

Pupil premium strategic plan and monitoring report for Walsh Memorial CE Infant School

1. Summary information					
School	Walsh Memorial CE Infant School				
Academic Year	2016-17	Total PP budget	£31,000	Date of most recent PP Review	Nov 16
Total number of pupils	180	Number of pupils eligible for PP	30	Date for next internal review of this strategy	July 17

2. Attainment data for EYFS and KS1 (for 26 pupils eligible for Pupil Premium in 2015-16)		
	<i>Pupils eligible for PP In school</i>	<i>Pupils not eligible for PP (national average) KS1</i>
% attaining Expected or above in reading, writing & maths	12 (46%)	
% making at least Expected progress in reading (R)	13 (50%)	77 %
% making at least Expected progress in writing (W)	14 (54%)	75%
% making at least Expected progress in maths (M)	19 (73%)	63%

6. Barriers to future learning outcomes (for 30 pupils eligible for Pupil Premium in 2016-17)	
In-school barriers	
A.	9 pupils have a double barrier to learning as are also identified as SEND with additional learning needs
B.	9 pupils are Summer Born children who are young in their year
C.	20 pupils are boys
External barriers	
D.	9 have had support or guidance by Social Services

7. Desired outcomes		Success criteria
A.	15 out of the 30 (50%) PP pupils to attain Exp or above in reading, writing and maths	60% attain Exp or more in R/W/M
B.	19 out of the 30 (63%) PP pupils to make at least Exp progress in reading	73% make Exp or more prog in R
C.	16 out of the 30 (53%) PP pupils to make at least Exp progress in writing	60% make Exp or more prog in W

D.	19 out of the 30 (63%) PP pupils to make at least Exp progress in maths	73% make Exp or more prog in M
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8. Planned expenditure 2016-17 Budget £31,000 for 30 PP Pupils

Academic year	2016-17
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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

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?
For children receiving Pupil Premium support to achieve or exceed their target	To increase Teaching Assistants support for children requiring intervention programmes in Key Stage One And To run homework club	Pupil Premium children who are regularly involved in additional support work in class or in proven intervention groups make more than expected progress. Additional tracking by TA's ensures that the intervention is meeting the need of the individual. If Pupil Premium children are not supported at home they are also invited to homework club to ensure they learn the skills needed to do homework independently when they leave our school. These children are encouraged to use the internet for RM Maths which is an individualised maths programme which increases challenge at the individuals pace	Close monitoring and tracking of intervention groups Pupil voice SENCO observations Pupil voice Tracking and monitoring Number of homework completed Access to extra curriculum provision monitored	SC HW VR HW SC LM	Half termly

Total budgeted cost					£13,000
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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?
For Early Years Foundation children to achieve or exceed their target	An additional Teaching Assistant has been employed to work in Early Years Foundation Stage to work with children who require additional support some of which are pupil premium children.	The impact of the additional Teaching Assistant is already evident in the tracking of all children particularly pupil premium children who have historically nearly all achieving the expected level of achievement. The small and regular intervention groups targeted for a specific time to specific children is benefiting the children especially with their language development.	This is monitored by the Headteacher through termly PP pupil progress meetings Tracking and Monitoring SENCO observations	SC VR	Termly following formative teacher assessments. Half termly

Total budgeted cost

£10,000

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
Above average pupil progress	To support the emotional and social needs of individuals and groups of pupils and to develop their social skills Ensure all pupil have access to off-site educational visits, and school experiences linked to our curriculum	To support the whole child's development not just their academic skills This approach ensured that PP pupils did not miss out on essential	Pupil premium children are monitored by the Children and Learning Committee of the Governing Body as well as our SENCO who is our inclusion manager	SC	Termly during

	<p>Resources especially reading scheme books and new intervention programmes with the new age related scores.</p> <p>Home support activities for parents of pupil premium to support their child at home. For parents who will support their children there is a bank of games and resources to borrow for home learning</p>	<p>educational visits or experiences. This includes extra-curricular events run by the school.</p> <p>Sometimes pupils need the same lesson in a different format. Assessments and intervention programmes need to be up to date and the best we can offer</p> <p>To support and reinforce the learning in school in a game format.</p>	<p>Monitor uptake of visits</p> <p>SENCo to research</p> <p>Monitor uptake</p>	<p>SC</p> <p>VR</p> <p>ST</p>	
Total budgeted cost					£7000
Please note that this is a working document and may change					

9. Review of expenditure 2015-16 Budget £27,720 for 26 PP pupils				
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
For children receiving Pupil Premium support to achieve or achieve above their target	To increase Teaching Assistants supporting for children requiring intervention programmes in Key Stage One	The range of quality intervention programmes has increased to include both Five Minute English box and Five Minute Mathematics Box. These have been carefully time managed and impact measured proving successful.	This is an invaluable resource to our school	£13,000

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
For Early Years Foundation children to achieve or achieve above their target	An additional Teaching Assistant has been employed to work in Early Years Foundation Stage to work with children who require additional support some of which are pupil premium children.	<p>The impact of the additional Teaching Assistant is already evident in the tracking of all children particularly pupil premium children who were much closer to achieving the expected level of achievement.</p> <p>The small and regular intervention groups targeted for a limited time to specific children is benefiting has ensured improvement and development of the basic skills such as cutting, name writing, talking and social skills.</p> <p>Basic skills learnt in the Early Years helps the children throughout their educational journey.</p>	<p>The Headteacher fully supports this additional adult in the Early Years Foundation Stage and has made strong recommendations that the Governors continue to funding this organisation.</p> <p>The teachers can identify specific children who have benefitted from the adult pupil premium children and non-pupil premium children.</p>	£10,000
iii. Other approaches				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Above average pupil progress	To support the emotional and social needs of individuals and groups of pupils and to develop their social skills	<p>Some children really benefitted from the social skills work both pupil premium and those not eligible.</p> <p>We were able to offer drawing for talking to two pupil premium children, which helped them understand their feelings and emotions.</p>	<p>Pupil premium children are monitored by the Children and Learning Committee of the Governing Body as well as our SENCO who is our inclusion manager. They identified good practice and recommend it remains a focus on the pupil premium children's provision.</p> <p>They found that removing the social and emotional needs to learning helps children make academic progress.</p>	£4720

Above average pupil progress	Training and development of all staff	<p>All staff were aware of the pupil premium in school. Barriers to learning were discussed and ways to remove barriers implemented.</p> <p>Individual barriers to learning were understood and addressed where necessary.</p>	<p>Although this is very important it has now become part of the school timetable so additional funding is not needed for training and staff development in this area. This releases more funds for the next academic year 2016-2017 for direct work with the children.</p>	
Above average pupil progress	Ensure all pupil have access to off-site educational visits, and school experiences linked to our curriculum	<p>This approach ensured that all Pupil Premium pupils did not miss out on essential educational visits or experiences. We also paid for children to attend after school clubs such as Christmas Craft Club.</p>	<p>It is vital that children have as many different experiences as possible. As a school we have listed the experiences we feel a young person should have before they are seven and will continue to use pupil premium funding to help close the gap in experiences some children have. This could be simply going to a park, cooking, having a book at home, visiting a garden centre or visiting the local library.</p>	
Above average pupil progress	Resources especially reading scheme books and new intervention programmes with the new age related scores.	<p>We were able to ensure that all pupils have the very best resources available. Additional reading support is provided by school staff and parental helpers to help them practice and learn to read.</p>	<p>We will continue to ensure all pupils have quality reading materials and as much adult one to one reading time as possible.</p>	
Above average pupil progress	Home support activities for parents of pupil premium to support their child at home.	<p>To help children learn homework skills when it is predicted they will have to be self-manage their own homework.</p>	<p>Pupil premium children are monitored by the Children and Learning Committee of the Governing Body as well as our SENCO who is our inclusion manager</p>	

Total Spend				27,720
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10. School's financial statement on the outturn from the 2015-16 academic year

Walsh Memorial CE Infant School is committed to providing an outstanding teaching and learning provision for all children especially for those who are eligible for Pupil Premium Funding to ensure that any gaps in these pupil's learning outcomes are closed. The total of support expenditure for 2015-16 was in excess of the PP Funding received by the school, however the school contributed greatly from the Delegated Budget to ensure that all the needs of all our PP pupils were met.