



## Pupil Premium Strategy Review

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 received £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>	£55,440* (Sept – Mar)	<b>Published date</b>	November 2017
<b>Total number of pupils</b>	392	<b>Number of pupils eligible for Pupil Premium Grant</b>	72	<b>Review date</b>	April 2018

2. Current attainment	
<ul style="list-style-type: none"> <li>• Attainment for pupils eligible for the Pupil Premium Grant is lower than ‘all pupils’ in the school.</li> <li>• Attainment for pupils eligible for the Pupil Premium Grant with Special Educational needs is some way below other pupils in the school.</li> <li>• Attainment for pupils eligible for the Pupil Premium Grant who have no identified Special Educational Needs is slightly above other pupils in the school.</li> <li>• In the Phonics Screening Check, pupils eligible for the Pupil Premium Grant attainment was below pupils nationally,</li> </ul>	

2. Barriers to future attainment	
In-school barriers	
A.	High level of SEN identified for PP pupils.
B.	High level of Speech and Language need for SEN and PP pupils.
C.	Fewer PP pupils identified as working ‘at greater depth’ at end of KS1 (in 2016 only)
D.	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	
E.	Child protection, safeguarding, housing or wellbeing concerns impact on pupil’s self-esteem, confidence, and attendance.

3. Desired outcomes			Summary
	<i>Desired outcomes</i>	<i>Success criteria</i>	
A.	PP+SEN pupils receive support to overcome barriers and access learning.	PP+SEN pupils meet intervention and IEP targets.	The majority of our PP pupils met their intervention and IEP targets. Pupils eligible for PPG have made greater progress across the key stage than other pupils in all areas. Attainment for this group is lower than other pupils, but for particular PP groups (PP + SEN. PP girls, PP + White British).
B.	Improve speech and language skills for SEN and PP pupils with SALT needs.	PP+SEN pupils make accelerated progress – gap narrows between PP+SEN and other pupils.	

<p><b>C.</b></p>	<p>Higher rates of progress and attainment for more able PP pupils</p>	<p>% of PP pupils working 'at greater depth' is in line with other pupils.</p>	<table border="1" data-bbox="1375 105 2000 595"> <thead> <tr> <th>Greater Depth</th> <th>Reading</th> <th>Writing</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td>National</td> <td>25%</td> <td>16%</td> <td>21%</td> </tr> <tr> <td>WIS</td> <td>25%</td> <td>19%</td> <td>23%</td> </tr> <tr> <td>PP</td> <td>11%</td> <td>9%</td> <td>17%</td> </tr> <tr> <td>Male</td> <td>25%</td> <td>23%</td> <td>30%</td> </tr> <tr> <td>Female</td> <td>25%</td> <td>14%</td> <td>14%</td> </tr> <tr> <td>SEN support</td> <td>8%</td> <td>4%</td> <td>4%</td> </tr> <tr> <td>No SEN</td> <td>31%</td> <td>24%</td> <td>30%</td> </tr> <tr> <td>English first language</td> <td>15%</td> <td>9%</td> <td>12%</td> </tr> <tr> <td>EAL</td> <td>30%</td> <td>24%</td> <td>29%</td> </tr> </tbody> </table> <p>The % of PP pupils working at "greater depth" is overall less than most other groups. More of our PP children achieved "greater depth" than those who had English as a first language in Maths. PP also outperformed the SEN as a group in achieving "greater depth".</p> <p>Barriers we were aware of that prevented some our PP children achieving "greater depth" include a third of our PP cohort being SEN and 57% of our PP children were EAL. In addition to this there were some interruptions to interventions due to staff absence.</p>	Greater Depth	Reading	Writing	Maths	National	25%	16%	21%	WIS	25%	19%	23%	PP	11%	9%	17%	Male	25%	23%	30%	Female	25%	14%	14%	SEN support	8%	4%	4%	No SEN	31%	24%	30%	English first language	15%	9%	12%	EAL	30%	24%	29%
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<p><b>D.</b></p>	<p>Improve language skills for pupils eligible for PP leading to improved writing outcomes for this group.</p>	<p>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.</p>	<table border="1" data-bbox="1375 1086 1928 1469"> <thead> <tr> <th>Expected Standard</th> <th>Writing</th> </tr> </thead> <tbody> <tr> <td>National</td> <td>68%</td> </tr> <tr> <td>WIS</td> <td>45%</td> </tr> <tr> <td>PP</td> <td>26%</td> </tr> <tr> <td>Male</td> <td>43%</td> </tr> <tr> <td>Female</td> <td>48%</td> </tr> <tr> <td>SEN support</td> <td>20%</td> </tr> <tr> <td>No SEN</td> <td>55%</td> </tr> <tr> <td>English first language</td> <td>24%</td> </tr> <tr> <td>EAL</td> <td>57%</td> </tr> <tr> <td></td> <td></td> </tr> </tbody> </table>	Expected Standard	Writing	National	68%	WIS	45%	PP	26%	Male	43%	Female	48%	SEN support	20%	No SEN	55%	English first language	24%	EAL	57%																				
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			<p>Attainment in writing for our PP pupils is lower than other groups, except SEN support and those who have English as a first language.</p> <p>However, we know that our PP children made better than expected progress in writing whilst in Y2 (9.4 points, pupils are expected to make 6 points / steps per year.)</p>																																																										
<p><b>E.</b></p>	<p>Pupils are supported with wellbeing factors, leading to improved attendance and educational outcomes.</p>	<p>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.</p>	<table border="1" data-bbox="1375 392 2000 882"> <thead> <tr> <th>Expected Standard</th> <th>Reading</th> <th>Writing</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td>National</td> <td>76%</td> <td>68%</td> <td>75%</td> </tr> <tr> <td>WIS</td> <td>62%</td> <td>45%</td> <td>58%</td> </tr> <tr> <td>PP</td> <td>51%</td> <td>26%</td> <td>37%</td> </tr> <tr> <td>Male</td> <td>68%</td> <td>43%</td> <td>64%</td> </tr> <tr> <td>Female</td> <td>55%</td> <td>48%</td> <td>50%</td> </tr> <tr> <td>SEN support</td> <td>40%</td> <td>20%</td> <td>28%</td> </tr> <tr> <td>No SEN</td> <td>70%</td> <td>55%</td> <td>69%</td> </tr> <tr> <td>English first language</td> <td>67%</td> <td>24%</td> <td>45%</td> </tr> <tr> <td>EAL</td> <td>60%</td> <td>57%</td> <td>63%</td> </tr> </tbody> </table> <table border="1" data-bbox="1375 916 1693 1337"> <thead> <tr> <th></th> <th>Progress</th> </tr> </thead> <tbody> <tr> <td>All pupils</td> <td>9.5</td> </tr> <tr> <td>PP</td> <td>9.7</td> </tr> <tr> <td>Male</td> <td>9.7</td> </tr> <tr> <td>Female</td> <td>9.3</td> </tr> <tr> <td>SEN support</td> <td>8.8</td> </tr> <tr> <td>No SEN</td> <td>9.7</td> </tr> <tr> <td>English first language</td> <td>9.2</td> </tr> <tr> <td>EAL</td> <td>9.6</td> </tr> </tbody> </table> <p>Although PP attainment is not in line with other pupils we do know that they are one of the three groups that made the most points progress.</p>	Expected Standard	Reading	Writing	Maths	National	76%	68%	75%	WIS	62%	45%	58%	PP	51%	26%	37%	Male	68%	43%	64%	Female	55%	48%	50%	SEN support	40%	20%	28%	No SEN	70%	55%	69%	English first language	67%	24%	45%	EAL	60%	57%	63%		Progress	All pupils	9.5	PP	9.7	Male	9.7	Female	9.3	SEN support	8.8	No SEN	9.7	English first language	9.2	EAL	9.6
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### Attendance of Pupil Premium children

Based the 2016-17 Y2 cohort the table below makes comparisons between the different groups attendance.

	Attendance
WIS	94.9%
PP	94.2%
Male	95.2%
Female	94.6%
SEN support	94.5%
No SEN	95%
English first language	95.4%
EAL	94.7%

PP has the lowest attendance out of all the groups.

### Total % Attendance

Y1, Y2, Y3 - Pupil Premium (84 pupils)

Year Group	No. of Pupils	Nur %	Rec %	Y1 %	Y2 %	Y3 %
Year 1	22	87.5%	90.5%	93.2%	-	-
Year 2	28	92.9%	93.1%	95.3%	95.8%	-
Year 3	34	93.2%	93.4%	93.4%	94.2%	-

However the above table shows how the attendance of our PP children has continued on an upward trend (includes 2016-17 Y2 cohort).

4. Planned expenditure - Review					
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 and impact
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)	<p>July 2017</p> <p><b>Impact</b> PP boys results were higher than non PP in reading (70% were above WIS average)</p> <p><b>Actions:</b> Formative assessment needs to be refined further to include the updated assessment frameworks when released. New staff to be trained in RWI in new academic year.</p>
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. 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)	<p>July 2017</p> <p><b>Impact</b> Staff are clear on the use of a range of language strategies to use in the classroom.</p> <p><b>Actions:</b> A specific member of staff will be allocated to work alongside SALT therapist in order to be upskilled and used to support children that have these specific needs. Display and discuss key vocabulary in all lessons. Be explicit about word definitions. Costing: £5418</p>

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)	<p>July 2017</p> <p><b>Impact</b> <b>Improved attendance of PP children (93.4% - 94.2%)</b></p>
<b>Total budgeted cost</b>					£5,000

<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</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>Review date and impact</b>
<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)	<p>July 2017</p> <p><b>Impact:</b> <b>12 pupils identified as PP and SEN in Year 2.</b> <b>Approximately 50% in each core area made expected or better progress. (6points +)</b></p> <p><b>Action:</b> <b>More support for current year 2 to overcome emotional and wellbeing barriers as progress was not as rapid in year 1.</b> <b>Support for year 1 staff to identify and target earlier.</b></p> <p><b>Costing:</b> <b>Purchase of provision map writer - £1515</b></p>

<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. Use of most highly trained staff to deliver mentoring. 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>	<p>Katy Chedzey (DHT)</p>	<p>July 2017 <b>Impact: 8 children identified as “on the cusp” in writing in Y2. Following on from writing mentoring</b></p> <p><b>Action: Following on from the success of this intervention we will continue to implement this for support for PP children who need a writing booster.</b></p> <p><b>Costing: £1764</b></p>
<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. 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>	<p>Manjit Bringan (HT) Kate Reade (AHT)</p>	<p>July 2017 <b>Impact: 6 children attended Art Club, 4 of whom were pupil premium. Following on from this improvements were seen in their behaviour and social skills meaning that they were more ready for learning. Half of these children reached the expected standard or above in reading. Even though the Expected standard was not met by most of these children in writing and maths there progress was either mostly 6 points or more. Our learning mentor provided intensive support for 3 focus children whilst in Year 1, one of whom reached the expected standard in reading, writing and maths at the end of Year 1. The other two children did not make the expected progress but there are improvements in their behaviour and attitudes to learning. For the children who attended our lunchtime club there are a reduced number of behaviour slips.</b></p> <p><b>Action: We will continue to assign our learning mentor to support children with emotional / well-being needs.</b></p> <p><b>Costing: Learning mentor salary</b></p>
<p><b>Total budgeted cost</b></p>					<p><b>£45,000</b></p>

<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</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>Review date and impact</b>
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>Impact: All children attended the end of year school summer trips. All children wear appropriate school uniform.</b>
<b>Total budgeted cost</b>					£1,000