

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	6/7/21
Total number of pupils	178	Number of pupils eligible for PP	34 (19%)	Date for next internal review of this strategy	9.21

2. Current attainment KS1								
	PP Pupils		PP Pupils Without SEN		Non PP pupils		All Pupils	
	Attainment	Progress	Attainment	Progress	Attainment	Progress	Attainment	Progress
% making expected progress in reading (as measured in the school)	42%	92%	50%	92%	76%	74%	69%	78%
% making expected progress in writing (as measured in the school)	25%	92%	38%	88%	50%	50%	45%	59%
% making expected progress in mathematics (as measured in the school)	50%	83%	75%	88%	83%	54%	76%	60%
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	Success criteria	Summer Term Review																																												
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B.	<p>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.</p>	<p>Impact of interventions- monitor and evaluate impact</p> <p>A higher proportion of children achieving the required level in the Phonics Screening Check</p> <p>An increased % of children to achieve in Year One to achieve their National Phonic Screening Test and Year 2 retakes</p> <p>Termly Pupil progress meetings and half termly PP data checks to ensure progress</p> <p>Reading and phonics tracked half termly for PP children to inform next steps in learning and ensure are making progress</p>	<p>95% of all children achieved phonic screening check (2 SEN/PP didn't)</p> <p>83% of PP children passed phonic screening check (including 75% 6/8 retake)</p> <p>Pupil progress meetings – monitored and discuss PP children and set targets for progress and attainment</p> <p>Reading targets – individual and Guided reading Without SEN in line with peers</p> <p>Year 1</p>																																											

			<p>10% PP made expected attainment in reading and writing 13% PP without SEN made expected attainment in reading and writing 10% passed Year 1 phonic test Low attainment but reading and writing show average progress 50% and above</p> <p>EYFS – low attainment / above average progress R – 27% W – 27%</p>																																												
<p>C.</p>	<p>To increase the amount of PP children achieving GLD in EYFS</p>	<p>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</p>	<p>27% GLD PP children All Prime areas as a foci for Year 1 (not just reading and writing) Interventions – Spring 2 (3 weeks, 4 weeks Sum1) Time to talk / ELSA/ 5 min box - Spr/Sum1</p> <p>4 children joined PP register March 21 (missed Autumn term and 2 missed online learning at another school)</p> <table border="1" data-bbox="1518 826 2175 1002"> <thead> <tr> <th rowspan="2"></th> <th colspan="2">PP Pupils</th> <th colspan="2">PP Pupils Without SEN</th> <th colspan="2">Non PP pupils</th> <th colspan="2">All Pupils</th> </tr> <tr> <th>Attainment</th> <th>Progress</th> <th>Attainment</th> <th>Progress</th> <th>Attainment</th> <th>Progress</th> <th>Attainment</th> <th>Progress</th> </tr> </thead> <tbody> <tr> <td>R</td> <td>28%</td> <td>82%</td> <td>33%</td> <td>85%</td> <td>66%</td> <td>98%</td> <td>59%</td> <td>95%</td> </tr> <tr> <td>W</td> <td>28%</td> <td>82%</td> <td>33%</td> <td>80%</td> <td>78%</td> <td>94%</td> <td>64%</td> <td>91%</td> </tr> <tr> <td>M</td> <td>55%</td> <td>73%</td> <td>67%</td> <td>78%</td> <td>81%</td> <td>100%</td> <td>76%</td> <td>95%</td> </tr> </tbody> </table>		PP Pupils		PP Pupils Without SEN		Non PP pupils		All Pupils		Attainment	Progress	Attainment	Progress	Attainment	Progress	Attainment	Progress	R	28%	82%	33%	85%	66%	98%	59%	95%	W	28%	82%	33%	80%	78%	94%	64%	91%	M	55%	73%	67%	78%	81%	100%	76%	95%
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<p>D.</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 – measured through end of phase data and attitudes to learning</p>	<p>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.</p>	<p>Split teaching for focus learning (WB/WA/GD) Colourful semantic working well to develop language and sentences Attitudes to learning – better attitudes and engagement seen through learning walks A range of PP children have articulated learning through pupil voice interviews – can talk about their learning</p>																																												

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	Due to Covid theatre visit postponed (due Nov 21) Watched theatre production on Smartboard Virtual music and videos to support curriculum ELSA support throughout year and lockdown in school and remote – contact with Teacher Summer Term – transition groups for all years ELSA support for individual needs Drop in sessions offered for children
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).	All parents encouraged to join Teams meetings and phone calls made to all PP parents phone calls during lockdown, daily, weekly for support (as well as Teams) Work delivered to some families Food parcels delivered to some families Attendance tracked and monitored. Letters sent for below average attendance. PP children good attendance 93% (School 97%)

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
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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

<p>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>	<p>For Early Years Foundation children to achieve or exceed their target</p>	<p>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>	<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>	<p>£10,000</p>
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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
<p>To support the emotional and social needs of individuals and groups of pupils and to develop their social skills</p>	<p>Support for those who require it, with support from outside agencies for mental well-being delivered.</p>	<p>Our school trained an ELSA during this year and this really helped to meeting the emotional needs of individuals.</p> <p>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.</p>	<p>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.</p>	
<p>Ensure all pupil have access to off-site educational visits, and school experiences linked to our curriculum.</p>	<p>First hand experience that some PP children haven't experienced before</p>	<p>All children took part in off-site educational visits.</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>	

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																																												
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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	Phonic booster group Borderline wts/exp Exp/gd	SEN continued with interventions Focus on split teaching for groups																																											
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	<p>Spring -Children identified in Pupil progress meetings needing to make better progress/ attainment</p> <p>Summer</p> <table border="1"> <thead> <tr> <th rowspan="2"></th> <th colspan="2">PP Pupils</th> <th colspan="2">PP Pupils Without SEN</th> <th colspan="2">Non PP pupils</th> <th colspan="2">All Pupils</th> </tr> <tr> <th>Attainment</th> <th>Progress</th> <th>Attainment</th> <th>Progress</th> <th>Attainment</th> <th>Progress</th> <th>Attainment</th> <th>Progress</th> </tr> </thead> <tbody> <tr> <td>R</td> <td>42%</td> <td>92%</td> <td>50%</td> <td>92%</td> <td>75%</td> <td>74%</td> <td>69%</td> <td>78%</td> </tr> <tr> <td>W</td> <td>25%</td> <td>92%</td> <td>38%</td> <td>88%</td> <td>50%</td> <td>50%</td> <td>45%</td> <td>69%</td> </tr> <tr> <td>M</td> <td>50%</td> <td>83%</td> <td>75%</td> <td>88%</td> <td>83%</td> <td>54%</td> <td>76%</td> <td>60%</td> </tr> </tbody> </table> <p>Year 2 PP pupils without SEN performed as well as Non PP children in maths 75% achieving expected</p> <p>Attainment gap in writing for PP children without SEN was reduced to less than 10%.</p> <p>PP pupils made 92% progress, but 50% made expected attainment</p> <p>All PP children made above average progress 83% Plus across all subjects</p>		PP Pupils		PP Pupils Without SEN		Non PP pupils		All Pupils		Attainment	Progress	Attainment	Progress	Attainment	Progress	Attainment	Progress	R	42%	92%	50%	92%	75%	74%	69%	78%	W	25%	92%	38%	88%	50%	50%	45%	69%	M	50%	83%	75%	88%	83%	54%	76%	60%
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<p>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.</p>	<p>A higher proportion of children achieving the required level in the Phonics Screening Check Daily phonics work in Year 1 and 2 - 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</p>	<p>Early intervention will mean we meet the national target for phonics with PP pupils on track alongside their peers</p>	<p>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 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</p>	<p>English manager and progress leaders monitored by HT/DHT</p>	<p>Every half term data reports and pupil progress meetings Staff released to review trends Termly Pupil progress meetings and half termly PP data checks to ensure progress</p>	<p>Phonic screening tests half termly Inform planning for groups and individual</p>	<p>YR2 – 97% passed (whole) 83% all PP passed 100% non sen PP (6 retakes passed sum 21)</p> <table border="1" data-bbox="1733 383 2204 523"> <thead> <tr> <th rowspan="2"></th> <th colspan="2">PP Pupils</th> <th colspan="2">PP Pupils Without SEN</th> <th colspan="2">Non PP pupils</th> <th colspan="2">All Pupils</th> </tr> <tr> <th>Attainment</th> <th>Progress</th> <th>Attainment</th> <th>Progress</th> <th>Attainment</th> <th>Progress</th> <th>Attainment</th> <th>Progress</th> </tr> </thead> <tbody> <tr> <td>E</td> <td>88%</td> <td>70%</td> <td>88%</td> <td>75%</td> <td>85%</td> <td>74%</td> <td>90%</td> <td>72%</td> </tr> <tr> <td>W</td> <td>88%</td> <td>58%</td> <td>88%</td> <td>63%</td> <td>88%</td> <td>59%</td> <td>88%</td> <td>58%</td> </tr> <tr> <td>R</td> <td>88%</td> <td>60%</td> <td>88%</td> <td>63%</td> <td>88%</td> <td>62%</td> <td>88%</td> <td>62%</td> </tr> </tbody> </table> <p>YR1 10% PP passed 70 % cohort YR1 in Writing, made average progress 50% and above average in reading 70%</p>		PP Pupils		PP Pupils Without SEN		Non PP pupils		All Pupils		Attainment	Progress	Attainment	Progress	Attainment	Progress	Attainment	Progress	E	88%	70%	88%	75%	85%	74%	90%	72%	W	88%	58%	88%	63%	88%	59%	88%	58%	R	88%	60%	88%	63%	88%	62%	88%	62%
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<p>A/B To provide Teaching Assistant support for children requiring intervention programmes in Key Stage One</p>	<p>For children receiving Pupil Premium support to achieve or exceed their target</p>	<p>Pupil premium children who have regular interventions or support make more than expected progress. The number of children who achieved or exceeded their</p>	<p>Monitoring and appraisal with the Senior Leadership Team. Ensure close monitoring and tracking of intervention groups half termly.</p>	<p>SLT</p>	<p>Termly through observations Drop in observations Half termly intervention records reviewed.</p>		<p>YR2 – Across R W M 83% made expected plus progress 92% made exp + progress R W YR1 – 10% passes– action to plan phonic groups September YR1 – 50% plus progress across R/W/M</p>																																												

		target by the end of Year Two is good.					
C.To increase GLD in EYFS	For EYFS children to achieve or exceed their target	<p>Individual SALT programmes were working well last year and SALT hours to be increased</p> <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>Ensure close monitoring and tracking of intervention groups half termly.</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>	<p>HW</p> <p>BH</p> <p>SLT</p>	<p>Every half term data reports and pupil progress meetings</p> <p>Termly Pupil progress meetings and half termly PP data checks to ensure progress</p>		<p>SALT programmes by TA and S&L</p> <p>Extra phonic booster groups, extra reading – shared and individual to promote love of reading.</p> <p>Attainment low but expected and expected plus progress made across all areas</p> <p>Continue to secure all areas of GLD in Year 1</p>
		Individual targets for reading and writing and specific areas to achieve GLD					All children have writing targets and reading targets that all staff know – children work on these in class learning and individual sessions.

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>The use of pre-teaching and re-teaching to scaffold and support learning.</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>		<p>Pre teaching of key words taught</p> <p>Modelled sentences, children encouraged to reply and speak in whole sentences</p> <p>Word aware to be developed 2021</p>
E. ELSA support	<p>For children receiving Pupil Premium support to achieve or exceed their target</p>	<p>Some PP children may have additional needs due to family situations</p> <p>An improvement in learning behaviours from children whose learning is affected by the ability to manage their emotions and cope</p>	<p>Well planned support</p> <p>SENDco discussions with ELSA and outside agencies</p> <p>Tracking of progress</p>	HW VR	<p>Half termly intervention records reviewed.</p> <p>Meetings with ELSA and SENDco half termly</p>		<p>ELSA sessions for individual children – assess targets</p> <p>Family ELSA groups and group sessions</p> <p>ELSA targets reviewed and some children achieved and only need drop in sessions if needed</p>

		with the demands of learning.					
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 that cannot complete learning at home Parent workshops to model reading – PP parents encouraged to attend.	HW VR SLT	Feedback from PP parents termly – after workshops		Attendance tracked daily and followed up. Regular contact with parents on a daily basis if needed. Paid taxi provided for a family so children could attend school Built strong relationships with families needing support – especially through Covid. No workshops this year in person. Will build on previous success of reading workshops where all PP families attended

Total budgeted cost		£17,395
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		ELSA for individual needs, family and friendship, self esteem,
Additional reading support	All pupil premium to read by the time they leave our school Gap between pp and non pp narrowed	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 Workshops to upskill parents to support their own child	HW	Half termly pupil premium reading tracked. Data shared with Governors		Extra daily reading for PP children Reading for pleasure
Total budgeted cost					£13,000		
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		PP children invited for holiday club, some families encouraged to join. In sept when clubs restart PP children to had opportunities to join
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.		Relationships built through lockdown with many families
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.



Year 2 Summary

Year 2 –headline Positive progress across all subjects but lower attainment
PP without SEN attainment in line or above cohort

Evidence - Seen in data Sept – July
Data from EYFS

Impact – positive progress for 100 % children in all subjects (this year)

Areas to improve

Review targets for SEN – monitor progress and attainment of this group
Review curriculum for 2021 to ensure is engaging and inspiring for all
Continue to raise standards for PP children



Year 1 Summary

Year 1 –headline -lower attainment than cohort

Evidence - Seen in data Sept – July
Data from EYFS

Impact – progress all subjects (this year)

Areas to improve

Attainment to be raised across all subjects
Attainment gap between PP and cohort to be narrowed to 10%

More analysis after Summer 2 data



EYFS Summary

EYFS –headline Low progress across reading 50% just below
Low progress across writing 50 % just below
Progress in maths
Lower attainment than cohort

Evidence - Seen in data Sept – April
Data from EYFS baseline

Impact – ELSA, time to talk PSED support has helped support
- family games group – can play independently
- Gross motor (Aut) and fine motor skills groups to support writing
- focus groups sound and blend – early reading and enjoyment developed
- whole child developed (seen in Learning walks, provision)

Areas to improve

Progress to be increased for all children
Attainment to be raised across all subjects
Attainment gap between PP and cohort to be narrowed

More analysis after Summer 2 data



Summary

- More in depth analysis for PP and sub groups within this group.
- Focus on raising attainment and to reduce the attainment gap between PP and cohort for all years
- Plan – new provision map with monetary value to each part of the plan
- Identify needs in September Year 2, Year 1
- - restart homework club
- Social and emotional group
- Engage parents in workshops to support (Guided reading in EYFS successful for all parents attending)
- Investigate coffee morning for PP families
- Investigate book start £139 per pupil – box of books delivered monthly to home
- QFT and parallel teaching – focus on specific learning needs
- PP/ SEN identified early and smart targets in place
- New PP plan for September 21
- Case study on two children to be completed
- Review and reflect – what has worked well this year, what has had the most impact, so can we continue to improve outcomes for PP children

