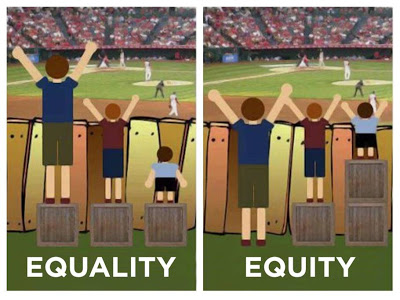
# Logo colour No 3Walter Infant School: Impact of the Pupil Premium Strategy 2018 – 2019



*‘****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, kindness, honesty, empathy and resilience.**

**Introduction**

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 are committed to providing an exciting and rewarding learning journey for our children and we are committed 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 PP Grant will be considered first in planning, marking, assessment by the class teacher and all other members of the school staff.

**Staffing**

The Assistant Headteacher at Walter Infant school has the responsibility for ensuring that all staff are committed to ‘Diminishing the Difference’ across the school. We have two Pupil Premium Champions who work with the children in the classroom or in small groups or one to one to support children in overcoming barriers to learning such as Speech and Language.

**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 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 leader.

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| 1. **Summary information** | | | | | |
| **School** | Walter Infant School | | | | |
| **Academic Year** | 2018 19 | **Total PP budget** | £38,893 | **Date of most recent PP Review** | 09/18 |
| **Total number of pupils** | 307 | **Number of pupils eligible for PP** | 33(F2,KS1) | **Date for next internal review of this strategy** | 01/19 |

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| **2. Current attainment** |
| **Summary of School data for children in receipt of PP Grant**  **School data: GLD 84%**  6 PP pupils were assessed at the end of Foundation Stage (each PP child is worth16.6%)  67% achieved GLD -17% from all children. We have fewer PPG children in FS2 this year; however 2 children did not meet GLD which is the same as 2017. The children in receipt of the PP Grant have made progress this year, maintaining this progress and closing the gap will be a focus for year 1.  **School data: Phonics Benchmark 88% year 1**  14 PP pupils were assessed in the Y1 Phonics Screening (each PP child is worth 7%)  PP children in year 1 achieved 79% - the gap between PP children and all children is 9%  **School data: End of KS1 Results RWM 78% RWMS 78%**  8 PP pupils were assessed at the end of KS1 they achieved (each PP child is worth 12.5%)  RWM 50% – gap 28%  RWMS 50% – gap 28 %  20% rise for PPG children in writing  18% rise for PPG children in reading  **School data: Y2 Phonics Benchmark 100%**  All of the 4 PP pupils achieved the phonics benchmark (each PP child is worth 25%) |

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| 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. Two 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: both children made better than good progress (accelerated) from their low baselines (starting points). | **Pupils eligible for PP @ Walter Infant School** | | **All Wokingham**  **borough children** | |
| **% of children at EXS or above in reading at the end of KS1** | **2017** | **2018** | **2017** | **2018** |
| 57% | 75% (+18%) | 82% | *82%* |
| **% of children at EXS or above in writing at the end of KS1** | 43% | 63% (+20%) | *74%* | *76%* |
| **% of children at EXS or above in mathematics at the end of KS1** | 71% | 75% (+4%) | *81%* | *82%* |
| **% of children at EXS or above in reading, writing and maths KS1** | 43% | 50% (+7%) | 69% | 71% |
| **% of children meeting the benchmark in the Phonics Screening in Year 1** | 57% | 79% (+22%) | 83% | 86% |
| **% of children meeting the benchmark in the Phonics Screening in Year 2** | 50% (1child) | 100% (+50%) | 72% | 73% |
| **% of children at expected or exceeding in writing in FS** | 83% | 67% (-16%) | 79% | 78% |
| **% of children at expected or exceeding in reading in FS** | 83% | 67% (-16%) | 85% | 83% |
| **% of children at expected or exceeding in number in FS** | 92% | 67% (-25%) | 87% | 85% |
| **% of children at GLD at the end of Foundation Stage** | 83% | 67% (-16%) | 76% | 75% |

We are aware that are data shows a drop when comparing 2018 with 2017, however, that is due to the abilities and numbers of children; we had fewer children in 2018 in receipt of PPG funding so each individual child was worth 8%, so 16% is 2 children and 25% is 3 children. Our data compares favourably with Wokingham Data @ 57% and National Data @ 57.2%. We are committed to reducing this difference to 8% by July 2020 (when the children complete Year 2).

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| 1. **Barriers to future attainment (for pupils eligible for PP)** | | | |
| **In-school barriers** *(issues to be addressed in school, such as poor oral language skills)* | | | |
|  | | Low baseline scores of children eligible for PPG on entry to school | |
|  | | 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 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. | |
| 1. **Desired outcomes** *(Desired outcomes and how they will be measured)* | | | **Success criteria** |
|  | 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:   * Quality first teaching * Tilted practice * CPD for staff * Focused support from PP champion and class teacher |
|  | 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. | | We will achieve this by providing:   * Quality first teaching * Specific, measurable, achievable, realistic and timely interventions for additional needs. * CPD for staff * Focused support from class teacher and PP champion |
|  | 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. | | We will achieve this by providing:   * Quality first teaching * CPD for staff * Focused support from class teacher and PP champion |
|  | 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. | | We will achieve this by providing:   * Early identification of Speech and Language needs * Focused language and communication support |
|  | 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. | | We will achieve this by providing:   * Support from Class teacher * Access to coaching from PP champion * Access to Family Support Worker for children and parents |
|  | Attendance will be in line with or above the school target. This will be measured through attendance data. | | We will achieve this by providing:   * Information sessions for Parents * Regular contact for children with low levels of attendance. * Awards for children achieving 100%. |
|  | 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. | | We will achieve this by providing:   * Opportunities to ensure 100% attendance at parent consultations, school plays, open evenings and stay and play sessions. * Access to Family Support Worker for children and parents * Strong relationships between class teachers and families. * Access to homework club. |
|  | 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. | | We will achieve this by providing:   * 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. * Focused support from class teacher and Pupil Premium champion. |
|  | 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. | | We will achieve this by providing:   * Positive home school relationships with all parents and carers. * Access to Teachers Premium fund. * Each child attends an extra-curricular club if they wish to. * All children have the equipment and resources they need including school uniform, milk and school trips. |

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| 1. **Planned expenditure** | | | | | | |
| * **Academic year** | | £46500 (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 | | | | | | |
| 1. **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?** |
| **A, B, C**  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.  Personalised Pupil Premium Plans, for every PPG child, updated termly with action plans and a summary of progress made.  Provision of a Pupil Premium Champion and a Learning Support Assistant to work with the children in the classroom.  Small group and Guided group work  Access to a curriculum enhancement fund. | | 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.  More information about Quality first teaching can be found on the DFE website, via this link  [Quality First Teaching](https://www.gov.uk/government/publications/educational-excellence-everywhere)or via the Sutton Trust  [Great Teaching](https://www.suttontrust.com/wp-content/uploads/2014/10/What-makes-great-teaching-FINAL-4.11.14.pdf)  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.  At Walter we believe that working in small groups and guided groups where appropriate allows our children to the successful. The research conducted by EEF supports this.  More information can be found on this link***.*** [Collaborative learning](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/collaborative-learning/)  Additional resources can be sourced for specific needs in the classroom determined by the class teacher, Pupil Premium Champion or the Assistant Headteacher. | Triangulated monitoring: classroom observations, pupil progress meetings, review planning and work in books.  Senior Leadership Team (SLT) will have a rigorous monitoring timetable planned over the academic year. | Assistant Head | Every half term |
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| **Budgeted cost**  20% Assistant Headteacher salary  50% Pupil Premium Champion salary  Curriculum Enhancement Fund  10 hours a week LSA support | | | | | | £10660  £15500  £3000  £4800 |

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| 1. **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?** |
| **D**  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 | Quality First Teaching for all children in all classrooms  Specific Learning Plans for children with additional speech and language needs. | 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.  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. [Oral language interventions](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/oral-language-interventions/) | Ensure that a baseline judgement or assessment is made prior to the invention 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.  Progress and impact to be monitored and reviewed by SLT and Special Educational Needs Coordinator (SENCO). | Assistant Head and SENCO | Every term |
| **E**  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 [DFE Parental Involvement](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/182508/DFE-RR156.pdf)  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  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 <http://www.canineassistedlearning.com/>  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 of learning. SEL interventions might focus on the ways in which children work with (and alongside) their peers, teachers, family or community.  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.  Read more by clicking on the link below.  [Social and Emotional Learning](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/social-and-emotional-learning/) | Progress monitored and reviewed by SLT. | Assistant Head | Every term |
| **F**  Attendance  All PP children will have attendance at 95% or better | Regular contact with parents with children who have low levels of attendance.  Awards for children achieving 100% attendance.  Information and feedback for parents about the importance of high attendance.  Partnership work with the Educational Welfare Service  Case studies for all children (including PPG) who have attendance below 95% | 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). [Supporting the Attainment of Disadvantaged Pupils: Articulating Success and Good Practice. London: DfE](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/473974/DFE-RR411_Supporting_the_attainment_of_disadvantaged_pupils.pdf)  Therefore, we will focus on our PPG children in particular, to ensure they are given every opportunity to achieve a high level of attendance.  By encouraging increased engagement and involvement with the school (EF Parental Involvement research and DfE published research on the effectiveness of parental engagement [effectiveness of parental engagement](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/182508/DFE-RR156.pdf)  (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. | Attendance regularly reviewed by Admin team and SLT. | Assistant Head | Every half term |
| **G**  Parental involvement | Ensuring 100% attendance at parent consultations, school plays, open evenings and stay and play sessions.  Access to Family Support Worker for children and parents  Strong relationships between class teachers and families.  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.  PPG children will have access to homework club to support parents | 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.  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.  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.  Home Club run by PP Champions to ensure that the children don’t miss out on reading or practising skills for weekly tests | Progress monitored and reviewed by SLT.  Pupil Progress data will show if progress has been made and gaps are closing.  Children able to attain in weekly tests and keep on track with weekly reading expectations | Assistant Head    SLT  Class teachers | Every half term  Autumn, Spring and Summer Terms  On going |
| **Budgeted cost**  Family Support Worker  Educational Psychotherapist  Canine Assisted Learning | | | | | £1650  £2400  £1000 |
| Children in receipt of the PP Grant will make the same progress as all children. | Positive Home/ School relationships with all parents and carers.  Access to Teacher Premium Fund, to support children with requirements at home such as a football kit.  Access to an extra-curricular club funded by the PP Grant.  Access to school uniform, milk and school trips funded by the PP Grant as required. | 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.  Research from EEF shows that participation in sports positively effects academic performance. More information can be found on this link - [Sports participation](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/sports-participation/) | Progress monitored and reviewed by SLT. | Assistant Head | Every half term |
| **Budgeted cost**  School clubs  School trips  Teacher Premium Fund  Cool Milk | | | | | £3440  £2700  £1000  £350 |

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| 1. **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?** |
| **H**  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 |
| **Budgeted cost**  **Total budgeted cost** | | | | | No extra cost  £46,500 (£38,893) |

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| 1. **Review of expenditure** | | | | | | | |
| **Previous Academic Year** | |  | | | | | |
| 1. **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) | |  |
| **A**. All our children will make good or better progress from their individual starting points.  All children have access to Quality First Teaching | Triangulated monitoring including classroom observations, pupil progress meetings, planning scanning and book looks.  Pupil Premium children (and all disadvantaged children) will be the focus of pupil progress meetings. | | | 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. | We will continue to endeavour to provide Quality first teaching in all classrooms.  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.  PPG children will be a focus for pupil progress, performance management, marking, planning and book looks.  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. | |  |
| 1. **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) |  |
| **B.**  Accelerated English Language acquisition using time measured interventions including Racing to English and Sound Linkage  **C.**  All vulnerable groups making good or better progress  **D**.  All children (that need it) receiving Speech and language therapy and programmes.  All children entitled to PP funding will make good or better progress from their starting points | Specific, Measurable, Achievable, Realistic and Time focused interventions including Racing to English and Sound Linkage.  Early identification of Speech and Language needs.  Early identification of additional needs. | | Children in receipt of PP funding with additional needs in language acquisition have made progress against their targets. | | | We will continue to provide Specific, Measurable, Achievable, Realistic and Time focused interventions to support children with additional language needs. |  |
| 1. **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) |  |

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| **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)  **H**. All children happy to come to school every day 100% attendance if well | Regular contact with parents.  Information provided to parents about the importance to high attendance levels.  100% attendance certificates awarded.  Parents contacted to ensure attendance at all consultations, meetings, etc.  Positive and welcoming environment for all children and parents provided by the school.  Positive home school relationships with all parents and carers.  Focus on stringent safe guarding practise. Stringent record keeping procedures in place | There is a gap between the children in receipt of PPG and all chlldren, which we will continue to monitor and endeavour to close.  Parents with children in receipt of PPG did attend all possible consultations, meetings and assemblies. | We will continue with this approach in the coming academic year. We are committed to providing the best environment for our children to learn and grow in. |  |
| **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.  **J.** Open and honest relationships to keep the children safe  **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. | Access to financial help with uniform, milk, clubs and trips to be available.  Teachers Premium fund to be available for teachers to support children with specific needs in their class. |  |  |  |
| Each PP child will have a Personalised Pupil Premium Provision Plan | * 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 | 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. | 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.  Moving forwards, we will introduce an overview of the PP Grant and our provision for all families in receipt of the Grant. This will outline the main points of this policy to enable the parents to have a clearer understanding of the policy. We will also be offering the opportunity to meet with the PP lead to all parents. This will take place in the Autumn term. |  |

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| 1. **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**   |  |  | | --- | --- | | **PP Grant** | Pupil Premium Grant - The pupil premium is additional funding for publicly funded schools in England.It’s designed to help disadvantaged pupils of all abilities perform better, and close the gap between them and their peers. | | **GLD** | 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. | | **LAC** | 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. | | **EAL** | English as an Additional Language refers to the teaching of English in schools to children whose first language is not English. | | **EXS**  **GDS**  **SEND** | Expected Standard  Greater Depth Standard  Children with special educational needs and disabilities (SEND) | | **FSM** | Free school meals, child is eligible to free meals at school. | | **EHCP** | 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. | | **Tilted Practice** | 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. | | **Pupil Progress Meetings** | 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. | | **EYPP** | 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. | | **RWM** | Reading, Writing and Maths combined attainment | | **RWMS** | Reading, Writing, Maths and Science combined attainment | | **EYFS** | **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). | |  | **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. | | **SLT** | **Senior Leadership Team, consists of Head Teacher, Deputy Head Teacher and Assistant Headteacher** | | **SMART** | **Specific, Measurable, Achievable, Realistic and Time focused interventions.** | | **FSW** | **Family Support worker, individual employed by the school to provide social and emotional support to our families.** | |

