

Pupil premium strategy / self-evaluation

1. Summary information					
School	Wallisdean Infant School				
Academic Year	18/19	Total PP budget	57,840	Date of most recent PP Review	Jul 18
Total number of pupils	168	Number of pupils eligible for PP		Date for next internal review of this strategy	Jul 19

2. Current attainment (on Entry Sep 2018)			
	<i>Pupils eligible for PP (your school)</i>		
	YR	Y1	Y2
% making expected progress in reading (as measured in the school)	n/a	76.9%	64.3%
% making expected progress in writing (as measured in the school)	n/a	69.2%	64.3%
% making expected progress in mathematics (as measured in the school)	n/a	84.6%	71.4%
% achieving expected standard or above in reading, writing & maths,	n/a	69.2%	64.3%

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.	Poor speech and language skills on entry.
B.	Low emotional literacy.
C.	Poor fine and gross motor skills on entry.
Additional barriers (<i>including issues which also require action outside school, such as low attendance rates</i>)	
D.	Home learning environment for some disadvantaged children is a barrier.
E.	For some pupil premium children attendance is a barrier. School is continuing to work intensively through liaison with parents to improve attendance rates.

4. Intended outcomes <i>(specific outcomes and how they will be measured)</i>		Success criteria
A.	Children in EYFS have early interventions put into place after initial assessments so that they are able to achieve GLD. This is often in Literacy, as many children come into school below national average in their speech, language and communication.	Higher percentage of PP children achieving GLD.
B.	To maintain standards in Early Years in KS1	Standards maintained in EYFS and End KS1 for Pupil Premium children in line with their peers.
C.	To close the gap between Pupil Premium and Non-Pupil Premium by end of Year 2. Data indicates that our disadvantaged children do not enter Pre-school and reception school ready in comparison with our non PP children. Emphasis on rapid progress to achieve by end of KS1.	Standards maintained in KS1 for Pupil Premium children in line with their peers.
D.	To sustain the outstanding teaching of phonics so that PP children receive high quality teaching focusing on high expectations, monitoring of outcomes and effective feedback. Children make rapid progress in phonics and develop phonetic knowledge so that they are able to apply and use sounds in reading and writing.	EYFS data % of children achieving expected standard in Phonics screening check data

5. Planned expenditure

Academic year	2018/19
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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
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Real life experiences for all children including Pupil Premium to enhance and support the curriculum. (Trips, visitors etc)	Maintaining standards for Pupil Premium children in line with their peers.	Some Pupil Premium children lack experiences which build resilience and other skills needed. They also lack the vocabulary. Real life experiences ensure that children are able to access learning and use their experiences to enhance their vocabulary and ideas.	Monitoring curriculum	Head of School (Curriculum lead)	Jul 2019
Streamed small RWI groups	Ensuring good progress and attainment in reading, writing and phonics	The effective teaching of systematic phonics enables children to make rapid progress in their reading and writing.	Reading, Writing and Phonic data. Monitoring RWI sessions Book scrutiny	English Lead Head of School	Jul 2019
Eco Explorers outdoor learning sessions based on Science, Geography and Understanding of the World including additional staff and resources	Ensuring good progress in attainment in Science. Enable children who did not achieve Understanding of the World in EYFS to make good progress.	Some Pupil Premium children lack experiences which build resilience and other skills needed. They also lack the vocabulary. Real life experiences ensure that children are able to access learning and use their experiences to enhance their vocabulary and ideas.	Science and Geography Data Monitoring sessions. Book scrutiny	Science Lead Geography group Head of School	Jul 2019

					Total budgeted cost
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
All children to receive Language Links assessment at the beginning of Autumn n Term. Language Links Interventions are used where needed.	Children achieving Good Level of Development (GLD) by end Year R	Children in EYFS have early interventions put into place after initial assessments so that they are able to achieve GLD. This is often in Literacy, as many children come into school below national average in their speech, language and communication.	Monitoring as intervention programs Data analysis	Head of School SENCO Early Years Leader	Jul 2019
Motor skills interventions	Children achieving Good Level of Development (GLD) by end Year R	Many children are below national average in their fine and gross motor skill when entering Year R.	Monitoring of intervention programs Data analysis Provision maps Pupil Progress meetings	Head of School SENCO Early Years Leader	Jul 2019

ELSA provision including cost of staff, training and resources.	To raise self-esteem and ensure children are more emotionally articulate thus promoting positive learning behaviours and good progress.	Many Pupil Premium children enter reception below in their personal, social and emotional skills. Pupil Premium children may have experiences they need emotional support with. Early intervention reduces the scale of potential problems	ELSA meeting with Head of School. ELSA referrals and evaluations. CPOMS records.	Head of School	Jul 2019
Other interventions e.g paired reading, guided reading, MyTY Maths.	Ensuring good progress and attainment in all areas.	Children have interventions put into place after becoming focus from Pupil progress meetings to close an attainment or achievement gap. The aim of these intervention programs is for double rate of progress in the time taught.	Provision maps Pupil Progress meetings	Inclusion Leader	Jul 2019
Total budgeted cost					
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

After school clubs (Paid for and subsidised)	To Ensure Pupil Premium children experience after school activities that support their personal, social and emotional development and healthy lifestyles/fitness levels.	Many Pupil Premium children come from large families who live in built up areas with no gardens and tight incomes. They often don't travel outside their local community or access other clubs.	Tracking of children receiving this support.	Head of school PE Leader Admin staff (After School club organisers)	Jul 2019
Parent workshops	Workshops for parents to support in maths, reading and writing. To support children's learning	.To ensure parents have an understanding of their child's curriculum and next steps. This enables them to give the best support at home. Supporting their child with learning in their school setting also helps them to understand where their child is within their curriculum.	Evaluations Monitoring Pupil Progress	Maths and English Leaders Head of School	Jul 2019

Parent Support Worker	To ensure parents are supported with any home issues that might impacted on their child's development e.g. behaviour, routines, sleep etc	Many Pupil Premium children enter reception below in their personal, social and emotional skills. Our parents are encouraged to work in partnership with us on improving their children's behaviour and attendance.	Evaluations	Executive Headteacher	Jul 2019
Total budgeted cost					57,840
6. Additional detail					

In this section you can annex or refer to **additional** information which you have used to support the sections above.

