

Pupil Premium Strategy Statement

To ensure that pupil premium funding is used to the maximum effect to break down barriers to learning and enable every child, irrespective of their background, to have the opportunity to achieve their potential.

Summary information					
School:	Wheldon Infant School and Nursery				
Academic Year:	2018-2019	Total PP budget:	47,520 forecast	Date of most recent internal PP review	October 2018
Total number of pupils	117 at Oct 18	Number of pupils eligible for PP	36 children (Based on January 18 census)	Date for next internal review of this strategy	December 2018

Identified barriers for future attainment (for pupils eligible for PP, including high ability)

Persistently absent PP children lack confidence in their learning due to the regular disruption to their education

Poor attendance including arriving late at school and term time holidays which reduces their school hours impacts on attainment and progress for PP children

Social / emotional needs of PP children need to be addressed to provide children with a good attitude towards learning and relationships.

TPP Children’s listening and attention skills need to be supported to accelerate progress within the lesson

Lack of parental engagement with school, particularly in reading at home, and attending information sharing events

Desired outcome		
Desired outcomes and how they will be measured	Success criteria	Outomes July 2019
To increase the % of school attendance overall as evidenced though attendance reports.	<p>By July 19</p> <ul style="list-style-type: none"> Attendance will have been increased from 92.5% (2017/2018) to 95% Overall absence will have decreased from 7.5 % to be in line or below National 17/18 (4.7% Autumn/Spring) 	
To address attendance issues with identified PP families, increasing their attendance throughout the year.	<p>By July 19</p> <ul style="list-style-type: none"> Persistent attendance will have decreased from 25.5% to be in line or below National 17/18 (11% Autumn/Spring) Parents will have been targeted and attendance will improve through attendance plans. 	
To diminish the difference in the KS1 achievement gap between the Pupil Premium and non-Pupil Premium particularly in writing.	<p>By July 19 the gap between Pupil Premium children and non-Pupil Premium children will have decreased from school 2018 outcomes:</p> <p>Year 2</p> <ul style="list-style-type: none"> Reading = 23% gap National= 17% Writing = 30% gap National= 18% Maths = 12% gap National 17% <p>Year 1</p> <ul style="list-style-type: none"> Reading =23% gap Writing = 11% gap Maths = 37.5% gap 	

To engage PP children's parents and carers in their children's learning at home and in school	<p>By July 19</p> <ul style="list-style-type: none"> All PP parents will have been targeted specifically by the class teacher to engage with their children's learning at home and at school through parent consultation appointments. All PP parents will be targeted by their class teacher to attend any inspire sessions held in school, sharing the learning at school. All teachers will encourage PP children to access the home reading challenge, reading three times or more. All PP children will have been offered two afterschool clubs and support with funding school trips. 		
To improve the social and emotional needs of identified Pupil Premium children to address their social behaviour and their attitude towards learning.	<p>By July 19</p> <ul style="list-style-type: none"> Focused PP children will have had additional support to address their social and emotional needs through a focused intervention delivered by the schools Emotional Literacy Support Assistant. Focused PP children will have learnt strategies to support with their emotional literacy, resilience and mental health. 		
To support children with their listening and attention skills through focused work.	<p>By July 19</p> <ul style="list-style-type: none"> Focused PP will have had additional support to address their listening and attention skills. Good progress in attainment will show that children are using their acquired listening and attention skills within lessons. 		
Planned expenditure for the academic year 2018-2019			
Area of spend	Focus	Total allocation	Spending
Address ongoing attendance issues.	Attendance and punctuality	£3250	
To diminish the difference in the KS1 achievement gap between the Pupil Premium and non-Pupil Premium	Phonics, English, Maths, Social and Emotional	£31,500	
Parent Partnership	Readiness to learn and engagement	£3000	
Reading Challenge Rewards	English and promotion of reading at home	£1000	
Funding for school trips	Personal, Social and Emotional Development	£250	
Support with Social, Emotional and Mental Health	Personal, Social and Emotional Development	£3250	

Behaviour for learning- listening and attention skills		Readiness to learn and engagement	£5250	
Total				
Area of spend	Intended outcomes – why these approaches were taken	Actions		
To increase the % of school attendance overall as evidenced through attendance reports.	<ul style="list-style-type: none"> Attendance will have been increased from 92.5% (2017/2018) to 95% Overall absence will have decreased from 7.5 % to be in line or below National 17/18 (4.7% Autumn/Spring) 	<ul style="list-style-type: none"> Share children’s attendance with parents at regular intervals throughout the year. Identify families who need to receive a ‘Raising Attendance Plan to provide clarity on the schools expectations and the parental responsibility Continue to work in partnership with Education Welfare Officer. Continue to work in partnership with other agencies to ensure daily attendance and punctuality in school through CAFs. Teachers continue to challenge parents and carers of persistently absent children and discuss the impact on their attainment and progress Share relevant attendance data with governors Share attendance and punctuality termly report with teaching staff. Ensure parents are rung on the first day of absence and a valid reason is justified. Invigorate the attendance reward system to ensure that attendance is a high priority in school. 		
To diminish the difference in the KS1 achievement gap between the Pupil Premium and non-Pupil Premium	<ul style="list-style-type: none"> The gap between Pupil Premium children and non-Pupil Premium children will have decreased from school 2018 outcomes: <p>Year 2</p> <ul style="list-style-type: none"> Reading = 23% gap National= 17% Writing = 30% gap National= 18% Maths = 12% gap National 17% <p>Year 1</p> <ul style="list-style-type: none"> Reading =23% gap Writing = 11% gap Maths = 37.5% gap <ul style="list-style-type: none"> By July 2018 all KS1 teaching and support staff and HLTA’s have a shared core knowledge to enable them to 	<ul style="list-style-type: none"> Identify PP children who are falling behind and initiate Wave 1 teaching strategies to support; implemented additional intervention when needed. Ensure that high quality reading and writing PP wave 2 interventions are effective in year 2, through book scrutiny, lesson drop ins and pupil voice. Ensure that high quality maths PP wave 2 interventions are effective in year 1, through book scrutiny, lesson drop ins and pupil voice. Half termly assessments to be handed into the SLT so that the gap can be robustly monitored and acted upon. Staffing structure in KS1 has in built capacity for support staff to lead on identified interventions to accelerate progress for PP children and also support these children within curriculum lessons. 		

	<p>promote the development of children's knowledge, understanding and skills in English and Maths</p> <ul style="list-style-type: none"> By June 2019 at least 80% of Pupil Premium Year 1 children will have passed the phonic screening check, including PP children 		
To improve parental engagement in children's learning in school life	<ul style="list-style-type: none"> To enable parents to be better equipped to support their children's learning at home. Support parents to encourage their children to engage in out of hours learning. 	<ul style="list-style-type: none"> Continue the KS1 Open Sessions and Inspire Sessions so parents can look in their child's work books and talk to them about the learning that has taken place during each term. Send out a half-termly newsletter about PE, Sport and Health in school to ensure that parents are well informed about how children's health and wellbeing is being taught in school. Continue to offer termly 'Stay and Play' sessions in Early Years, modelling to parents how to teach children through play. Gather and take into consideration the views of parents through termly parent surveys. Provide regular updates on supporting learning at home verbally, in writing and on the school website. Open door policy to enable communication between staff and parents All PP children to be offered two free after school club each term in 2017-2018 Termly analysis of number of children who have taken part in after school clubs Parents informed termly about available clubs Update Children's University Passport to Learning to celebrate additional hours of extra-curricular learning 	
To improve the social and emotional needs of identified Pupil Premium.	<ul style="list-style-type: none"> To improve the self-esteem of children leading to increased confidence and attainment in the classroom 	<ul style="list-style-type: none"> Focused PP children will have been identified in needing additional support to address their social and emotional needs through a focused intervention delivered by the schools Emotional Literacy Support Assistant. Through the schools PSHE focus of feelings and behaviour Focused PP children will have learnt strategies to support with their emotional literacy, resilience and mental health. 	
To support PP children with their listening and attention skills .	<ul style="list-style-type: none"> To encourage a good behaviour for learning for PP children through the use of good listening and attention skills. 	<ul style="list-style-type: none"> <i>Focused PP children will have been identified in needing additional support to address their readiness for learning and engagement.</i> <i>Through small group work identified PP children will develop their auditory and visual memory skills.</i> 	

Reading Challenge Rewards	<ul style="list-style-type: none"> Parents and carers of PP children will support their child/children to complete the weekly reading challenge – <i>read 3 times a week or more at home</i> 	<ul style="list-style-type: none"> Continue the established weekly reading challenge Introduce additional reward for all children who read 3 times a week or more throughout each half term of a free book - means they could collect 6 free books this year 	
All PP children will access their Key Stage trips in 2018-2019 free of charge	<ul style="list-style-type: none"> Children are able to participate fully in school trips Learning is supported by school trips that are carefully planned to enhance the school's broad and balanced curriculum 	<ul style="list-style-type: none"> School trip letters to include information for parents about available funding School Business Manager to liaise with parents and headteacher regarding specific requests for funding Teachers made aware of funding 	
Provide equipment and school uniform	<ul style="list-style-type: none"> Equality of opportunity for all children is further embedded throughout school 	<ul style="list-style-type: none"> Provide reflective tabards, water bottles and book bags as needed for PP children Provide school uniform when required Children regularly asked how to spend school funding - School Council 	
Staff development	<p>By July 19</p> <ul style="list-style-type: none"> 100% of music teaching will be good or better. 	<ul style="list-style-type: none"> To work in partnership with Wakefield Music Service to revitalise teaching and learning of music in KS1 	
How will the school measure the impact of the Pupil Premium funding			
<ul style="list-style-type: none"> To monitor progress and attainment performance tables will capture the achievement of children covered by the Pupil premium and analysed against non-pupil premium children. Data is compiled half-termly by class teachers and is analysed by middle leaders. It is then shared with all stake-holders and the outcomes are used to inform pupil progress and enable the early identification of need, support and appropriate intervention. The school reviews the impact of actions taken in this monitoring and reporting cycle and plans how funding will be allocated in the next cycle. Pupil Progress meetings take place termly with class teachers and the headteacher. When selecting children for Pupil Premium target groups the school will look at all children. There are some children who are not eligible for Pupil premium funding who will benefit from these groups if their needs are similar and we believe progress can be made. Pupil Premium funding and the impact on attainment and progress is a regular item at governor meetings. 			
Designated staff member in charge – Mrs Fiona Haddock, Assistant Headteacher, Inclusion Leader			
Nominated Governor – Mr John Hanson, Chair of Governors			
Pupil Premium Strategy Review – July 2019			