

## Pupil premium strategy / self-evaluation

1. Summary information								
School	Wallisdean Infant School							
Academic Year	19/20	Total PP budget	56,400	Date of most recent PP Review	Sep 19			
Total number of pupils	156	Number of pupils eligible for PP	37	Date for next internal review of this strategy	Jul 20			
2. Attainment								
			<i>Pupils eligible for PP (your school)</i>					
			YR		Y1		Y2	
			Sep '19	July '20	Sep '19	July '20	Sep '19	July '20
% making expected progress in reading (as measured in the school)			n/a		71%		93%	
% making expected progress in writing (as measured in the school)			n/a		71%		87%	
% making expected progress in mathematics (as measured in the school)			n/a		77%		87%	
% making expected progress in reading, writing and mathematics			n/a		n/a		87%	
3. Barriers to future attainment (for pupils eligible for PP)								
<b>Academic barriers</b> <i>(issues to be addressed in school, such as poor oral language skills)</i>								
A.	Poor speech and language skills on entry.							
B.	Low emotional literacy.							
C.	Poor fine and gross motor skills on entry.							
<b>Additional barriers</b> <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		

<b>A.</b>	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>B.</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.
<b>C.</b>	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.
<b>D.</b>	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  End KS1 Data

<b>5. Planned expenditure</b>					
<b>Academic year</b>		<b>2019/20</b>			
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					
<b>i. Quality of teaching for all</b>					
<b>Action</b>	<b>Intended outcome</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
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	Curriculum lead	Jul 20
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	Jul 20

Eco Explorers outdoor learning sessions based on Science, Geography and Understanding of the World including additional staff and resources. One additional Teacher for these sessions each week.	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 Curriculum Lead	Jul 20
<b>Total budgeted cost</b>					
<b>ii. Targeted support</b>					
<b>Action</b>	<b>Intended outcome</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
All children to receive Language Links assessment at the beginning of Autumn 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	SENCO Early Years Leader	Jul 20
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	SENCO Early Years Leader	Jul 20

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.	Deputy Head	Jul 20
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 20
<b>Total budgeted cost</b>					
<b>iii. Other approaches</b>					
<b>Action</b>	<b>Intended outcome</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
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.	Deputy Head PE Leader Admin staff (After School club organisers)	Jul 20

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 Deputy Head	Jul 20
Parent Support Worker	To ensure parents are supported with any home issues that might impacted on their child's development eg 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 Head Teacher	July 20
<b>Total budgeted cost</b>					<b>56,400</b>

6. Review of expenditure				
Previous Academic Year				
i. Quality of teaching for all				
Action	Intended outcome	Impact:	Lessons learned (and whether you will continue with this approach)	Cost
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.	<p><b><u>Year 2</u></b> Non-Pupil Premium children achieved better in Reading, Writing and Maths by approx. 20%. This was due to in this particular cohort 33% of Pupil Premium children are SEN and did not achieve Expected standard. However there was no significant gap between School Pupil Premium at expected compared to 2018 National Pupil Premium at Expected for Reading, Writing and Maths. There was not enough Pupil Premium children achieving Greater Depth compared to Non Pupil Premium and National Pupil Premium in Writing and Maths this will be a focus next year.</p> <p><b><u>Year 1</u></b> Pupil Premium children achieved better by 15% in Writing than Non Pupil Premium. There were no gaps between Pupil Premium and Non Pupil Premium in Reading or Maths.</p> <p><b><u>Year R</u></b> There was no gap in attainment of Expected in Reading, Writing and Maths for Pupil Premium and Non Pupil Premium.</p>	Approach to continue. Focus on more Pupil Premium children making accelerated progress to achieve Greater Depth in Writing and Maths.	

<p>Streamed small RWI groups</p>	<p>Ensuring good progress and attainment in reading, writing and phonics</p>	<p><b><u>Year 2</u></b>  Non-Pupil Premium children achieved better in Reading, Writing and Maths by approx. 20%. This was due to in this particular cohort 33% of Pupil Premium children are SEN and did not achieve Expected standard. However there was no significant gap between School Pupil Premium at expected compared to 2018 National Pupil Premium at Expected for Reading, Writing and Maths. There was not enough Pupil Premium children achieving Greater Depth compared to Non Pupil Premium and National Pupil Premium in Writing and Maths this will be a focus next year.</p> <p><b><u>Year 1</u></b>  Pupil Premium children achieved better by 15% in Writing than Non Pupil Premium. There were no gaps between Pupil Premium and Non Pupil Premium in Reading or Maths.</p> <p><b><u>Year R</u></b>  There was no gap in attainment of Expected in Reading, Writing and Maths for Pupil Premium and Non Pupil Premium.</p>	<p>Approach to continue. Focus on more Pupil Premium children making accelerated progress to achieve Greater Depth in Writing.</p>	
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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.	<b><u>Year 1 Data from Eco Explorers.</u></b>  There was no gap in attainment in Science between Pupil Premium and Non Pupil Premium.	Continue Eco Explorers next year due to excellent impact.  New Year 1 Teacher to also teach Eco Explorers so there are 3 Teachers during this sessions.	
<b>ii. Targeted support</b>				
<b>Action</b>	<b>Intended outcome</b>	<b>Impact:</b>	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
All children to receive Language Links assessment at the beginning of Autumn Term. Language Links Interventions are used where needed.	Children achieving Good Level of Development (GLD) by end Year R	There was no gap in achievement of GLD between Pupil Premium and Non Pupil Premium.	Continue 19.20	
Motor skills interventions	Children achieving Good Level of Development (GLD) by end Year R	There was no gap in achievement of GLD between Pupil Premium and Non Pupil Premium.	Continue 19.20	
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.	20 children received ELSA this year. 10 of these children were Pupil Premium. 1 new ELSA was trained so the school now has 2 ELSA's available.  The ELSA was trained in FIEPS. See confidential ELSA notes.	Continue ELSA.  Staff member to now begin FIEPS sessions with appropriate children. Fagus purchased and now available for assessments.	

<p>Other interventions eg paired reading, guided reading, MyTY Maths.</p>	<p>Ensuring good progress and attainment in all areas.</p>	<p><b><u>Year 2</u></b>  Non-Pupil Premium children achieved better in Reading, Writing and Maths by approx. 20%. This was due to in this particular cohort 33% of Pupil Premium children are SEN and did not achieve Expected standard. However there was no significant gap between School Pupil Premium at expected compared to 2018 National Pupil Premium at Expected for Reading, Writing and Maths. There was not enough Pupil Premium children achieving Greater Depth compared to Non Pupil Premium and National Pupil Premium in Writing and Maths this will be a focus next year.</p> <p><b><u>Year 1</u></b>  Pupil Premium children achieved better by 15% in Writing than Non Pupil Premium. There were no gaps between Pupil Premium and Non Pupil Premium in Reading or Maths.</p> <p><b><u>Year R</u></b>  There was no gap in attainment of Expected in Reading, Writing and Maths for Pupil Premium and Non Pupil Premium.</p>	<p>Continue. Focus on more Pupil Premium children making accelerated progress to achieve Greater Depth in Writing and Maths.</p>	
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<b>iii. Other approaches</b>				
<b>Action</b>	<b>Intended outcome</b>	<b>Impact:</b>	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
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.	12 Pupil Premium children attended a range of after school clubs funded by the school.	Continue next year targeting Pupil Premium children	
Parent workshops	Workshops for parents to support in Maths, Reading and Writing. To support children's learning	Workshops were well attended. Feedback was good.	Approach to continue. ParentMail can now be used for parents to book sessions so we know who is coming so we can target any Pupil Premium parents.	
Parent Support Worker	Workshops for parents to support in Maths, Reading and Writing. To support children's learning	Parent support worker worked with 9 Pupil Premium families throughout the year on issues at home such as behaviour and routines.	Continue support	
<b>Total budgeted cost</b>				<b>57,840</b>