

## Pupil Premium Strategy and Monitoring Report for Walsh Memorial CE Infant School

1. Summary information					
<b>School</b>	Walsh Memorial CE Infant School				
<b>Academic Year</b>	2019-2020	<b>Total PP budget</b>	£40,540	<b>Date of most recent PP Review</b>	9.19
<b>Total number of pupils</b>	176	<b>Number of pupils eligible for PP</b>	27	<b>Date for next internal review of this strategy</b>	9.20

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
<b>% achieving expected standard or above in reading, writing &amp; maths</b>	<b>69% (9/13)</b>	
<b>% making expected progress in reading (as measured in the school)</b>	<b>69% (9/13)</b>	
<b>% making expected progress in writing (as measured in the school)</b>	<b>69% (9/13)</b>	
<b>% making expected progress in mathematics (as measured in the school)</b>	<b>85% (11/13)</b>	

3. Barriers to future attainment (for pupils eligible for PP)	
<b>Academic barriers</b> <i>(issues to be addressed in school, such as poor oral language skills)</i>	
<b>A.</b>	A number of children have additional SEND needs and EHCP's
<b>B.</b>	Poor oral and rich vocabulary language skills
<b>C.</b>	Lack of parental support for some
<b>Additional barriers</b> <i>(including issues which also require action outside school, such as low attendance rates)</i>	
<b>D.</b>	Children that are currently on or have been on the Safeguarding Register
<b>E.</b>	Some children have a lack of experiences outside school
<b>4. Intended outcomes</b> <i>(specific outcomes and how they will be measured)</i>	
<b>Success criteria</b>	

<b>A.</b>	The children in EYFS to achieve their GLD as on entry their attainment is often lower than the 40-60 months band therefore progress needs to be accelerated.	GLD increased
<b>B.</b>	The children in Year One to achieve their National Phonic Screening Test	Phonic pass mark increases
<b>C.</b>	The children in Year Two to achieve or exceed their targets in SAT's and pupils falling behind need quality first teaching to make rapid progress	Pupil premium children achieve in line with their peers.
<b>D.</b>	children to fully access the school curriculum – trips, homework, competitions, dress up days, extracurricular events, PTA events, access computers	Pupil premium children attending events

<b>5. Review of expenditure</b>				
<b>Previous Academic Year</b>		<b>£38,540</b>		
<b>i. Quality of teaching for all</b>				
<b>Action</b>	<b>Intended outcome</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>Cost</b>
To increase Teaching Assistants support for children requiring intervention programmes in Key Stage One	For children receiving Pupil Premium support to achieve or exceed their target	<p>The number of children who achieved or exceeded their target by the end of Year Two is good.</p> <p>The number of children who achieved the National Phonic Screening Test and Good Level of Development is an area for development.</p>	<p>We will continue to have teaching assistant support and to run homework club as this approach continues to be successful.</p> <p>Our aspirational targets result in all staff supporting pupils in achieving the best they can.</p> <p>Computer club is very popular and pupils like the opportunity of being helped with their homework</p>	£17,000

To run homework club		<p>These results are variable depending on the pupil cohort.</p> <p>Homework club enabled pupils who do not take part in outside of school activities to take part fully in the life of the school e.g. competitions. It was even more delightful when a Pupil Premium child wins.</p> <p>Homework was completed by these children</p>	or provided with the resources to take part in school colouring competitions/making competitions.	
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**ii. Targeted support**

<b>Action</b>	<b>Intended outcome</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>Cost</b>
An additional Teaching Assistant has been employed to work in Early Years Foundation Stage to work with children who require additional support some of	For Early Years Foundation children to achieve or exceed their target	One child took part in the language for thinking intervention group and SALT programmes were implemented in school. The targeted support was greatly reduced due to unforeseen budget cuts within the school.	Language for thinking is a good intervention and other children would benefit from this.  Volunteers were directed to read and play phonic games with pupil premium children before others.	£10,000

which are pupil premium children.				
<b>iii. Other approaches</b>				
<b>Action</b>	<b>Intended outcome</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>Cost</b>
<p>To support the emotional and social needs of individuals and groups of pupils and to develop their social skills</p> <p>Ensure all pupil have access to off-site educational visits, and school experiences linked to our curriculum</p> <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</p>	<p>Support for those who require it.</p> <p>Follow up work from outside agencies for mental well-being delivered.</p> <p>Above average pupil progress</p> <p>Gaps in learning closed</p>	<p>Our school trained an ELSA during this year and this really helped to meeting the emotional needs of individuals. If we were unable to reverse unwanted behaviour we were able to meet with specialist teachers and implement all suggestions given and to work closely with parents.</p> <p>All children took part in off-site educational visits.</p> <p>Regular practice of skills will increase achievement</p>	<p>We feel children need to be ready to learn and that the ELSA plays an important part of our school. Staff questionnaires show that the ELSA role is helping pupils within their class.</p> <p>It is important to ring fence finances to support pupil premium children to attend off-site educational visits as voluntary contributions in our school fluctuate greatly.</p> <p>Pupils need more encouragement from school to take these activities. Parents need to be encouraged to play games with their children and thanked for their participation.</p>	£13,000

and resources to borrow for home learning. Sweatshirts				
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**6. Planned expenditure**

**Academic year**                      **2019-2020**

The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

**i. Quality of teaching for all**

<b>Action</b>	<b>Intended outcome</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Closing the gap for vocabulary use	Increase the range of vocabulary used by all children	Targeted support ensures improvement in language development so pupils can fully access the curriculum	Increase training for all during INSET 4.11.19 to launch Word Aware.	LA	Termly through book looks and standardised assessments.
Quality first teaching for all	Reduce the number of Interventions	Despite careful planning children are missing in class learning to attend interventions. We are a school	Monitoring and appraisal with the Senior Leadership Team.	SC	Termly through observations Drop in observations SENDCo learning walk

TA in each class	TA supporting learning	with high aspirations and expectations in place for all pupils			
<b>Total budgeted cost</b>					£26,000
<b>ii. Targeted support</b>					
<b>Action</b>	<b>Intended outcome</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
SALT and ELSA	Pupils can access quality first teaching because their learning, social and emotional needs are met	Gaps are identified quickly and targeted teaching and intervention teaches to the gaps.	SENDCo monitors progress of pupils ELSA monitors progress of pupils.	VR	Termly and after the SALT interventions completed
Additional reading support	All pupil premium to read by the time they leave our school	Reading is a core skill and requires home support which may or may not be available for some children.	Additional practice to support those with no home support Workshops to upskill parents to support their own child	SC	Half termly pupil premium monitoring and shared with Governors
<b>Total budgeted cost</b>					£13,000
<b>iii. Other approaches</b>					
<b>Action</b>	<b>Intended outcome</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>

Monitor participation in all school activities	Equality of opportunity for all For pupils to access a range of social/cultural/ and sporting experience and pupils horizons to be broadened.	Some children require additional support to attend after school events and sometimes it is the parents who need support in making alternative arrangements or reassurance that their child will be happy.	Pupil voice Monitoring of after school register	SC	Half termly End of the Year Questionnaire School Council questionnaire on activities pupils would like to take part in.
Build good relationships with parents of pupils premium children	School able to support families Some representative parents on the Parents Forum	If relationships strong honest conversations about pupil progress can be shared, support sought if parents able. Views of all clients sought and actioned.	Number of parents who attend school events and workshops following encouragement from school Listen at Parents Forum.	All	End of year evaluation always includes a sample of Pupil Premium Parents and hard to reach parents.
<b>Total budgeted cost</b>					<b>£1,540</b>

### 7. Additional detail

We largely target our additional pupil premium funding on extra staffing enabling in class Teaching Assistant support and regular intervention programmes by well trained staff. The development of the ELSA role has also had a good impact on challenging behaviour of a few and encourages a good resilience and positive learning attitudes for the child. As a secondary result it also enables teachers to teach and to look forward to coming into school.