



Pupil Premium Strategy Review

2017 – 2018

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 2017-2018 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					
School	Whitehall Infant School				
Academic Year	2017 – 2018	Total Pupil Premium budget	£110,929.08 (Sept – Jul)		
Total number of pupils	386	Number of pupils eligible for Pupil Premium Grant	88	Reviewed on	July 2018

2. Current attainment	
<ul style="list-style-type: none"> • 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 below other pupils in the school. • In the Phonics Screening Check pupils eligible for the PPG grant attainment was below pupils nationally and in school • In the Phonics Screening Retake in Year 2 Check, pupil’s eligible for the Pupil Premium Grant attainment gap is closing with their peers. 	

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

3. Desired outcomes		
	<i>Desired outcomes</i>	<i>Success criteria</i>
A.	PP pupils receive support to overcome barriers and access learning.	PP pupils meet intervention targets. PP pupils make accelerated progress – gap narrows between PP and other pupils.
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.
C.	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.
D.	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	2017/18			
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?	Review date and impact (July 2018)
B. Higher rates of progress and attainment for more able PP pupils	<ul style="list-style-type: none"> Teaching for mastery in Maths Appropriate differentiation that gives opportunities for children to further develop their understanding at greater depth Refine feedback and formative assessment procedures. 	<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. Staff training on formative assessment and feedback to secure greater progress for all. Curriculum review to ensure good coverage and opportunities for consolidation of year group objectives.</p>	<p>End of KS1 18% of pp children achieved GDS at the end of the year in reading compared to 11% in 2016/17. 14% of pp children achieved GDS at the end of the year in writing compared to 9% in 2016/17. 25% of pp children achieved GDS at the end of the year in maths compared to 17% in 2016.17 PP children in year 2 made better than expected progress in all areas (R = 6.8, W= 6.5, M = 6.2). This progress was in line or above non PP children. (expected progress is 6pts) In 2016/2017, pp progress was R = 6.1, W = 5.7, M = 6) showing broadly expected progress in all areas.</p> <p>Year 1 19/26 (73%) children pp children passed their phonics screening check this year. 2 children were disapplied from the check due to significant complex additional needs. If you removed these two children from the total percentage of pp children passing the phonic screening check is 79%. In 2016/17, 61% of pp children passed their phonic screening check showing a significant rise in attainment by our pp children this year. In year 1, pp children achieving above age related expectations in reading 17%, 13% in writing and 9% in maths. In comparison the percentage of children achieving above age related expectations in year 1 the previous year was R = 14%, W = 3%, 21% in maths. The dip in maths this year was due to significantly lower starting points within the year group this year. Progress of pupil premium and non-pupil premium were generally in line with each other in all areas (R = 5.6/5.8, W = 5.4/5.7, M = 5.7/6)</p> <p>EYFS 62% of pp children achieved their Good Level of Development. 54% of children made 6 steps or more progress on average in all areas of learning compared to 41% non-pupil premium. 1 pupil premium child achieved exceeding in all areas. However, 3 additional children achieved exceeding in some. 2016/17 comparison</p>

				<p>37% of pp children reached a good level of development with 33% of children making 6 steps or more progress on average in all areas of learning.</p> <p>Reasons for improvements:</p> <ul style="list-style-type: none"> - Calculation methods for addition and subtraction developed through Singapore and Shangai maths/maths mastery approach. Allowed all learners to access method using the concrete-pictorial-abstract teaching methodology. - QFT throughout the school is good or better ensuring misconceptions are addressed. All staff continued to identify pp children within their class and how to support each individual. - Feedback and Marking policy was refined ensuring that staff used marking even more effectively to support progress. - Teaching of shared writing with explicit focus on grammar and spelling has supported improvements in writing.
<p>C. Improve language skills for pupils eligible for PP leading to improved writing outcomes for this group.</p>	<ul style="list-style-type: none"> • 'Talk' in the classroom to be prioritised and to be planned for in all lessons • Vocabulary to be explicitly displayed, shared and taught to children • Key vocabulary to be shared with parents on curriculum overviews 	<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"> • Maths mastery • Read Write Inc • Talk 4 writing and other curriculum areas <p>Specific training from Inclusion Commitment advisors on communications strategies within the classroom Provide enrichment activities which offer opportunities for rich talk.</p>	<p>July 2018 KS1 Year 2 46% of pp children achieved the expected standard or higher at the end of the year in writing. This is compared to 26% in 2016/17.</p> <p>Year 1 44% of pp children achieved age related expectations or higher at the end of the year. This is compared to 29% in 2016/17.</p> <p>EYFS 72.4% of PP children achieved their ELG in literacy compared to 48% in 2016/17.</p> <p>Reasons for improvements:</p> <ul style="list-style-type: none"> - Specific training on the use of visuals to support communication and language difficulties. - Language link intervention for children within the whole school - Talk activities in the classroom were planned for in more detail and opportunities were provided more often to discuss unfamiliar activities. - Key vocabulary was shared with parents throughout the year. - Talk4writing training was provided to all year groups and implemented the 'box in' approach in KS1. This will be developed and some elements implemented in EYFS next year. - 1:1 pupil intervention supported language improvement by allowing teachers 1 on 1 time to support children at various stages of their language development e.g. new to English grammatical misconceptions.

				<ul style="list-style-type: none"> - Story time club was provided to pp children within KS1 to support imagination and promote talk. Additional enrichment activities such as a farm visit and an author visit was also provided to PP children.
<p>D. Pupils are supported with wellbeing factors, leading to improved attendance and educational outcomes.</p>	<ul style="list-style-type: none"> • Staff training on supporting pupils with mental health and wellbeing. 	<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>Availability of books for staff development</p>	<p>July 2018 Staff received training on the following areas:</p> <ul style="list-style-type: none"> - Safeguarding - Prevent <p>Our learning mentor received training on attachment disorder and identifying Pathological Demand Avoidance within children (sub type of autism).</p> <p>Mental health and wellbeing was not identified as an objective on performance management for teachers as other areas within the teacher standards were identified personal to each individual. However, throughout the year, families were supported to improve their overall wellbeing in a variety of ways including support to improve attendance (see case study), support to improve emotional state including self-confidence and self-esteem (see case study). These had a direct impact on individual academic outcomes of all children (see individual examples of provision mapping).</p>

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 and impact																																	
A. PP receive support to overcome barriers and access learning.	<ul style="list-style-type: none"> Targeted interventions provided by inclusion staff, in particular reading boosters Writing mentoring for identified pupils. Enrichment opportunities for identified pupils 	The school has undertaken this for a number of years, and the ability to provide high quality specialist provision for pupils with PP has had continued positive success, with pupils making good progress with their targets	<p>Strategic identification of best value / high impact services to provide additional support to pupils e.g.</p> <ul style="list-style-type: none"> HLTA's to support allocated children <p>Use of Pupil Progress Meetings and Intervention Mapping software to ensure quality interventions for PP pupils.</p>	Rachel McDavid (AHT)	<p>July 2018</p> <p>Individual provision mapping and recording of academic attainment and progress show that the majority of children who were eligible for Pupil Premium made expected progress or higher as well as attaining well based on their starting points.</p> <p>Individual intervention impact can be seen on the 'Impact of Intervention Report' for 2017.18</p> <p>Year 2</p> <table border="1"> <thead> <tr> <th></th> <th>PP children</th> <th>All pupils</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>68%</td> <td>73%</td> </tr> <tr> <td>Writing</td> <td>46%</td> <td>63%</td> </tr> <tr> <td>Maths</td> <td>71%</td> <td>79%</td> </tr> </tbody> </table> <p>Year 1</p> <table border="1"> <thead> <tr> <th></th> <th>PP children</th> <th>All pupils</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>65%</td> <td>63%</td> </tr> <tr> <td>Writing</td> <td>44%</td> <td>46%</td> </tr> <tr> <td>Maths</td> <td>57%</td> <td>67%</td> </tr> </tbody> </table> <p>EYFS</p> <table border="1"> <thead> <tr> <th></th> <th>PP children</th> <th>All pupils</th> </tr> </thead> <tbody> <tr> <td>Literacy</td> <td>72%</td> <td>89%</td> </tr> <tr> <td>Maths</td> <td>76%</td> <td>87%</td> </tr> </tbody> </table> <p>Pupil progress meetings were used to specifically talk about each individual pp children including discussing their individual 'offer'.</p> <p>Reasons for Improvement:</p> <ul style="list-style-type: none"> Enrichment activities based on what children aspire to e.g, Science event for 4 year two children who wanted to be scientists or use when they grow up (vet, doctor) Phonic boosters daily for children as needed Interventions were reviewed every 3/4 weeks to make sure that the children were continuing to benefit from the intervention and children were changed/intervention was changed as required. 		PP children	All pupils	Reading	68%	73%	Writing	46%	63%	Maths	71%	79%		PP children	All pupils	Reading	65%	63%	Writing	44%	46%	Maths	57%	67%		PP children	All pupils	Literacy	72%	89%	Maths	76%	87%
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<p>C. Improve language skills for pupils eligible for PP leading to improved writing outcomes for this group.</p>	<ul style="list-style-type: none"> IINs project undertaken with a focus group of White British, Pupil Premium children. Teachers will support targeted PP / White British children in small groups and use Talk for Writing as a tool for raising attainment in writing. 	<p>The school has participated in the borough, Innovation and Improvement Network: White British Under the Spotlight.</p> <p>As highlighted in the Talk or Writing Evaluation Report produced by the Education Endowment Foundation:</p> <p><i>“There is indicative evidence that oral language skills support writing in younger pupils and in those struggling with writing.”</i></p>	<p>Identification of pupils through Pupil Progress Meetings.</p> <p>Use of highly trained staff to deliver mentoring.</p> <p>Use of Pupil Progress Meetings and data to identify potential pupils and provide specific enrichment for these pupils to develop their skills in specific areas.</p>	<p>Rachel McDavid (AHT)</p>	<p>July 2018 KS1</p> <p>This initiative was used with Year 2 children throughout the year. It was difficult to engage families at the start as many didn't want children to attend an after school club due to not being able to pick up children later or had other engagements to go to.</p> <p>We decided to use the INNs group within school as well so that we could target more children and no one would miss out. We also included pp children who were not white british but felt would benefit from additional support in writing.</p> <p>Of the 28 PP children in year 2 we targeted 17 children to participate in the INNs group.</p> <p>9 reached age related expectations. 16 out of the 17 children made the expected progress in writing and 7 made accelerated progress.</p>												
<p>D. Pupils are supported with wellbeing factors, leading to improved attendance and educational outcomes.</p>	<ul style="list-style-type: none"> Use of Learning Mentor to support pupils with mental health and wellbeing. Nurture group for most vulnerable pupils in Reception and KS1. RWI booster priority for PPG pupils Attendance meetings – early intervention and support. Use of 'Early Help' to provide support to families 	<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 the past.</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)</p>	<p>July 2018</p> <p>Learning Mentor Impact</p> <p>Social and Emotional Support 1:1</p> <p>Social and Emotional Support Reception</p> <p>Social and Emotional Support year 1</p> <p>Impact of the above interventions include:</p> <ul style="list-style-type: none"> Smoother transition into school. Behaviour in and outside the classroom improved with a decrease in behaviour slips given. Participation in lessons improved with less dependence on adult support as confidence grows. Children were able to talk openly about their worries and next steps taken to support. <p>Lunchtime Provision Support</p> <ul style="list-style-type: none"> Lunchtimes were smooth. Less behaviour slips were recorded for those that received support. <p>Reading booster</p> <ul style="list-style-type: none"> 7/11 children made expected progress or higher. <p>Nurture group year 1</p> <ul style="list-style-type: none"> The average progress of children within nurture group across the 3 core subjects was 4.8 (expected progress during the time children participated in nurture group = 4pts). <p>Attendance</p> <p>Average attendance of pp children in each year group</p> <table border="1" data-bbox="1489 1329 2085 1481"> <thead> <tr> <th></th> <th>2015/16</th> <th>2016/17</th> <th>2017/18</th> </tr> </thead> <tbody> <tr> <td>2017/18 Reception</td> <td></td> <td>88.2% (Nurs)</td> <td>91.3% (rec)</td> </tr> <tr> <td>2017/18 Year 1</td> <td>86.9% (nurs)</td> <td>92.5% (rec)</td> <td>91.3% (yr 1)</td> </tr> </tbody> </table>		2015/16	2016/17	2017/18	2017/18 Reception		88.2% (Nurs)	91.3% (rec)	2017/18 Year 1	86.9% (nurs)	92.5% (rec)	91.3% (yr 1)
	2015/16	2016/17	2017/18														
2017/18 Reception		88.2% (Nurs)	91.3% (rec)														
2017/18 Year 1	86.9% (nurs)	92.5% (rec)	91.3% (yr 1)														

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2017/18 Year 2	93.1% (rec)	95.3% (yr 1)	95.6% (yr2)						

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 and impact
All socially disadvantaged children will take a full part in the school's curriculum including educational visits.	<ul style="list-style-type: none"> Provide additional resources e.g. clothing, stationary, books Contribution towards the cost of school trips. 	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 Bring an (HT)	<p>July 2018</p> <p>Subsidised school trips and enrichment activities throughout the year were provided to children across the school. This supported their social and emotional state as well as academic progress.</p> <p>Children were provided with additional resources to use at home including whiteboards, pens, coloured pencils and additional reading books. This, again, had impact on their wellbeing and on academic progress seen in report.</p> <p>Breakfast club was also introduced to support children with attendance, well being and improved experience.</p>