



## Pupil Premium Strategy

2016 – 2017

### Rationale

The Pupil Premium Grant is additional funding provided to schools to raise attainment of disadvantaged pupils of all abilities and to close the gaps between them and their peers.

Funding is provided in financial years. In the 2016-2017 financial year, schools receive the £1,320 for each child registered as eligible for free school meals at any point in the last six years.

1. Summary information					
<b>School</b>	Whitehall Infant School				
<b>Academic Year</b>	2016 – 2017	<b>Total Pupil Premium budget</b>	£51,590* (Sept – Mar)	<b>Published date</b>	November 2016
<b>Total number of pupils</b>	392	<b>Number of pupils eligible for Pupil Premium Grant</b>	79	<b>Review date</b>	April 2017

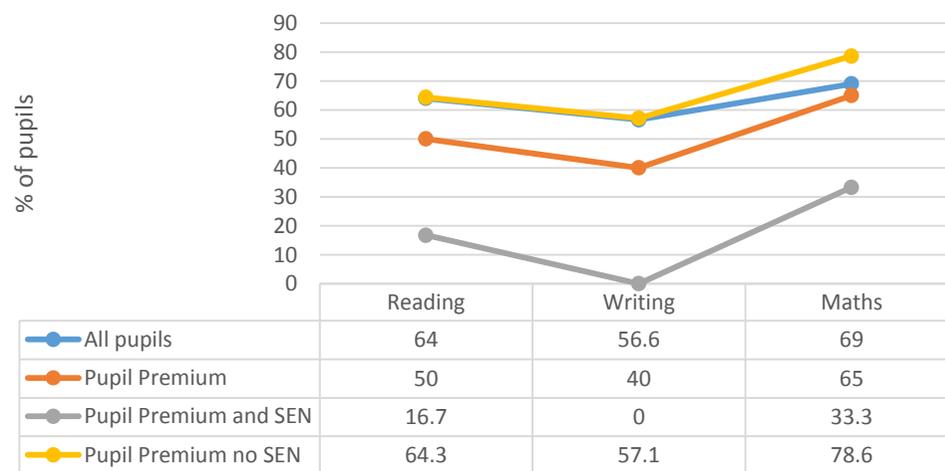
## 2. Current attainment

- Attainment for pupils eligible for the Pupil Premium Grant is lower than 'all pupils' in the school.
- Attainment for pupils eligible for the Pupil Premium Grant with Special Educational needs is some way below other pupils in the school.
- Attainment for pupils eligible for the Pupil Premium Grant who have no identified Special Educational Needs is slightly above other pupils in the school.
- In the Phonics Screening Check, pupils eligible for the Pupil Premium Grant attainment was some way above similar pupils nationally, and in line with all pupils nationally and within the school.

% of pupils reaching the expected standard at end of KS1



% of pupils reaching the expected standard at end of KS1



<b>2. Barriers to future attainment</b>	
In-school barriers	
<b>A.</b>	High level of SEN identified for PP pupils.
<b>B.</b>	High level of Speech and Language need for SEN and PP pupils.
<b>C.</b>	Fewer PP pupils identified as working 'at greater depth' at end of KS1 (in 2016 only)
<b>D.</b>	Poor language skills impact on pupils' attainment within EYFS (Prime Area and consequently GLD) and KS1 impacting upon writing attainment, particularly relating to spelling and grammar.
External barriers	
<b>E.</b>	Child protection, safeguarding, housing or wellbeing concerns impact on pupil's self-esteem, confidence, and attendance.

<b>3. Desired outcomes</b>		
	<i>Desired outcomes</i>	<i>Success criteria</i>
<b>A.</b>	PP+SEN pupils receive support to overcome barriers and access learning.	PP+SEN pupils meet intervention and IEP targets. PP+SEN pupils make accelerated progress – gap narrows between PP+SEN and other pupils.
<b>B.</b>	Improve speech and language skills for SEN and PP pupils with SALT needs.	
<b>C.</b>	Higher rates of progress and attainment for more able PP pupils	% of PP pupils working 'at greater depth' is in line with other pupils.
<b>D.</b>	Improve language skills for pupils eligible for PP leading to improved writing outcomes for this group.	Pupils' oral language, spelling and grammar use is similar to other pupils. Attainment for PP pupils is in line with other pupils at end of KS1 for writing.
<b>E.</b>	Pupils are supported with wellbeing factors, leading to improved attendance and educational outcomes.	PP pupils attainment is in line with other pupils. PP pupils attendance is in line with other pupils. PP pupils are confident and able to access learning.

4. Planned expenditure					
Academic year	2016/17				
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review date
C. Higher rates of progress and attainment for more able PP pupils	<ul style="list-style-type: none"> <li>Teaching for mastery in English a whole school priority – introduction of updated Read Write Inc programme.</li> <li>Refine feedback and formative assessment procedures.</li> </ul>	<p>The school has already seen positive outcomes for pupils in maths using the 'teaching for mastery approach'. In writing, poor grammar, spelling and use of vocabulary were identified as barriers for pupils not meeting the 'greater depth' or 'expected' standard.</p> <p>Effective feedback has been identified through the work of John Hattie and The Education Endowment Foundation as being the most significant factor in securing progress for pupils.</p>	<p>Closer tracking of gaps in learning for more able PP pupils to be addressed in whole class teaching.</p> <p>Staff training on formative assessment and feedback to secure greater progress for all.</p> <p>Staff training on updated RWI programme and regular updates to training.</p> <p>Curriculum review to ensure good coverage and opportunities for consolidation of year group objectives.</p>	Katy Chedzey (DHT)	July 2017
D. Improve language skills for pupils eligible for PP leading to improved writing outcomes for this group.	<ul style="list-style-type: none"> <li>'Talk' in the classroom to be a core aspect of CPD throughout curriculum areas.</li> <li>Greater focus on comprehension and language in reading.</li> </ul>	<p>Research indicates that pupils with good language skills at an early age achieve better than those with poor language skills throughout their lives. The school has already seen improved language skills for pupils as the result of maths mastery approach. Strategies for improving language skills in EYFS have had a positive impact on outcomes for pupils who now need to build on these and develop more advanced language structures as they move into KS1.</p>	<p>Talk to be a common thread through training in:</p> <ul style="list-style-type: none"> <li>Maths mastery</li> <li>Read Write Inc</li> <li>Talk 4 writing</li> <li>Science and other curriculum areas</li> </ul> <p>Specific training from Speech and Language Therapists on SALT strategies within the classroom</p> <p>Provide enrichment activities which offer opportunities for rich talk.</p>	Katy Chedzey (DHT)	July 2017
E. Pupils are supported with wellbeing factors, leading to improved attendance and educational outcomes.	<ul style="list-style-type: none"> <li>Staff training on supporting pupils with mental health and wellbeing.</li> <li>Identification of a school 'mental health' champion.</li> </ul>	<p>Mental health is a national priority and teachers play a key part in supporting pupils' mental health and wellbeing.</p> <p>The school has noted increased need for mental health and wellbeing support over recent years.</p>	<p>Mental health and wellbeing identified as an objective on performance management for teachers.</p> <p>Attachment training</p> <p>Availability of books for staff development</p>	Kate Reade (AHT)	July 2017
<b>Total budgeted cost</b>					£5,000

ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review date
<p>A. PP+SEN pupils receive support to overcome barriers and access learning.</p> <p>B. Improve speech and language skills for SEN and PP pupils with SALT needs.</p>	<ul style="list-style-type: none"> <li>Buy in of specialist SEN services to provide additional 'expert' support to support pupils' SEN needs.</li> <li>Targeted interventions provided by inclusion staff.</li> </ul>	<p>The school has undertaken this for a number of years, and the ability to provide high quality specialist provision for pupils with PP and SEN has had continued positive success, with pupils making good progress with their IEP and supporting them in addressing SEN barriers to access learning.</p>	<p>Strategic identification of best value / high impact SEN services to provide additional support to pupils e.g.</p> <ul style="list-style-type: none"> <li>Additional SALT</li> <li>OT services</li> <li>Educational Psychologist time</li> </ul> <p>Use of Pupil Progress Meetings and Intervention Mapping software to ensure quality interventions for PP+SEN pupils.</p>	Rachel McDaid (AHT)	July 2017
<p>C. Higher rates of progress and attainment for more able PP pupils</p>	<ul style="list-style-type: none"> <li>Writing mentoring for identified pupils.</li> <li>Enrichment opportunities for identified pupils.</li> </ul>	<p>The school has used writing mentoring to secure progress for 'on the cusp' PP pupils with high impact. Extending this to the more able pupils should improve outcomes for this group.</p>	<p>Identification of pupils through Pupil Progress Meetings.</p> <p>Use of most highly trained staff to deliver mentoring.</p> <p>Use of Pupil Progress Meetings and data to identify high potential pupils and provide specific enrichment for these pupils to develop their skills in specific areas.</p>	Katy Chedzey (DHT)	July 2017
<p>E. Pupils are supported with wellbeing factors, leading to improved attendance and educational outcomes.</p>	<ul style="list-style-type: none"> <li>Use of Learning Mentor to support pupils with mental health and wellbeing.</li> <li>Nurture group for most vulnerable pupils in Reception and KS1.</li> <li>RWI booster priority for PPG pupils</li> <li>Attendance meetings – early intervention and support.</li> <li>Use of 'Early Help' to provide support to families</li> </ul>	<p>The role of the learning mentor has already been seen to have a positive impact on the learning of the pupils they work with, and also of other pupils who are not disruptive from their learning as the result of emotional outbursts.</p> <p>Initial baseline assessments have identified a need amongst pupils for nurture groups, which run daily and will be ongoing for this academic year.</p> <p>This has had proven success in closing the gap for PP pupils in 2015 – 2016.</p> <p>Historically, wellbeing concerns have identified a need for supportive intervention for families. This has seen positive success in a number of individual cases.</p>	<p>Learning Mentor to have a balance of planned time and time which can be used to provide quick response where mental health and wellbeing concerns are raised.</p> <p>Training for learning mentor in mental health and wellbeing.</p> <p>PP pupils progress monitored through RWI and intervention tracking.</p> <p>Use of school safeguarding systems; monitoring and follow up; Pupil Progress meetings; attendance monitoring.</p>	Manjit Bringan (HT) Kate Reade (AHT)	July 2017
<b>Total budgeted cost</b>					£45,000

iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review date
All socially disadvantaged children will take a full part in the school's curriculum including educational visits.	<ul style="list-style-type: none"> <li>Provide additional resources e.g. clothing, stationary, books</li> <li>Contribution towards the cost of school trips.</li> </ul>	The school has found this funding useful in the past. It enables all pupils to access school life fully.	Staff are aware of this budget and families signposted where appropriate.	Manjit Bringan (HT)	
<b>Total budgeted cost</b>					£1,000

5. Review of expenditure				
<b>Previous Academic Year</b>		2015 - 2016		
<b>Total Pupil Premium Allocation</b>		£79,200		
<b>Total Expenditure</b>		£81,094.55		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Details	Impact	Cost
Improve outcomes for PP pupils in reading, writing and phonics.	<b>HLTA teaching Read Write Inc</b>	2 x HLTAs allocated to RWI groups to boost QFT working with focus pupils repeating groups – two terms	<i>Rating: high</i>	£4,800

<b>ii. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</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>
Supporting early language development	<b>Early Years Interventions</b>	2 ½ hours per week cover allocated to Nursery to release NNEBs and enable more time for interventions and assessments. All EYPP pupils incorporated into language intervention groups	<i>Rating: Medium</i> Pupils were well supported to access	£594.75 for 26 weeks
Improve outcomes for PP pupils  Supporting early language development	<b>Inclusion LSA</b>	Targeted interventions arising from needs identified at pupil progress meetings and/or as needs arise. Focus on RWI 1:1 tuition for PPG pupils not meeting the expected standard in reading and writing.	<i>Rating: high</i>	Staffing £50,000
Children feel safe and secure and ready to learn	<b>Learning Mentor Support</b>	Supporting pupils overcoming barriers to learning, including parental engagement, behaviour, LAC, attendance and punctuality, EAL, FSM. service pupils.	<i>Rating: medium</i>	
Supporting early language development	<b>Challenge Groups and Enrichment</b>	Maths Challenge group, DT Club, PE clubs Targeting FSM pupils who have strengths in particular subject areas.	<i>Rating: medium</i>	No allocated cost
Improve outcomes for PP pupils	<b>Specialist Services - SALT</b>	Specific support for FSM+SEND pupils including, Educational Psychologist, Occupational Therapy	<i>Rating: High</i>	£5418.00
Improve outcomes for PP pupils	<b>SEND specialist services</b>	Occupational Therapy, Play Therapy, Educational Psychology assessments put in place as the result of Pupil Progress Meetings.	<i>Rating: high</i>	£1050
Supporting early language development	<b>Confidence building Groups</b>	Small group promoting development of social skills through play and social activities OR small group work building confidence and resilience in learning attitudes.	<i>Rating: high</i>	£360 for 12 sessions x 6 £2,160
Improve outcomes for PP pupils	<b>HLTA Writing Mentoring</b>	Each year group to be allocated HLTA time for focus small group teaching, and effective feedback	<i>Rating: high</i>	Up to 6 hours per week £4320

Improve outcomes for PP pupils	<b>Pre EHCP provision</b>	Intensive support and intervention for SEN and Pupil Premium pupils in preparation for an EHCP assessment	<i>Rating: high</i>	£6546.59
Improve outcomes for PP pupils	<b>ELG group</b>	Provision of EY curriculum in Y1, led by HLTA for pupils not ready to access Y1 curriculum. This is a provision which has existed for a number of years however this year provision was largely for SEN/PP pupils.	<i>Rating: high</i>	£5764.20

<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</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>
Children feel safe and secure and ready to learn	<b>Resources</b>	Additional resources for identified pupils e.g. pens, pencils, schoolwear	<i>Rating: n/a</i>	No spend for this year.
Children feel safe and secure and ready to learn	<b>Subsidising of school trips</b>	Eligible pupils receive a subsidy towards end of year trips.	<i>Rating: low</i>	£441