



Review of the Whitehall Infant School Pupil Premium Grant action plan 2018 - 2019

Pupil premium grant allocation for the academic year 2018-19: £80,520 (£1,320 per pupil in years Reception to Year 2)

Year specific strengths and areas for development		
Reception	Year 1	Year 2
Strengths: <ul style="list-style-type: none"> ● CLL attainment higher than non-PP ● PD attainment broadly the same as non-PP ● Literacy attainment higher than non-PP 	Strengths: <ul style="list-style-type: none"> ● Maths progress the same as non-PP 	Strengths: <ul style="list-style-type: none"> ● Reading attainment higher than non-PP ● Writing attainment broadly the same as non-PP (expected and greater depth)
Areas for development: <ul style="list-style-type: none"> ● PSED attainment lower than non-PP ● Maths attainment lower than non-PP 	Areas for development: <ul style="list-style-type: none"> ● Attainment in all areas lower than non-PP ● Fine-motor skills require development 	Areas for development: <ul style="list-style-type: none"> ● Maths attainment lower than non-PP ● Reading attainment at greater depth lower than non-PP

The aim of the Pupil Premium Grant is to close the attainment gap between pupil premium pupils and non pupil premium pupils. At Whitehall Infant School, we will work towards closing attainment gaps using the following four priorities:

Improving learning in the curriculum	Improving social and emotional state	Extra-curricular enrichment	Family support
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Chosen action / approach	How this will be achieved and staff involved	Success criteria and impact measurement	Impact/Review
Priority 1: Improving learning in the curriculum			
Desired outcomes: <ul style="list-style-type: none"> - PP pupils are making at least the expected progress and closing the gap in attainment with non-PP pupils. - PP pupils are continuing to be actively engaged in their learning and demonstrate resilience and perseverance as learners. - PP pupils are more engaged with learning through the use of children's own interests. 			

- PP pupils with additional learning needs received additional support and resources to meet their needs.			
Further improve Quality First Teaching so that pupil needs are met, they are more engaged with their learning and they make faster progress in lessons.	CPD, model and team teaching, peer observations, planning support, target setting, ensuring pupil interests are included in planning. (DHT / AHT Inclusion / AHT teaching and learning)	Success criteria: Improved pupil engagement with learning, leading to improved progress and outcomes for PP children, narrowing and closing the gap with non-PP pupils. Impact measurement: Data analysis, pupil progress meetings, book looks, lesson observations and planning scrutiny.	Learning Walks, observations, book looks all demonstrate that PP children are increasingly making faster progress over time. Due to further improvements in Quality First Teaching and interventions targeted at those needing support, PP children achieved the following attainment at the end of each key stage:
Pupils have a clearer understanding of what they need to do to improve, so that they make faster progress in lessons.	Support teachers to ensure all pupils know their targets and how to achieve them (DHT / AHT inclusion / AHT teaching and learning)	Success criteria: Pupils know their targets and how to achieve them, leading to improved progress and outcomes for PP children, narrowing and closing the gap with non-PP pupils. Impact measurement: Data analysis, pupil progress meetings, book looks, lesson observations, planning scrutiny, pupil voice.	EYFS: 83% Communication and Language (national 77%) 100% Physical Development (national 82%) 92% Personal, Social and Emotional (79% national) 83% Literacy (59% national) 83% Maths (66% national)
Academic interventions to support pupils to develop key skills so that attainment gaps narrow and close over time, to include: Lexia reading programme, phonics, rapid maths, 1:1 reading, Language Link	HLTAs and LSAs provide interventions. AHT inclusion train, support and monitor effectiveness of these interventions.	Success criteria: Effective interventions lead to improved progress and outcomes for PP children, narrowing and closing the gap with non-PP pupils. Impact measurement: Data analysis, pupil progress meetings, intervention observations, pupil voice.	KS1: 63% reading (62% national) 52% writing (55% national) 67% maths (63% national)
SEN interventions and resources to support pupils with additional needs to develop skills in key areas so that attainment gaps narrow and close over time, to include: Speech and Language, Occupational Therapy, Social Communication	LSAs provide interventions. AHT inclusion. SENCO train, support and monitor effectiveness of these interventions. SENCO identify and provide, along with training on effective use, appropriate resources to support pupils with additional needs.	Success criteria: Effective interventions lead to improved progress and outcomes for PP children, narrowing and closing the gap with non-PP pupils. Impact measurement: Data analysis, pupil progress meetings, intervention observations, pupil voice.	Interventions in key areas have resulted in improved attainment and progress for Pupil Premium children who have additional needs, contributing to the strong attainment data for PP children at the end of each key stage (see above).

Educational Psychology assessment and guidance for those pupils with significant needs, so that appropriate support can be put into place.	EP assessments completed and action plan formulated, implemented by all relevant staff to ensure all required support is put into place.	Success criteria: Effective support strategies lead to improved progress and outcomes for PP children, narrowing and closing the gap with non-PP pupils. Impact measurement: Data analysis, pupil progress meetings, intervention observations, pupil voice.	PP children who also have complex additional needs have all accessed Educational Psychology support, resulting in full cognitive assessments which has enabled EHCP applications to be initiated for those children who meet the threshold for a needs assessment.
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2018-19 pupil premium grant to be spent on: <ul style="list-style-type: none"> ● AHT Inclusion and AHT teaching and learning proportion of staffing cost to provide support as detailed above ● LSA and HLTA staffing costs to provide interventions as detailed above ● New Lexia reading programme purchase ● Educational Psychologist assessments ● Total allocated budget for priority 1: £41,190

Chosen action / approach	How this will be achieved and staff involved	Success criteria and impact measurement	Impact/Review
Priority 2: Improving social and emotional state			
Desired Outcomes: <ul style="list-style-type: none"> - PP pupils attend school regularly and on time and are 'ready to learn'. - PP pupils demonstrate good levels of self-confidence and self-esteem. - PP pupils develop and maintain good relationships with peers and adults. 			
Identify PP pupils where attendance and punctuality are a concern and meet with parents / carers to put action / support in place so that they attend regularly and on time.	Analyse data to identify any pupils, formulate an action plan with parents / carers, signpost to any additional support where needed- see priority 4 (Attendance Officer)	Success criteria: Attendance and punctuality of PP pupils increases and PA reduces, so that it is in line with non-PP pupils. Impact measurement: Attendance data analysis.	New attendance and punctuality procedures including rewards for children, along with tailored intervention and support for families of PP children, has resulted in the narrowing of the absence gap between PP and non-PP children to 2.25% (which is only 0.25% higher than the national average).
Provide free breakfast club places to PP pupils, so that they make a good start to the day, are ready to learn and start learning on time.	Publicise the availability of free places for PP pupils, identify those most in need and ensure these families know that there are places available (Learning Mentor / AHT Inclusion / Attendance Officer)	Success criteria: Attendance and punctuality of PP pupils increases and PA reduces, so that it is in line with non-PP pupils. These pupils engage better with learning and make faster progress. Impact measurement: Attendance and academic data analysis, observations, pupil voice.	
Provide mentoring support for PP pupils with low self-esteem	Class teachers identify PP pupils in need of support in these areas	Success criteria:	Learning Mentor support has been provided to PP children

and self-confidence so that they can believe in themselves and engage better with learning.	and raise with AHT Inclusion. Provide a support programme to develop their abilities in these areas (Learning Mentor). Publicise to parents that this is available and how they can access.	PP pupils show improved self-esteem and confidence leading to better engagement with learning and faster progress and attainment. Impact measurement: Data analysis, individual and lesson observation, pupil and parent voice.	in need of this additional provision, which has helped to remove barriers to learning and contributed to the strong attainment data.
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<p>2018-19 pupil premium grant to be spent on:</p> <ul style="list-style-type: none"> • Free breakfast club places for PP pupils • Attendance Officer proportion of staffing • Learning Mentor proportion of staffing • Total allocated budget for priority 2: £22,500

Chosen action / approach	How this will be achieved and staff involved	Success criteria and impact measurement	Impact/Review
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Priority 3: Extra-curricular enrichment			
Desired Outcomes:			
- PP pupils take part in enriching activities and are not unduly disadvantaged in their life experiences compared to non-PP pupils.			

PP pupils take part in all school trips, enriching their learning and life experiences.	Subsidised places on school trips for PP pupils, to ensure that all can attend. Publicise to PP families that this is available. (Admin / finance staff)	Success criteria: All pupils, PP and non PP, attend all school trips. There is no difference between the enrichment activities experiences by PP pupils and non PP. Impact measurement: School trip attendance data.	All children took part in all school trips throughout the year, including those eligible for Pupil Premium.
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<p>2018-19 pupil premium grant to be spent on:</p> <ul style="list-style-type: none"> • Subsidised cost of school trips <p>Total allocated budget for priority 3: £830</p>
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Chosen action / approach	How this will be achieved and staff involved	Success criteria and impact measurement	Impact/Review
Priority 4: Family support			
Desired Outcomes: - PP families continue to feel very well supported and empowered to make changes that will improve life at home, to ensure that their children attend school regularly and on time, in a place ready to learn			
All PP pupils have the resources required to engage fully with school and learning.	Identify PP families who need support in this area and publicise to parents that support is available to help with resources needed for school. (Class teachers / Learning Mentor / Welfare Officer)	Success criteria: PP pupils have all resources needed to experience school life as fully as possible and engage in learning; there is no difference in this aspect between the experience of PP pupils and non PP. They therefore make faster progress. Impact measurement: Data analysis, individual and lesson observation, pupil and parent voice.	Specific families have been provided with book bags etc. as required.
Provide support for parents to be able to identify changes that are required and then develop strategies so that they are empowered to bring about those changes.	Provide parental one to one / group guidance and support, signposting. Completion of Early Help Assessments where LA support services would be beneficial (Learning Mentor / Welfare Assistant).	Success criteria: Parents are well supported and empowered to support their children so that they are in a better place to learn and make progress. Impact measurement: Data analysis, individual and lesson observation, pupil and parent voice.	Learning Mentor is fully trained in completing Early Help Assessments and has referred several families in need of support to Early Support at the Local Authority.
Identify PP pupils and parents / carers who would benefit from the 'wellbeing programme' in collaboration with CAMHS, so that parents / carers can be empowered to support their child to reduce anxiety and increase wellbeing.	Identify families who might benefit from this service and publicise to them. Refer to the CAMHS wellbeing practitioner. Provide space and resources in school for the programme to run. (Class teachers / AHT Inclusion)	Success criteria: Parents are empowered to support their children to reduce anxiety. These pupils experience reduced anxiety, improved self-esteem and confidence leading to better engagement with learning and faster progress and attainment. Impact measurement: Data analysis, individual and lesson observation, pupil and parent voice.	Several families accessed this programme and all reported positive impact on their questionnaires and practitioner assessments, showing that anxiety has been reduced and barriers to progress have been reduced.
2018-19 pupil premium grant to be spent on: <ul style="list-style-type: none"> ● Learning Mentor proportion of staffing 			

- Welfare Assistant proportion of staffing
- School uniform / book bag etc. for families who are unable to purchase
- Wellbeing project

Total allocated budget for priority 4: £16,000