	93%	81%	82%	81%
<b>% of children at EXS or above in reading, writing and maths KS1</b>	43%	50%	60%	69%	71%	69%
<b>% of children meeting the benchmark in the Phonics Screening in Year 1</b>	57%	79%	86%	83%	86%	84%
<b>% of children meeting the benchmark in the Phonics Screening in Year 1 and 2</b>	50% 1child	100%	100%	72%	73%	82%
<b>% of children at expected or exceeding in writing in FS</b>	83%	67%	70%	79%	78%	79%
<b>% of children at expected or exceeding in reading in FS</b>	83%	67%	70%	85%	83%	84%
<b>% of children at expected or exceeding in number in FS</b>	92%	67%	90%	87%	85%	86%
<b>% of children at GLD at the end of Foundation Stage</b>	83%	67%	70%	76%	75%	77%

We can see a rise in the percentage/number of children achieving Age Related Expectations in all subjects apart from reading at the end of KS1, however, due to cohort driven data this is less than one child as each child this academic year was worth 7% as there were 15 PPG, considerably more than we have had in previous years (8 PPG children in 2018). This data compares our Pupil Premium Children with ALL Wokingham children to highlight the gap.

5. 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 of children eligible for PPG on entry to school	
B.	Many of the children that are eligible for Pupil Premium Funding are in other vulnerable groups such as English as an Additional Language (EAL), Special Educational Needs (SEN).	
C.	Core skills (word reading, reading comprehension, development of writing skills, arithmetic skills, speaking and listening skills) are often lower for PP children than all children.	
D.	Communication and Language difficulties	
E.	Social and emotional resilience of many children eligible for PPG affects learning, relationships and well being	
External barriers		
F.	Attendance of some PP children is below our target of 95%, including late arrival, periods of illness and unauthorised absence	
G.	Home support from families and links between home and school, for some children, affects progress and attainment	
H.	Complex family dynamics affects relationships and wellbeing for some children eligible for the PP Grant. Some of these children are subject to a Child protection/child in need order.	
I.	Most of the children at our school come from high income backgrounds. This provides a stark contrast of our children eligible for the PP Grant with low income backgrounds.	
6. 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. Measured by point in assessments (PITAs), information from pupil performance meetings and end of year attainment.	We will achieve this by providing: <ul style="list-style-type: none"><li>• Quality first teaching</li><li>• Tilted practice</li><li>• CPD for staff</li><li>• Focused support from PP champion and class teacher</li></ul>



<b>B.</b>	Children eligible for the PP Grant with additional needs will make the same progress and attain at the same level as all children. Measured by book reviews, point in assessments and information from pupil performance meetings.	<p>We will achieve this by providing:</p> <ul style="list-style-type: none"> <li>• Quality first teaching</li> <li>• Specific, measurable, achievable, realistic and timely personalised programmes for additional needs.</li> <li>• CPD for staff</li> <li>• Focused support from class teacher and PP champion</li> </ul>
<b>C.</b>	Children eligible for the PP Grant will make as much progress as all children. Measured by point in assessments (PITAs), information from pupil performance meetings and end of year attainment.	<p>We will achieve this by providing:</p> <ul style="list-style-type: none"> <li>• Quality first teaching</li> <li>• CPD for staff</li> <li>• Focused support from class teacher and PP champion</li> </ul>
<b>D.</b>	Communication and Language difficulties diminished for all children. Measured by review of speech and language programs, information from point in assessments and information from pupil performance meetings.	<p>We will achieve this by providing:</p> <ul style="list-style-type: none"> <li>• Early identification of Speech and Language needs</li> <li>• Focused language and communication support</li> </ul>
<b>E.</b>	Children eligible for PPG to develop emotional resilience and social skills. Measured by attendance, performance in class and attitude to learning. This may include statements from adults and the child's voice.	<p>We will achieve this by providing:</p> <ul style="list-style-type: none"> <li>• Support from Class teacher</li> <li>• Access to coaching from PP champion</li> <li>• Access to Family Support Worker for children and parents</li> <li>• </li> </ul>

<b>F.</b>	Attendance will be in line with or above the school target. This will be measured through attendance data.	<p>We will achieve this by providing:</p> <ul style="list-style-type: none"> <li>• Information sessions for Parents</li> <li>• Regular contact for children with low levels of attendance.</li> <li>• Awards for children achieving 100%.</li> </ul>
<b>G.</b>	Children receive support from parents for school related tasks. Children are supported in homework and reading tasks. This will be measured by attendance, performance in class and attitude to learning. This may include statements from adults and the child's voice.	<p>We will achieve this by providing:</p> <ul style="list-style-type: none"> <li>• Opportunities to ensure 100% attendance at parent consultations, school plays, open evenings and stay and play sessions.</li> <li>• Access to Family Support Worker for children and parents</li> <li>• Strong relationships between class teachers and families.</li> <li>• Access to homework club.</li> </ul>
<b>H.</b>	Children eligible for the PP Grant and who are subject to a Child Protection or child in need plan, make the same progress as all children. This will be measured by point in assessments (PITAs), information from pupil performance meetings and end of year attainment.	<p>We will achieve this by providing:</p> <ul style="list-style-type: none"> <li>• Stringent attention to safeguarding.</li> <li>• 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.</li> <li>• Focused support from class teacher and Pupil Premium champion.</li> </ul>

I.	Children eligible for the PP Grant and who are living in a low income family need to make the same progress as all children. This will be measured by point in assessments (PITAs), information from pupil performance meetings and end of year attainment.	<p>We will achieve this by providing:</p> <ul style="list-style-type: none"> <li>• Positive home school relationships with all parents and carers.</li> <li>• Access to Teachers Premium fund.</li> <li>• Each child attends an extra-curricular club if they wish to.</li> <li>• All children have the equipment and resources they need including school uniform, milk and school trips.</li> </ul>
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7. Planned expenditure					
Academic year		£39,010 (33 pupils)			
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?
<b>A, B, C</b> 100% children entitled to the PPG to make good or better progress  The gap between PPG children and all children reduces from 16% to 8% by the end of July 2020 (the 16% of children working below ARE in FS will reduce to 8% by the end of Key Stage 1).	Quality First Teaching in all classrooms for all children.	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, including Higher Ability children.	Triangulated monitoring: classroom observations, pupil progress meetings, review planning and work in books.	Head teacher	Every half term
	Personalised Pupil Premium Plans, for every PPG child, updated termly with action plans and a summary of progress made.	More information about Quality first teaching can be found on the DFE website, via this link <a href="#">Quality First Teaching</a> or via the Sutton Trust <a href="#">Great Teaching</a>	Senior Leadership Team (SLT) will have a rigorous monitoring timetable planned over the academic year.		<b>All pupil premium children have made progress since the start of the academic year (September 2019 to March 2020).</b>  <b>We will have to wait until July 2020 for final data.</b>
	Provision of a Pupil Premium Champion to work with the children in the classroom.	Employing experienced and skilled TA support during core lessons gives the opportunity to split the class/inputs at key times to maximise impact and support learning needs.			<b>Our Pupil Premium Champion has a timetable which enables her to support in and out of the classroom depending on the bespoke</b>

	<p>Small group and Guided group work</p> <p>Access to a curriculum enhancement fund.</p>	<p>At Walter we believe that working in small groups and guided groups where appropriate allows our children to be successful. The research conducted by EEF supports this. More information can be found on this link. <a href="#">Collaborative learning</a></p> <p>Additional resources can be sourced for specific needs in the classroom determined by the class teacher, Pupil Premium Champion or the Headteacher.</p>			<p><b>provision for the children: this could be supporting in Canine Assisted Learning or a fine motor group where a larger space is required.</b></p> <p><b>All PPG children have had equitable access to curriculum enhancement.</b></p>
<p><b>Budgeted cost</b></p> <p>Staffing Costs £15,695</p> <p>14 hours a week LSA support £5,078</p> <p>Continuous Professional Development £6,000</p> <p>Learning Resources – Curriculum Enhancement £1,000</p>					

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?

<p><b>D</b> Communication and Language difficulties and/or Additional Learning needs. 100% PP children will achieve the SMART targets from their PP plan or from their Learning Plan</p>	<p>Quality First Teaching for all children in all classrooms</p> <p>Specific Learning Plans for children with additional speech and language needs.</p>	<p>At Walter Infant School we recognise the need for children with additional learning needs to be supported fully. Based on the thinking and ideals found in the SEND Code of Practice 2014, interventions are most effective when delivered in a clear timeframe, with Specific Measurable Achievable Realistic Time focused (SMART) targets to achieve and when based on sound research. These SMART targets must also be regularly reviewed to measure the impact.</p> <p>Children with speech and language needs will follow an individualised programme. Oral language interventions emphasise the importance of spoken language and verbal interaction in the classroom. They are based on the idea that comprehension and reading skills benefit from explicit discussion of either the content or processes of learning, or both. Read more by clicking on this link. <a href="#">Oral language interventions</a></p>	<p>Ensure that a baseline judgement or assessment is made prior to the intervention starting, in order to measure the impact or effectiveness at the end of the targeted intervention. This should be documented on the child's Individual Educational Plan (IEP) known as Learning Plans at Walter Infant School.</p> <p>Progress and impact to be monitored and reviewed by SLT and Special Educational Needs Coordinator (SENCO).</p>	<p>Head teacher and SENCO</p>	<p>Every term</p> <p><b>All SALT have made progress from their starting points.</b></p> <p><b>All programmes have been delivered by JC or the classroom LSA. New children are now receiving SALT Support</b></p>
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<b>E</b> Social and Emotional Resilience All PP children with an identified emotional need will receive therapy/and or support to enable them to manage their feelings	Access to Family support worker.  Support from Pupil Premium Champion.  Access to Assisted Canine Learning.  Access to Social and Emotional interventions.	We feel that emotional resilience and wellbeing is key for many of our children, especially for some of those eligible for PPG.  Our Family Support Advisor (FSA) provides key support for PPG pupils and other vulnerable groups, working with them through play activities to develop confidence, social interaction and wellbeing. Our FSA also provides support for managing feelings and building relationships. This helps our PPG pupils build emotional resilience and learn strategies for dealing with their own feelings. This, in turn, creates a more positive attitude to learning and willingness to participate in school life. With this support, attainment and progress are expected to improve.  Our FSA is able to signpost our families to parenting sessions and workshops. EEF Parental Involvement research and DfE published research <a href="#">DFE Parental Involvement</a>	Progress monitored and reviewed by SLT.	Headteacher with support from Well Being Leader	Every term <b>60% of the children receiving Canine Assisted Learning are PPG.</b>  <b>Our Family Support Worker Is working with 2 families (both PPG)</b>  <b>We have introduced ‘Worry Monsters’ which are being used to support some families (not all PPG).</b>  <b>All these provision are very good value for money.</b>  <b>All classroom based staff are trained in Mental Health First aid.</b>  <b>We have two Mental Health First Aiders in school (Judy Wheeler and Stephanie Rees)</b>

		<p>on the effectiveness of parental engagement (Goodall and Vorhaus, 2010) shows that a stronger link with school and a more consistent approach to school life and learning has a positive impact</p> <p>Canine-Assisted Learning provides animal-assisted intervention, activities and support to children with social and emotional needs. The service we employ at Walter Infant School use highly trained assistance dogs and therapists with a wealth of experience of working with children with special educational needs along with mainstream children. For more information click here <a href="http://www.canineassistedlearning.com/">http://www.canineassistedlearning.com/</a></p> <p>Research from EEF shows that interventions which target Social and Emotional Learning (SEL) seek to improve children's interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements</p>			<p><b>Most classroom based staff have chosen to complete an online training course entitled: Supporting Wellbeing and Mental Health in Schools.</b></p> <p><b>Canine Assisted Learning Donated Christmas Presents to all our vulnerable children.</b></p> <p><b>80% of children show that they benefit from, the therapy sessions; 1 child in sunder review and is not a PPG child. 100% of PPG children show that they benefit from CAL.</b></p> <p><b>3 members of staff have now completed a Nurture Training Course and are working to support our most vulnerable children emotionally, including PPG children</b></p>
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		<p>of learning. SEL interventions might focus on the ways in which children work with (and alongside) their peers, teachers, family or community.</p> <p>SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment.</p> <p>Read more by clicking on the link below.</p> <p><a href="#">Social and Emotional Learning</a></p>			<p><b>We share information about our most vulnerable children with staff during our Friday morning briefing; this has had a very positive impact on those children as we have a fully consistent approach.</b></p>
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<p><b>F</b></p> <p>Attendance</p> <p>All PP children will have attendance at 95% or better</p>	<p>Regular contact with parents with children who have low levels of attendance.</p> <p>Awards for children achieving 100% attendance.</p> <p>Information and feedback for parents about the importance of high attendance.</p> <p>Partnership work with the Educational Welfare Service</p> <p>Case studies for all children (including PPG) who have attendance below 95%</p>	<p>It has been shown that lower performance is associated with higher absence levels (Macleod, S., Sharp, C., Bernardinelli, D., Skipp, A. and Higgins, S. (2015). <a href="#">Supporting the Attainment of Disadvantaged Pupils: Articulating Success and Good Practice</a>. London: DfE</p> <p>Therefore, we will focus on our PPG children in particular, to ensure they are given every opportunity to achieve a high level of attendance.</p> <p>By encouraging increased engagement and involvement with the school (EF Parental Involvement research and DfE published research on the effectiveness of parental engagement <a href="#">effectiveness of parental engagement</a> (Goodall and Vorhaus, 2010)), we believe attendance will improve. This will be achieved regular feedback to parents to highlight the importance of a high level of attendance.</p>	<p>Attendance regularly reviewed by Admin team and SLT.</p>	<p>Head teacher School Secretary</p>	<p>Every half term</p> <p><b>PPG children's attendance: in March is 94.36% compared with 95.66% for all children</b></p>
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<b>G</b> Parental involvement	Ensuring 100% attendance at parent consultations, school plays, open evenings and stay and play sessions.	At Walter Infant School, we intend to foster excellent relationships with all our families. We believe by working together the children will be successful. Class teachers have the responsibility to work closely with all the families of the children on their register.	Progress monitored and reviewed by SLT.	Head teacher	Every half term <b>We achieved 100% of PPG parents having some type of meeting with teachers.</b>
	Access to Family Support Worker for children and parents Strong relationships between class teachers and families.	Access to FSA will be available where necessary.  The Pupil Premium Champion will provide a homework club, support with extra reading time and help to learn spellings for a targeted group of children with limited parental engagement.			<b>Parent consultations for the Spring Term have been suspended.</b>
	Parents will be invited to meet termly with Diminishing the Difference Lead to discuss the individual needs of the children and the impact of the support provided.	The school needs to have a complete understanding of the home and life circumstances for each child and agree where how best the children can be supported.	Pupil Progress data will show if progress has been made and gaps are closing.	SLT	Autumn, Spring and Summer Terms
	PPG children will	Home Club run by PP			

	have access to homework club to support parents	Champions to ensure that the children don't miss out on reading or practising skills for weekly tests	Children able to attain in weekly tests and keep on track with weekly reading expectations	Class teachers	On going
<p style="text-align: right;"><b>Budgeted cost</b>  Family Support Worker  Canine Assisted Learning</p>					<p>£1000  £3000</p>

Children in receipt of the PP Grant will make the same progress as all children.	<p>Positive Home/ School relationships with all parents and carers.</p> <p>Access to Teacher Premium Fund, to support children with requirements at home such as a football kit.</p> <p>Access to an extra-curricular club funded by the PP Grant.</p> <p>Access to school uniform, milk and school trips funded by the PP Grant as required.</p>	<p>We will endeavour to support our PPG families by providing financial support in regard to uniform, clubs, milks and funded school trips if needed. We understand the importance for the children in receipt of the PP Grant to feel the 'sense of belonging' that wearing uniform and attending clubs can bring.</p> <p>Research from EEF shows that participation in sports positively effects academic performance. More information can be found on this link - <a href="#">Sports participation</a></p>	Progress monitored and reviewed by SLT.	Head teacher	Every half term <b>PITAS show that PPG children are all making progress</b>
<p style="text-align: right;"><b>Budgeted cost</b></p> <p style="text-align: right;">School clubs    £4000</p> <p style="text-align: right;">School trips    £300</p> <p style="text-align: right;">Teacher Premium Fund    £1000</p> <p style="text-align: right;">Cool Milk    £950</p>					

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?
<b>H</b> Children subject to CP will make the same progress as all children.	Stringent attention to safeguarding. 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.	In our experience children need to feel secure in their environment to be successful. As a team we ensure that we are meeting the needs of all children.	Close monitoring by Safe guarding lead and SLT.	Safeguarding lead and SLT	Termly at Pupil Premium Progress Meetings
<b>Budgeted cost</b>					£45,480
<b>Total budgeted cost</b>					£38,023

8. 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)
<p>A. All our children will make good or better progress from their individual starting points.</p> <p>All children have access to Quality First Teaching</p>	<p>Triangulated monitoring including classroom observations, pupil progress meetings, planning scanning and book looks.</p> <p>Pupil Premium children (and all disadvantaged children) will be the focus of pupil progress meetings.</p>	<p>All children 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 most teaching is good or better. The practice in every class is 'tilted' to meet the varied needs of the children.</p>	<p>We will continue to endeavour to provide Quality first teaching in all classrooms.</p> <p>All classroom practice has been and will continue to 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> <p>This approach has been successful this year; the children in receipt of PP Grant have been the focus of all review meetings. This has enabled both the SLT and the class teachers to remain focused on the progress of the children receiving PP funding.</p>
ii. Targeted support			

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)
<b>B.</b> Accelerated English Language acquisition using time measured interventions including Racing to English and Sound Linkage	Specific, Measurable, Achievable, Realistic and Time focused interventions including Racing to English and Sound Linkage.	100% of children in receipt of PP funding with additional needs in language acquisition have made good or better progress against their targets.	We will endeavour to ensure that most children, including all vulnerable children will access quality first teaching unless a specific intervention for New Beginners for English or a Speech and Language Programme.
<b>C.</b> All vulnerable groups making good or better progress	Early identification of additional needs.	100% of children in receipt of PP funding in vulnerable groups are making good or better progress.	We will continue to tilt our practice towards these groups and monitor the impact of our strategy.



<p><b>D.</b></p> <p>All children (that need it) receiving Speech and language therapy and programmes.</p> <p>All children entitled to PP funding will make good or better progress from their starting points</p>	<p>Early identification of Speech and Language needs.</p> <p>Individual Learning plans with SMART targets in place.</p>	<p>100% (1 child) of children in receipt of PP funding with a Speech and Language plan made good progress from their starting point.</p>	<p>100% of children in receipt of PP funding who are subject to a child protection plan made good or better progress.</p>
<p><b>iii. Other approaches</b></p>			
<p><b>Desired outcome</b></p>	<p><b>Chosen action / approach</b></p>	<p><b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p>	<p><b>Lessons learned</b> (and whether you will continue with this approach)</p>

<p><b>E.</b> Improve attendance for PP children in line with all children @ 97% All PP children come to school everyday</p>	<p>Regular contact with parents.</p> <p>Information provided to parents about the importance to high attendance levels.</p> <p>100% attendance certificates awarded.</p>	<p>82% of PP children achieved the school goal of attendance 97%.</p> <p>We are closely monitoring the attendance of all children in receipt of PP funding, especially the children who did not achieve this target last year.</p>	<p>This will continue to be monitored.</p>
<p><b>F.</b> Children arrive at school on time and are collected from school on time. No late attendance recorded</p>	<p>Parents contacted to ensure attendance at all consultations, meetings, etc.</p> <p>Positive and welcoming environment for all children and parents provided by the school.</p>	<p>82% of PP children achieved the school goal of attendance 97%.</p> <p>We are closely monitoring the attendance of all children in receipt of PP funding, especially the children who did not achieve this target last year.</p>	<p>Most children arrive on time; we are now recording lateness.</p>

<b>G.</b> Parents attend 100% of consultation meetings, school plays and assemblies, open evenings and stay and plays (in FS)	Positive home school relationships with all parents and carers.	100% Parents with children in receipt of PPG did attend all possible consultations, meetings and assemblies.	This will continue to be a focus. Some parents need a bespoke approach.
<b>H.</b> All children happy to come to school every day 100% attendance if well	Positive home school relationships with all parents and carers.	82% of PP children achieved the school goal of attendance 97%.  We are closely monitoring the attendance of all children in receipt of PP funding, especially the children who did not achieve this target last year.	Most children have reasonable attendance: one child has very low attendance mainly due to ill health but also to do with mother's mental health. We have collected the child and brought him to school on a number of occasions.

<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.	Focus on stringent safe guarding practise. Stringent record keeping procedures in place	100% of children in receipt of PP funding who are subject to a child protection plan or CIN made good or better progress.	Our data is checked regularly; some of our PPG families are the most difficult to reach at times, often if they have not paid their phone bills etc.
<b>J.</b> Open and honest relationships to keep the children safe	Focus on stringent safe guarding practice. Stringent record keeping procedures in place	100% of children in receipt of PP funding who are subject to a child protection plan or CIN made good or better progress.	Honesty is one of school values. We expect and respect honest and open relationships
<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.	<p>Access to financial help with uniform, milk, clubs and trips to be available.</p> <p>Teachers Premium fund to be available for teachers to support children with specific needs in their class.</p>	<p>All of the children eligible for PP were provided with the opportunity to attend an extra-curricular club. 100% of children attended for all or part of the year.</p> <p>The Teachers Premium fund was used to provide clothing, home resources and school resources.</p>	We try hard to balance the inequality that the children experience in school.

<p>Each PP child will have a Personalised Pupil Premium Provision Plan</p>	<ul style="list-style-type: none"> <li>• Interview pupils and parents to ascertain individual needs.</li> <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>• 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>	<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>	<p>This has worked extremely well and has had a positive impact on all children.</p> <p>Teachers feel responsible and accountable for the progress and attainment of the children in their class.</p>	
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## 9. Additional detail

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

This strategy runs alongside the School Development plan, the School Evaluation Form and the Curriculum policy.

### Glossary

<b>EYFSP</b>	Early Years Foundation Stage Profile (EYFSP) – Each child’s level of development is recorded against the assessment scales in the EYFSP at the end of the term when the child reaches five years old. The EYFSP is designed to ensure that every child leaves the EYFS with their strengths acknowledged and celebrated, their learning and development needs identified, and plans made for the next steps in their learning.
<b>EAL</b>	English as an Additional Language refers to the teaching of English in schools to children whose first language is not English.
<b>EHCP</b>	An education, health and care (EHC) plan is for children and young people aged up to 25 who need more support than is available through special educational needs support. EHC plans identify educational, health and social needs and set out the additional support to meet those needs.
<b>EXS</b>	Expected Standard
<b>GDS</b>	Greater Depth Standard
<b>SEND</b>	Children with special educational needs and disabilities (SEND)
<b>EYFS</b>	Early Years Foundation Stage (EYFS) – The new regulatory and quality framework for the provision of learning, development and care for children between birth and the academic year in which they turn five (0–5).
<b>EYPP</b>	Early Years Pupil Premium: Pre-school support funding. Early Years Pupil Premium (EYPP) is additional funding for early years pre-school settings to improve the education they provide for disadvantaged 3- and 4 year-olds.
<b>FSM</b>	Free school meals, child is eligible to free meals at school.
<b>FSW</b>	Family Support worker, individual employed by the school to provide social and emotional support to our families.
<b>GLD</b>	Good Level of Development Children achieving a good level of development are those achieving at least the expected level within the following areas of learning: communication and language; physical development; personal, social and emotional development; literacy; and mathematics.

<b>LAC</b>	Looked After Children looked after children are: living with foster parents, living in a residential children's home, living in residential settings like schools or secure units. They can also be children who have been adopted or subject to a special guardianship order.
<b>PP Grant</b>	Pupil Premium Grant - The pupil premium is additional funding for publicly funded schools in England. It is designed to help disadvantaged pupils of all abilities perform better, and close the gap between them and their peers.
<b>Pupil Progress Meetings</b>	Termly meetings between the class teacher and Senior Leadership Team to discuss the children's progress and set an action plan to close any gaps.
<b>RWM</b>	Reading, Writing and Maths combined attainment
<b>RWMS</b>	Reading, Writing, Maths and Science combined attainment
<b>SLT</b>	Senior Leadership Team, consists of Head Teacher and Deputy Head Teacher
<b>SMART</b>	Specific, Measurable, Achievable, Realistic and Time focused interventions.
<b>Tilted Practice</b>	Teacher's practice should be tilted towards the PP children. This will include: class planning should consider their needs first, books marked first, assessment tasks completed first.

