

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

1. Summary information					
School	Walsh Memorial CE Infant School				
Academic Year	2020-2021	Total PP budget	£31935	Date of most recent PP Review	8.20
Total number of pupils	180	Number of pupils eligible for PP	37 (21%)	Date for next internal review of this strategy	9.21

2. Current attainment		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
% achieving expected standard or above in reading, writing & maths	No data due to Covid- 19	No data due to Covid- 19
% making expected progress in reading (as measured in the school)		
% making expected progress in writing (as measured in the school)		
% making expected progress in mathematics (as measured in the school)		
3. Barriers to future attainment (for pupils eligible for PP)		
Academic barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>		
A.	Building on phonic knowledge and retention of phonics	
B.	Raising reading levels and recall of high frequency words.	
C.	Developing vocabulary and speaking and listening skills	

D.	Pupils are also identified as SEND with additional learning needs	
E.	Enhancing parental engagement and communication	
Additional barriers (including issues which also require action outside school, such as low attendance rates)		
F.	28% Children that are currently on or have been on the Safeguarding Register	
G.	Some children have a lack of rich and first hand experiences outside school	
4. Intended outcomes (specific outcomes and how they will be measured)		Success criteria
A.	PP children that do not have SEND to achieve at least the expected standard at the end of KS1 Sats.	Quality first teaching for all. Reduce the attainment gap within 10% of all subjects Using stepping stones, targeted interventions and termly data analysis to monitor progress and attainment. PP children to be monitored closely to ensure that a higher percentage of pupils achieve expected in reading, writing and maths.
B.	PP children will achieve at least as well as their peers in their reading and phonics and application of this skill to their reading and writing.	Impact of interventions- monitor and evaluate impact A higher proportion of children achieving the required level in the Phonics Screening Check An increased % of children to achieve in Year One to achieve their National Phonic Screening Test and Year 2 retakes Termly Pupil progress meetings and half termly PP data checks to ensure progress Reading and phonics tracked half termly for PP children to inform next steps in learning and ensure are making progress
C.	To increase the amount of PP children achieving GLD in EYFS	GLD increased – more PP children achieve GLD (focus reading and writing) Impact of interventions PP children tracked half termly to ensure accelerated progress to reduce attainment gap
D.	Children able to keep up with the demands of the curriculum through improved understanding of topic specific vocabulary and an increased awareness of what is expected of them as a learner – measured through end of phase data and attitudes to learning	Pre teaching PP children vocabulary and key learning for the week with word aware, to improve expressive language and concepts so they can access all areas of the curriculum.

E.	Curriculum provision and enhancements motivate children resulting in high levels of engagement and an interest in the wider world – measured through pupil conferencing	Disadvantaged children take part in curriculum enhancements, invited to join school clubs To increase the cultural capital, inviting theatre groups, musicians, sports and service people, school trips, homework. ELSA support for emotional and wellbeing needs
F.	Parents able to support learning through an improved understanding of expectations and skills to support – measured through parent questionnaires and end of phase data.	100% attendance at parents' evening. Parents to demonstrate an interest in their child's learning – through parents evenings, home learning, attendance at events (school exhibitions, open mornings).

5. Review of expenditure				
Previous Academic Year		£40,540		
i. Quality of teaching for all				
Action	Intended outcome	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
To provide Teaching Assistant support for children requiring intervention programmes in Key Stage One	For children receiving Pupil Premium support to achieve or exceed their target	<p>Pupil premium children who have regular interventions or support make more than expected progress.</p> <p>The number of children who achieved or exceeded their target by the end of Year Two is good.</p> <p>To increase number of children who achieved the National Phonic Screening Test.</p> <p>To increase the number of PP children achieving a Good Level of 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>Ensure close monitoring and tracking of intervention groups half termly.</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.</p> <p>Homework was completed by these children and has support from a HLTA to ensure</p>	Computer club is very popular and pupils like the opportunity of being helped with their homework or provided with the resources to take part in school colouring competitions/making competitions.	
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ii. Targeted support

Action	Intended outcome	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
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.	For Early Years Foundation children to achieve or exceed their target	This target was partially met as some additional support was provided for children. The school did successfully employ a Speech and Language Therapist who assessed and devised programmes for every EYFS child that required it.	<p>Language for thinking is a good intervention and other children would benefit from this.</p> <p>SALT hours to be increased if possible</p> <p>Volunteers were directed to read and play phonic games with pupil premium children before others.</p>	£10,000

iii. Other approaches

Action	Intended outcome	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

To support the emotional and social needs of individuals and groups of pupils and to develop their social skills	Support for those who require it, with support from outside agencies for mental well-being delivered.	Our school trained an ELSA during this year and this really helped to meeting the emotional needs of individuals. Outside agencies sort to meet with SENDco if needs could not be met at school and implement all suggestions given and to work closely with parents.	The ELSA plays an important part of our school and ensures that children are ready to learn, through individual or small group support. Staff questionnaires showed that the ELSA role is helping pupils within their class.	
Ensure all pupil have access to off-site educational visits, and school experiences linked to our curriculum.	First hand experience that some PP children haven't experienced before	All children took part in off-site educational visits.	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.	
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.	Gaps in learning closed	Regular practice of skills will increase achievement	Pupils need more encouragement from school to take these activities. Parents were to be encouraged to play games with their children. Guided reading workshop in EYFS – all PP parents attended and worked with their child as their teacher modelled high quality reading session. This was planned to be continued monthly but had to stop due to Covid. The measured impact intended was an increase in reading at home	£13,000
Free Sweatshirts for PP children	All children have a school uniform	All children feel part of our school community	We want all children to have a school uniform	
Resources provided for Pupil Premium children in light of Covid-19	Children able to take part in Home Learning	Those that needed stationary and books and paper were able to take part in Home Learning Packs were delivered to PP families to ensure children had the same access to learning.	Children were able to complete home learning to a higher standard having the correct equipment.	

6. Planned expenditure							
Academic year		2020-2021					
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							
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	Milestones	
						Spring	Summer
Quality first teaching for all -	Reduce the number of Interventions For PP children to achieve or exceed their target	Children to have appropriately planned learning in class.	Lesson observations Learning walks Book looks and planning Close monitoring and tracking PP children	HW SLT	Termly through observations Drop in observations		
A. PP children that do not have SEND to achieve at least the expected standard at the end of KS1 Sats.	Reduce the attainment gap within 10% of all subjects	Early intervention will mean we PP pupils achieve end of year outcomes in line with their peers	Using stepping stones, targeted interventions and termly data analysis to monitor progress and attainment. PP children to be monitored closely to ensure that a higher percentage of pupils achieve expected in reading, writing and maths.	HW SLT	Every half term data reports and pupil progress meetings Staff released to review trends		
B. PP children will achieve at least as well as their peers in their reading and phonics and application of this	A higher proportion of children achieving the required level in the Phonics Screening Check Daily phonics work in Year 1 and 2 -	Early intervention will mean we meet the national target for phonics with PP pupils on track alongside their peers	An increased % of children to achieve in Year One to achieve their National Phonic Screening Test and Year 2 retakes Reading and phonics tracked half termly for PP	English manager and progress leaders	Every half term data reports and pupil progress meetings Staff released to review trends Termly Pupil progress meetings and half		

skill to their reading and writing.	supported by Teacher for support groups Targeted work in Year 1 with children who did not pass our phonics check at the end of FS		children to inform next steps in learning and ensure are making progress Books reviewed and more ordered to support clear link between Phonics acquisition and reading skills. Gaps identified for PP children and to receive booster sessions PP children to receive 1-1 reading sessions at least twice a week with the teacher	Monitored by HT/DHT	termly PP data checks to ensure progress		
A/B To provide Teaching Assistant support for children requiring intervention programmes in Key Stage One	For children receiving Pupil Premium support to achieve or exceed their target	Pupil premium children who have regular interventions or support make more than expected progress. The number of children who achieved or exceeded their target by the end of Year Two is good. To increase number of children who achieved the National Phonic Screening Test. To increase the number of PP children achieving a Good Level of Development.	Monitoring and appraisal with the Senior Leadership Team. Ensure close monitoring and tracking of intervention groups half termly.	SLT	Termly through observations Drop in observations Half termly intervention records reviewed.		
C.To increase GLD in EYFS	For EYFS children to achieve or exceed their target	Individual SALT programmes were working well last year and SALT hours to be increased	Ensure close monitoring and tracking of intervention groups half termly.	HW BH	Every half term data reports and pupil progress meetings		

		<p>Increase use of language for thinking</p> <p>PP children to work with extra adults to play games, phonic games and read that they may not do at home.</p>	<p>Using stepping stones, targeted interventions and termly data analysis to monitor progress and attainment.</p> <p>PP children to be monitored closely to ensure that a higher percentage of pupils achieve expected in reading, writing and maths</p>	SLT	<p>Termly Pupil progress meetings and half termly PP data checks to ensure progress</p>		
		<p>Individual targets for reading and writing and specific areas to achieve GLD</p>					
D.Closing the gap for vocabulary use	<p>Increase the range of vocabulary used by all children</p> <p>Whole school expectation that verbal contributions are formed as full sentences.</p> <p>Learning environment that is vocabulary rich with appropriate additional prompts and aids.</p>	<p>Targeted support ensures improvement in language development so pupils can fully access the curriculum</p> <p>Children able to keep up with the demands of the curriculum through improved understanding of topic specific vocabulary and an increased awareness of what is expected of them as a learner</p>	<p>Continue to develop Word Aware and use the principles of Vocab training</p>	LA	<p>Termly through book looks</p> <p>Standardised assessments.</p> <p>Phonic screening test scores</p> <p>Pupil voice and pupil conferences</p>		

	The use of pre-teaching and re-teaching to scaffold and support learning.						
E. ELSA support	For children receiving Pupil Premium support to achieve or exceed their target	Some PP children may have additional needs due to family situations An improvement in learning behaviours from children whose learning is affected by the ability to manage their emotions and cope with the demands of learning.	Well planned support SENDco discussions with ELSA and outside agencies Tracking of progress	HW VR	Half termly intervention records reviewed. Meetings with ELSA and SENDco half termly		
F. To improve parental support behaviour, homework, reading, attendance etc	To ensure that home and school work in partnership.	PP data shows that if there is a low interaction between parents and school, children can struggle to engage in home learning; attendance can drop, and behaviour incidences can increase at home and in school.	Monitor and track PP attendance and support parents to improve attendance, developing incentives to support children. Parental workshops will be held on how best to support your child academically as well as to develop a parent support network and SEND needs Homework club at school to help support children	HW VR SLT	Feedback from PP parents termly – after workshops		

			that cannot complete learning at home Parent workshops to model reading – PP parents encouraged to attend.				
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Total budgeted cost	£17,395
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ii. Targeted support

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	Milestones	
						Spring	Summer
SALT and ELSA targeted support	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.	Daily reading for PP children expected. Additional practice to support those with no home support	HW	Half termly pupil premium reading tracked. Data shared with Governors		

	Gap between pp and non pp narrowed		Workshops to upskill parents to support their own child				
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Total budgeted cost					£13,000		
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iii. Other approaches

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	Milestones	
						Spring	Summer
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 Positive, supportive relationships with all parents.	HW	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 parents sought and actioned.	Number of parents who attend school events and workshops following encouragement from school Encourage PP parents to attend Parent Forums. Encourage PP parents to attend workshops	All	Termly, after parents evenings, workshops. End of year evaluation always includes a sample of Pupil Premium Parents and hard to reach parents.		
Total budgeted cost					£1,540		

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. .

At Walsh Memorial C of E Infant School we are committed to providing the best possible teaching and learning provision for all children especially for those who are eligible for Pupil Premium Funding to ensure good learning outcome for all. Wellbeing and emotional needs will be a priority on our return to school.