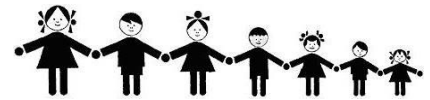


# Walsh Memorial C of E Infant School

## Pupil premium strategy statement 2021 – 2024



This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	Walsh Memorial CE Infant School
Number of pupils in school	171
Proportion (%) of pupil premium eligible pupils	19% (32)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	3 years
Date this statement was published	December 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Alex Clark
Pupil premium lead	Helen Wall
Governor / Trustee lead	Yvonne McLeod

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (April 2021 – based on 30 PP, 2 PLAC) (Sept 31 PP, 4 PLAC)	£45040 £40350 – PP £4690 - PLAC
Recovery premium funding allocation this academic year	£5075
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£50115

# Part A: Pupil premium strategy plan

## Statement of intent

***We are committed to purposeful and exciting learning where children are nurtured and inspired to achieve.***

We believe that every child, regardless of their background, has the entitlement to the very best education. We place inclusivity at the heart of all that we do and are aspirational for all our pupils, knowing the individual needs of all pupils both academically and emotionally. All staff create a nurturing environment for all pupils and this reflects our core values that support the belonging, wellbeing and emotional needs of all pupils. Pupils want and love coming to school and this is reflected in our attendance data that is above national average.

We understand our local community from which our pupils come, so that we have a clear understanding of need and support. We use this local context, and the research evidence from the Education Endowment Foundation, including the five key principles and tiered approach, to ensure that teachers and support staff have the expertise and resources to help every child to have an equal opportunity to succeed.

• *What are your ultimate objectives for your disadvantaged pupils?*

We know how important the foundations of early education are and our aim is to ensure that we provide the very best teaching and learning experiences to give each child the best chance to flourish in their learning. To achieve this, we aim to:

- Raise the attainment and progress of pupils eligible for the pupil premium to enable them to perform in line with their non - disadvantaged peers.
- Increase phonic knowledge and retention to improve early reading and writing skills
- Improve the attainment and progress of PP children with additional SEND needs
- Provide support for families to ensure they support learning through an improved family and wellbeing support.

To achieve these objectives we have adopted the tiered approach recommended by the EEF, which places the greatest focus on promoting high quality teaching, supported by academic interventions and wider non-teaching strategies. Therefore, underpinning this three-year plan is the development of high-quality teaching CPD focusing on embedding Rosenshine's key principles across the school in the first year.

Internal data shows that weak literacy (early reading and writing) skills and vocabulary is a substantial barrier for many of our pupils, especially PP and therefore developing literacy in both EYFS and KS1 is core to this plan, alongside other specific interventions based on individual identified needs.

There has been an increase in the need for pastoral, social and emotional support for children and families, especially to meet the needs of our PP pupils and families. As such funding is directed to ensuring that pastoral care, Early Help for families and ELSA support are available to all students, and increased support for PP children.

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	PP children are less likely to pass the phonic screening check than the rest of the cohort
2.	Our pupil premium children, as a group, are not making as rapid progress or reaching EXS/ GDS in their reading as non-disadvantaged children
3.	Our pupil premium children, as a group, are not making as rapid progress or reaching EXS/ GDS in their writing as non-disadvantaged children
4.	Our pupil premium children, as a group, are not making as rapid progress or reaching EXS/ GDS in their maths as non-disadvantaged children
5.	Many of our pupil premium children also fit into another vulnerable group such as having an additional special educational need, or wellbeing and emotional need

## Intended outcomes

This explains the outcomes we are aiming for by the end of our current strategy plan, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved phonic and reading attainment especially for Pupil Premium children - <i>EYFS - Improved phonic knowledge and retention of phonics</i>	The difference between the whole cohort and PP children is improved and the gap is reduced with rest of cohort
Improved progress and attainment end of EYFS and KS1 in reading	PP children are more likely to attain EXS or GDS - the difference between the whole cohort and PP children is improved and the gap is reduced within 10% with rest of cohort
Improved progress and attainment end of EYFS and KS1 in writing - <i>Improved vocabulary, oral language skills and listening skills among disadvantaged pupils</i>	PP children are more likely to attain EXS or GDS - - the difference between the whole cohort and PP children is improved and the gap is reduced within 10% with rest of cohort
Improved progress and attainment end of EYFS and KS1 in Maths	The difference between the whole cohort and PP children is improved and the gap is reduced within 10% with rest of cohort
To achieve and sustain improved SEND and wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Champion for PP children - Increased support to Inclusion Team so that monitoring of PP pupils with SEND (including Social and emotional needs) can be increased.

## Review of each Year Group for the first year of the plan 2021 to 2022

Intended outcome	Success criteria	Data Review of EYFS 2022
<p>Improved phonic and reading attainment especially for Pupil Premium children</p> <ul style="list-style-type: none"> <li>- <i>EYFS - Improved phonic knowledge and retention of phonics</i></li> </ul>	<p>The difference between the whole cohort and PP children is improved and the gap is reduced with rest of cohort</p>	<p>Little Wandle had a very positive improvement on end of year EYFS phonic and reading attainment.</p> <p>Phonic assessments every six weeks identified children that needed catch up groups. These ensured that more children improved and retained phonics</p>
<p>Improved progress and attainment end of EYFS and KS1 in reading</p>	<p>PP children are more likely to attain EXS or GDS - the difference between the whole cohort and PP children is improved and the gap is reduced within 10% with rest of cohort</p>	<p>Attainment 88% cohort and 80% PP achieved ELG Reading</p> <p>Progress 90% expected for PP children</p> <p>The difference between the whole cohort and Pupil premium was reduced to 8% which is within the 10% aim (17% difference last year)</p> <p>PP children had improved attainment and progress at the end of EYFS in reading and phonics and the gap has reduced from the previous year.</p>
<p>Improved progress and attainment end of EYFS and KS1 in writing</p> <ul style="list-style-type: none"> <li>- <i>Improved vocabulary, oral language skills and listening skills among disadvantaged pupils</i></li> </ul>	<p>PP children are more likely to attain EXS or GDS - - the difference between the whole cohort and PP children is improved and the gap is reduced within 10% with rest of cohort</p>	<p>Attainment - 84 % Cohort and 70 % PP 70%</p> <p>Listening –86% Cohort and 80% PP</p> <p>Progress in writing 100% expected for PP children</p> <p>Progress in Listening and attention 100% for PP children</p> <p>The difference between the whole cohort and PP children had reduced in writing from 23% to 14%.</p> <p>PP children had improved attainment and progress at the end of EYFS in writing and the gap has reduced from the previous year.</p>
<p>Improved progress and attainment end of EYFS and KS1 in Maths</p>	<p>The difference between the whole cohort and PP children is improved and the gap is reduced within 10% with rest of cohort</p>	<p>Attainment 94 % Mathematic Patterns and 92% Number</p> <p>80% for both areas of maths 80%</p> <p>Progress in both areas of maths 100% for PP children</p> <p>The difference between the whole cohort and PP children has reduced to 14% from 22%</p> <p>PP children had improved attainment and progress in mathematics and the gap had reduced from the previous year.</p>

<p><b>To achieve and sustain improved SEND and wellbeing for all pupils in our school, particularly our disadvantaged pupils.</b></p>	<p>Champion for PP children - Increased support to Inclusion Team so that monitoring of PP pupils with SEND (including Social and emotional needs) can be increased.</p>	<p>A named champion is a focus for next year.</p> <p>Needs were identified in class and support given - ELSA support for 27% of cohort</p> <p>PP children achieved the same as the cohort for ELG PSE areas (90% and 70%)</p> <p>PSHE programme Jigsaw was supplemented with needs in the classes and cohort. Some extra support for self-regulation, managing feelings and confidence and perseverance.</p> <p>The focus for the provision of SEND will be a key priority in 22/23.</p>
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## Review of KS1

Intended outcome	Success criteria	Data review of KS1 2022	
		Year One	Year Two
<p><b>Improved phonic and reading attainment especially for Pupil Premium children</b></p> <ul style="list-style-type: none"> <li>- <i>EYFS - Improved phonic knowledge and retention of phonics</i></li> </ul>	<p>The difference between the whole cohort and PP children is improved and the gap is reduced with rest of cohort</p>	<p><b>Phonic screening test pass June 22</b></p> <p>66% cohort 47% PP</p> <p>(no previous year data due to Covid)</p>	<p><b>Phonic screening test pass- Nov 21</b></p> <p>82% cohort 60% PP</p>
<p>Improved progress and attainment end of EYFS and KS1 in reading</p>	<p>PP children are more likely to attain EXS or GDS - the difference between the whole cohort and PP children is improved and the gap is reduced within 10% with rest of cohort</p>	<p>Attainment expected + 73% cohort 53% PP</p> <p>Progress 70% PP</p> <p>Gap reduced to 20% (2021 gap was 46%)</p>	<p>Attainment expected + 68% cohort 50% PP</p> <p>Progress 50% PP</p> <p>Gap reduced to 18% (2021 gap was 27%)</p>
<p>Improved progress and attainment end of EYFS and KS1 in writing</p> <ul style="list-style-type: none"> <li>- <i>Improved vocabulary, oral language skills and listening skills among disadvantaged pupils</i></li> </ul>	<p>PP children are more likely to attain EXS or GDS - the difference between the whole cohort and PP children is improved and the gap is reduced within 10% with rest of cohort</p>	<p>Attainment expected + 68% cohort 41% PP</p> <p>Progress 76% PP</p> <p>Gap reduced to 27% (2021 gap was 36%)</p>	<p>Attainment expected + 54% cohort 30% PP</p> <p>Progress 60% PP</p> <p>Gap 24% (2021 gap was 20%)</p>
<p>Improved progress and attainment end of EYFS and KS1 in Maths</p>	<p>The difference between the whole cohort and PP children is improved and the gap is reduced within 10% with rest of cohort</p>	<p>Attainment expected + 70% cohort 53% PP</p> <p>Progress 82% PP Gap reduced to 16% (2021 gap was 33%)</p>	<p>Attainment expected + 63% cohort 30% PP</p> <p>Progress 60% PP Gap 33% (2021 gap was 26%)</p>

<p><b>To achieve and sustain improved SEND and wellbeing for all pupils in our school, particularly our disadvantaged pupils.</b></p>	<p>Champion for PP children - Increased support to Inclusion Team so that monitoring of PP pupils with SEND (including Social and emotional needs) can be increased.</p>	<p>As with EYFS, a named champion is a focus for next year.</p> <p>Needs were identified in class and support given - ELSA support for 32% of cohort</p> <p>PP children – 66% received ELSA SEND – 50% received ELSA</p> <p>PSHE programme Jigsaw was supplemented with needs in the classes and cohort. Some extra support for working well together and how to be a good friend.</p> <p>The focus for the provision of SEND will be a key priority in 22/23.</p>
<p><b>Summary</b></p>	<p>Strengths –</p> <p>EYFS have shown a positive improvement in all focus areas in both attainment and progress</p> <p>The gap has generally reduced to 10% and within 20% for all focus areas</p> <p>Year one have reduced the gap for all focus areas, but this is still a focus and aim towards 10% but within 20%</p> <p>Year One progress is above 70% in all focus areas</p> <p>Areas of development</p> <p>Year Two were affected by covid and this cohort had higher than previous years SEMH needs which became a focus. Needs to be identified earlier for targeted support.</p> <p>Year One to improve phonics – Little Wandle was started later in the year which had an impact on the end of year results.</p> <p>Pupil premium champions to be developed in the second year of the plan.</p> <p>Continue to build on positive EYFS practise- clear identification of needs and clear targets that all staff worked on, early implementation of Little Wandle, review of targets and interventions planned.</p> <p>Clear targets for Year One and Year Two children identified in pupil progress meetings in October 2022, to be reviewed December 22</p> <p>Year Two writing is a key priority for 2022/23 for both the cohort and PP children. Training has been delivered in October to develop Talk for writing across the school.</p>	

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) this academic year to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 9330

Activity	Evidence that supports this approach <i>Bold, italics is best practise as identified in the EEF</i>	Challenge number(s) addressed	Review 2021 to 2022
<p>Quality First Teaching, Individualised pre-teaching, same day, targeted and challenge interventions with instant feedback to provide to provide the best outcomes for pupils</p> <p>Ongoing CPD for all staff</p>	<p><u><b>EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD.</b></u></p> <p><b>Training and supporting highly qualified teachers deliver targeted support.</b></p> <p><b>Agreed consistencies to include – Same day interventions target gaps in learning from previous lessons- linked to basic skills in English and Maths.</b></p> <p><b>Pre teaching interventions provide opportunities to rehearse</b></p> <p><b>Scaffolded tasks to ensure all children have access to learning</b></p> <p><b>Half termly pupil progress meetings for all vulnerable groups (PP/ SEND/ EAL/ lower 20%) between inclusion lead and teachers.</b></p>	<p>1,2,3,4,5</p>	<p>Staff training in Rosenshine and CPD for High quality teaching</p> <p>Agreed consistencies across Inclusion and SEND introduced and formed a focus for learning walks, staff given strengths and areas to develop.</p> <p>Little wandle phonic scheme raised attainment and progress in phonics (EYFS) and supported catch up and pre teaching</p> <p>Pupil progress meetings clearly identified focus children and targets/ interventions.</p> <p>Areas to develop This is still a focus area for 2022/23</p> <p>Training for precision teaching Oct 22 to focus on reading and spelling</p>
<p>Purchase a new reading and phonic scheme (validated) – Little Wandle to secure stronger phonics teaching for all pupils.</p> <p>Ongoing</p>	<p><b>EEF Targeted Academic support – Teacher /Teaching Assistant Interventions</b></p> <p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p><u><b>Phonics   Toolkit Strand   Education Endowment Foundation   EEF</b></u></p> <p>Ensure all staff have received training to deliver the Little Wandle phonics scheme</p>	<p>1, 2, 3</p>	<p>Little wandle phonic scheme secured stronger phonics in EYFS where is was introduced Sept 2022. Year one started later and has some improvement at the end in reading.</p> <p>The phonic screening test showed more children were just below by 6 marks – focus for year 2</p>



<p>CPD to improve phonics teaching and reading</p> <p><b>Cost of proportion of CPD</b></p> <p><b>Cost of proportion of CPD - £630</b></p>	<p>effectively and to include new phonic books to send home/ share in class.</p> <p>This cascades to include TA's</p> <p>Extra Teacher out of class for one day to embed phonics and reading teaching and learning in KS1</p>		<p>All new staff trained for Little wandle.</p> <p>Phonically decodable books used for extra reading (not old scheme)</p> <p>Areas to develop and embed in second year</p> <ul style="list-style-type: none"> <li>- Year 2 to complete and summer term ½</li> <li>- Learning walk in phonics September 22 showed need for consistency.</li> <li>- Agreed consistencies updated Oct 22 and staff training</li> <li>- Staff training for all staff Nov 22</li> <li>- Books to be purchased to send home</li> <li>- Phonic screening test in Oct for current Year 2 shows very positive retake success</li> </ul>
<p>Talk for Writing provision enhanced across whole school</p>	<p><b>EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD.</b></p> <p>High-quality teaching</p> <p>Developing and rehearsing modelled speech</p> <p>Supporting high quality texts and improved outcomes for writing.</p>	3	<p>Writing attainment had increased in EYFS and Year 1</p> <p>Texts have been carefully chosen across year groups</p> <p>Focus on rosenshine for High quality teaching</p>
<p>Enhancement of our maths teaching and curriculum planning in line with the mastery curriculum</p> <p>-Embedding the Power Maths Programme throughout the school.</p> <p><b>Cost of proportion of CPD - £850</b></p>	<p><b>EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD.</b></p> <p><b>EEF Targeted Academic support – Teacher /Teaching Assistant Interventions</b></p> <p><b><u>Improving maths in EYFS and KS1</u></b></p> <p>High-quality teaching to improve end of year expectations in maths</p> <p>All staff have received training to deliver the Power maths scheme effectively and use online resources</p>	4	<p>CPD from Power maths Programme</p> <p>Learning walks and feedback to individual teachers and year groups by Maths lead.</p> <p>Staff are more confident and are more flexible to adapt the lesson to meet needs of pupils.</p>
<p>Purchase of standardised</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure</p>		<p>NFER tests were used as a benchmark in Autumn and Spring term to feed</p>



<p>diagnostic assessments.</p> <p>Extra training for staff (if needed) to ensure assessments are interpreted and administered correctly.</p>	<p>they receive the correct additional support through interventions or teacher instruction:</p> <p><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p>		<p>into teacher assessment and inform accurate judgements.</p> <p>- More training for staff to analyse own data</p>
<p><b>Improve the quality of social and emotional (SEL) learning.</b></p> <p>Inclusion lead to work with SENDco to champion PP children and families</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p><a href="#">EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)</a></p> <p>Staff who feel skilled and confident leading an intervention will see better progress from the children.</p> <p>TA's will be more confident delivering the interventions and social group work, which take place and enabling them to evaluate which strategies lead to good progress and how this is measured.</p> <p>HLTA- to work with PP children at least once a week, extra reads, enrichment</p> <p>ELSA support for children to work on feelings, emotions, social</p> <p>TA's to support S and L interventions or other needs</p>	5	<p>Children identified for extra ELSA or time to talk and nurture programmes</p> <p>Staff confident to refer children for ELSA</p> <p>All PP children have at least three extra reads a week either individually or in small groups</p> <p>S and L support by external support and then training for TA's to deliver the suggested programmes.</p>

## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 22 173

Activity	Evidence that supports this approach	Challenge number(s) addressed	Review 2021 to 2022
<p>Reading for pleasure</p> <p>Reading progress promoted through</p> <p>– high quality (validated phonic scheme)</p> <p>-High quality texts</p>	<p><b>High-quality teaching</b></p> <ul style="list-style-type: none"> <li>- Includes small group tuition</li> <li>- Phonics interventions- daily keep up (T/TA)</li> <li>- Teaching assistant interventions</li> </ul> <p><b>Embed Little Wandle to ensure consistency of provision of reading support throughout school –</b></p> <p><b>Regular phonic assessments every 6 weeks, books matched to phonic assessments</b></p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1,2	<p>Little wandle was successful implemented in September in EYFS and this is where the highest attainment and progress was made.</p> <p>Daily catch up and keep up sessions ensured all children had the correct support</p> <p>Regular phonic assessments and monitoring by SLT ensured that children were reading the correct reading book.</p>

Inclusion lead and HLTA - champion	<p><b>Reading practise (Little Wandle) Guided reading activities and focus when reading 1:1</b> <i>Focus on reading comprehension strategies</i></p> <p><a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p><b>Individual or small group focus to support specific children daily keep up in phonics</b></p> <p><b>Continued focus on ‘reading for pleasure’ and PP to have extra reading experiences including 1:1 and shared reading where needed.</b></p>		PP children had at least three extra reads, either in small groups and 1:1
<i>Reading, Writing and Maths interventions; Pre-teach/ same day/ specific skill based intervention.</i>	<p>Establish small group interventions for disadvantaged pupils falling behind age-related expectations- <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p>SENDco out of class for 1 day to embed intervention structure/ ethos/ inclusive classroom</p> <p>Teacher to support keep up groups and catch up focused teaching <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p>	2,3,4	Staff shortages impacted on this area of improvement.
Small groups (or individual) will run to accommodate a personalised curriculum – <i>Social and Emotional needs</i> <i>Speech and Language</i> <i>Feelings</i> <i>Self esteem</i> <i>PACE</i>	<p><a href="#">Improving Social and Emotional learning</a></p> <p>HLTA – ELSA support</p> <p>Time to talk</p> <p>Emotional programme</p> <p>Individual needs – feelings, emotions, self esteem etc</p> <p>Speech and language therapist supports TA/HLTA’s to plan and deliver speech interventions</p>	5 ( indirectly – 1,2,3,4)	<p>Staff shortages again had impact of this area of improvement.</p> <p>ELSA support was successful when achieved.</p> <p>DHT took ownership of a Year 2 focus group to improve conflict of friendship.</p> <p>S and L therapist was successful and training TA’s to deliver support.</p>

## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 19 012

Activity	Evidence that supports this approach	Challenge number(s) addressed	Review of 21/22
<b>Ensuring disadvantaged children have the widest experiences and opportunities possible.</b>	Maslow’s Hierarchy of Needs – self actualisation, increased self-esteem, love and belonging and physiological needs met		All PP were able to take part in school trips and extra curricular activities that required payment.

<p><b>School offer to pay for school trips and school experiences generally funded by parents/carers. (£1280)</b></p> <p>School offer 1 school club per term to all children eligible for PP funding.</p> <p>School to pay for holiday clubs</p>	<p>Children can fully participate in all aspects of school life to add enrichment to their lives and follow up learning at school.</p> <p>Children can follow their own interests</p> <p>Children can participate in fun, craft or sport activities to help support families in the holidays</p>	<p>All challenges addressed either directly because of activity or indirectly because of general sense of well-being/increased self-confidence and</p> <p>These strategies also help support our good, average attendance. 1,2,3,4,5</p>	<p>Clubs without payment ensured that PP had a place (ie sewing club)</p> <p>Holiday clubs were offered and we worked with families to ensure they had spaces.</p> <p>Personal reminders were sent out and phone calls made to ensure these children were included.</p> <p>No external clubs ran last year.</p>
<p>Each child eligible for PP has an allocated adult who works along-side them regularly (at least once a week for about 20 minutes) <b>£5,100</b></p> <p><b>PP children to receive a book every month – based on interests (£352)</b></p>	<p>Building positive relationships with all staff, exploring and developing learning through games, reading etc</p> <p>Increase own ownership of books to encourage love of reading and having their own special books and belonging</p>		<p>Although PP champions were not identified, adults in class took this role, usually through reading or spellings.</p> <p>Feedback from children was that enjoyed receiving their own book. Some children continued to bring their new books to school and share with their adults in class as it was their special book.</p>
<p>Ensure children are emotionally supported so they are ready to learn (Emotional Literacy Support Assistant (ELSA)). Cost of proportion of salary of ELSA £6800</p>	<p><u><b>Social and emotional learning</b></u> School level approaches to developing a positive school ethos, which also aim to support greater engagement in learning; <b>More specialised programmes which use elements of SEL and are targeted at students with particular social or emotional needs</b></p>		<p>ELSA support is a vital part of our school development. We have identified that children start and have more complex needs. More children are being referred to CAMHS and we need to provide that immediate support.</p>
<p><b>Providing Chrome Books so children can access home-learning activities. Cost £4200</b></p> <p>Children to receive stationary sets and notebooks (<b>£480</b>)</p>	<p><u><b>Using digital learning to improve learning</b></u></p> <p>Encourage a love of drawing and writing, being able to access homework and own interests.</p>		<p>All PP children were offered a chrome book.</p> <p>The impact of this needs to be measured to evaluate if it is best to provide or have a loan.</p>
<p><b>Milk bought daily (and nutritional breakfasts for those children</b></p>	<p>Maslow's triangle – Physiological needs met</p>		<p>Breakfast is offered to all children and especially children that so not have breakfast.</p>

<b>who need it)</b> <b>Cost £400</b>			There was an increase in breakfast club this year. Some to help settle and focus in the morning.
<b>Contingency fund for acute issues.</b>	We have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified (ie taxi to ensure children can attend school) Jan 2022 – Play therapy	<b>Contingency fund for acute issues.</b>	Play therapy was bought in by an external provider for an identified need for a PP child. This had a positive impact on learning behaviours in class and emotional wellbeing – Summer term 2

### Total budgeted cost: £ 50 115

#### Summary

This plan will continue for the second year as initially planned and learning from year one will ensure more achievement and identified clearer focus areas.

The purchasing of the chrome book for each PP child needs to be reviewed as the impact has not been conclusive, **the intended plan of giving the family a device**. Previous loan of a chrome book ensured more collaborative work with school. Working with the Junior school to share ideas for this focus area to decide what is best for our families in our community.

PP parents have commented on attending the Family days saying how much they appreciated spending quality time with their children, as it is often difficult to have 1:1 time at home. Family days were Inclusive for all family members for Mother's day they made flower crafts, Father's day was focused on making and flying kites. A three year plan of themed events is now in place.

#### Areas of development to improve within the second year of the plan.

SENCo will have a key role to drive provision for PP and SEND children in class.

The zones of regulation has been implemented in September 2022 across the school and is already having a positive impact. Children are more confident in identifying emotions and are building strategies to help calm and self-regulate. Parents have had information shared and some children have taken their own copy home to help support parents and families at home.

Speech and language is another key priority in EYFS after initial baseline assessments. Our S and L therapist has already completed assessments on 20% of the cohort and shared support plans.

PSE has been identified on entry, as an area to develop, including self-confidence, taking turns and listening, and has resulted in 40% on EYFS children in time to talk groups and 20% in an emotions group.

All classes have identified children for ELSA support –

EYFS – 55%

Year 1 – 24%

Year 2 -28%

## Part B: Review of outcomes in the previous academic year 2020 to 2021

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Due to the pandemic school closed for the majority of children in January 2021. The results for the aims in the pupil premium strategy for 19/20 could not be measured. From March 2020 and again in January 2021, we supported our disadvantaged children in the following ways:

- Regular phone calls from the class teacher and DSL/ DDSL. Vulnerable children/families had a member of staff to contact with any issues arising from lock down.
- Weekly learning packs were delivered for all children who needed them due to lack of access to digital devices. Alternative activities were provided to those who found it difficult to access planned work and a balance between academic and activities supporting physical/mental/ emotional health (through the recovery curriculum) was offered.
- FSM weekly food boxes were given to families and vouchers from Edenred government.
- From January 2021 Chrome books were loaned to all our Pupil premium families ensuring that all children and families could join online learning.
- From February 2021 we offered three hours of live, online learning from EYFS to Year 2.

We believe that the above actions supported families in the best way possible during an unprecedented change in circumstances. The feedback we received from families was positive and the personal support approach has ensured many families felt included and listened to.

### Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider
n/a	

### Service pupil premium funding (optional) = n/a

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	n/a
What was the impact of that spending on service pupil premium eligible pupils?	n/a

# Pupil Premium Strategy and Monitoring Report for Walsh Memorial CE Infant School 2020 -2021 – Reviewed

The document below is the strategy from last year and the review in July 2021. The key findings were that our Pupil Premium children generally made good progress but the attainment is much lower than the cohort. This is a key foci for our new strategy.

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%	<b>92%</b>	50%	<b>92%</b>	76%	<b>74%</b>	69%	<b>78%</b>
% making expected progress in writing (as measured in the school)	25%	<b>92%</b>	38%	<b>88%</b>	50%	<b>50%</b>	45%	<b>59%</b>
% making expected progress in mathematics (as measured in the school)	50%	<b>83%</b>	75%	<b>88%</b>	83%	<b>54%</b>	76%	<b>60%</b>
3. Barriers to future attainment (for pupils eligible for PP)								
Academic barriers (issues to be addressed in school, such as poor oral language skills)								
A.	Building on phonic knowledge and retention of phonics							
B.	Raising reading levels and recall of high frequency words.							

<b>C.</b>	Developing vocabulary and speaking and listening skills
<b>D.</b>	Pupils are also identified as SEND with additional learning needs
<b>E.</b>	Enhancing parental engagement and communication
<b>Additional barriers</b> (including issues which also require action outside school, such as low attendance rates)	
<b>F.</b>	28% Children that are currently on or have been on the Safeguarding Register
<b>G.</b>	Some children have a lack of rich and first hand experiences outside school

4. Intended outcomes		Success criteria	Summer Term Review																																													
<b>A.</b>	PP children that do not have SEND to achieve at least the expected standard at the end of KS1 SATS.	<p>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. Use interim assessment grid to identify and plan PP children to be monitored closely to ensure that a higher percentage of pupils achieve expected in reading, writing and maths.</p>	<table border="1"> <thead> <tr> <th></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></th> <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><b>92%</b></td> <td>50%</td> <td><b>92%</b></td> <td>76%</td> <td><b>74%</b></td> <td>69%</td> <td><b>78%</b></td> </tr> <tr> <td>W</td> <td>25%</td> <td><b>92%</b></td> <td>38%</td> <td><b>88%</b></td> <td>50%</td> <td><b>50%</b></td> <td>45%</td> <td><b>59%</b></td> </tr> <tr> <td>M</td> <td>50%</td> <td><b>83%</b></td> <td>75%</td> <td><b>88%</b></td> <td>83%</td> <td><b>54%</b></td> <td>76%</td> <td><b>60%</b></td> </tr> </tbody> </table> <p>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%	<b>92%</b>	50%	<b>92%</b>	76%	<b>74%</b>	69%	<b>78%</b>	W	25%	<b>92%</b>	38%	<b>88%</b>	50%	<b>50%</b>	45%	<b>59%</b>	M	50%	<b>83%</b>	75%	<b>88%</b>	83%	<b>54%</b>	76%	<b>60%</b>
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<b>B.</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>Impact of interventions- monitor and evaluate impact A higher proportion of children achieving the required level in the Phonics Screening Check</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>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>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  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><b>C.</b></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)</p> <p>Impact of interventions</p> <p>PP children tracked half termly to ensure accelerated progress to reduce attainment gap</p>	<p>27% GLD PP children</p> <p>All Prime areas as a foci for Year 1 (not just reading and writing)</p> <p>Interventions – Spring 2 (3 weeks, 4 weeks Sum1)</p> <p>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 1023 2168 1198"> <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>89%</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>79%</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%	89%	66%	98%	59%	95%	W	28%	82%	33%	80%	79%	94%	64%	91%	M	55%	73%	67%	78%	81%	100%	76%	95%
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<p><b>D.</b></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</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)</p> <p>Colourful semantic working well to develop language and sentences</p>																																												

	learner – measured through end of phase data and attitudes to learning		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
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 <b>and has support from a HLTA to ensure</b></p>	<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.</p>	
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<b>ii. Targeted support</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>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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<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>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					Milestones
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		What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	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	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>76%</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>59%</td> </tr> <tr> <td>M</td> <td>50%</td> <td>83%</td> <td>75%</td> <td>88%</td> <td>83%</td> <td>64%</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%	76%	74%	69%	78%	W	25%	92%	38%	88%	50%	50%	45%	59%	M	50%	83%	75%	88%	83%	64%	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 375 2204 513"> <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>10%</td> <td>70%</td> <td>13%</td> <td>75%</td> <td>65%</td> <td>74%</td> <td>56%</td> <td>73%</td> </tr> <tr> <td>W</td> <td>10%</td> <td>50%</td> <td>13%</td> <td>63%</td> <td>53%</td> <td>59%</td> <td>46%</td> <td>58%</td> </tr> <tr> <td>M</td> <td>20%</td> <td>60%</td> <td>25%</td> <td>63%</td> <td>59%</td> <td>62%</td> <td>53%</td> <td>61%</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	R	10%	70%	13%	75%	65%	74%	56%	73%	W	10%	50%	13%	63%	53%	59%	46%	58%	M	20%	60%	25%	63%	59%	62%	53%	61%
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		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&amp;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

<b>Total budgeted cost</b>		£17,395
<b>ii. Targeted support</b>		

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		<b>ELSA for individual needs, family and friendship, self esteem,</b>
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
<b>Total budgeted cost</b>					£13,000		
<b>iii. Other approaches</b>							
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
<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. .

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.