

### 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

<b>School:</b>	Wheldon Infant School and Nursery				
<b>Academic Year:</b>	2017-2018	<b>Total PP budget:</b>	Actual forecast outrun 2017-2018 = £42,240	<b>Date of most recent internal PP review</b>	April 2018
<b>Total number of pupils</b>	134 at Oct 17	<b>Number of pupils eligible for PP</b>	35– 26% at Oct 17	<b>Date for next internal review of this strategy</b>	July 2018

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

- Persistently absent PP children do not always have the same attitudes to learning as their peers 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 accelerate progress
- Lack of parental engagement with school, particularly in reading at home, and attending information sharing events

#### Desired outcome

<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
To increase the % of school attendance overall as evidenced through attendance reports	By July 18 <ul style="list-style-type: none"> <li>• Overall attendance will be at least 95% (93.8% 2016-2017)</li> <li>• The gap between non PP attendance and PP children attendance will be less than the 2017 gap of 2.54%</li> </ul>
Ongoing attendance issues with identified families, who have been engaged with, and have improved, but are still below target	By July 18 the percentage of persistently absent PP children to less than either: <ul style="list-style-type: none"> <li>• School 2017 = 37.5% (12 children)</li> </ul> or <ul style="list-style-type: none"> <li>• National 2016 = 15.1%</li> </ul>
To diminish the difference in the KS1 achievement gap between the Pupil Premium and non-Pupil Premium	By June 18 the gap between Pupil Premium children and non-Pupil Premium children will have decreased from school 2017 outcomes: Year 2 <ul style="list-style-type: none"> <li>• Reading = 20% gap</li> <li>• Writing = 18% gap</li> <li>• Maths = 8% gap</li> </ul> Year 1 <ul style="list-style-type: none"> <li>• Reading = 8% gap</li> <li>• Writing = 4% gap</li> <li>• Maths = 8% gap</li> </ul>
To engage PP children's parents and carers in their children's learning at home and in school	<ul style="list-style-type: none"> <li>• 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></li> <li>• Increased participation in after school clubs will be supported and encouraged by parents</li> </ul>
To maintain the current good quality Wave 1 teaching and improve to outstanding through bespoke professional development training in school and from other providers for teaching and support staff	By July 18 <ul style="list-style-type: none"> <li>• % of teaching, learning and assessment evaluated as good or better will continue to be 100%</li> <li>• % of teaching, learning and assessment evaluated as outstanding will be at least 50%</li> </ul>

#### Planned expenditure for the academic year 2017-2018

Area of spend	Focus	Total allocation
Address ongoing attendance issues with certain families, who have been engaged with, and have improved, but are still below target	Attendance and punctuality	£1000

To diminish the difference in the KS1 achievement gap between the Pupil Premium and non-Pupil Premium	Phonics, English, Maths, Social and Emotional	£20,000
After school clubs funding – art club fees and TA support	Personal and social and creative	£2,000
Reading Challenge Rewards	English	£2,240
Funding for school trips	Personal and social	£1,000
Provide equipment and school uniform	Personal and social	£5,000
To maintain the current good quality Wave 1 teaching and improve to outstanding through bespoke professional development training in school and from other providers for teaching and support staff	Staff development	£10,000
Parent Partnership	Readiness to learn and engagement	£1,000
Total		£42,240

Area of spend	Intended outcomes – why these approaches were taken	Actions	Lessons learned																														
Address ongoing attendance issues with certain families, who have been engaged with, and have improved, but are still below target	<p>By July 18</p> <ul style="list-style-type: none"> <li>Overall attendance will be at least 95% (93.8% 2016-2017)</li> <li>The gap between non PP attendance and PP children attendance will be less than the 2017 gap of 2.54%</li> <li>The percentage of persistently absent PP children to less than either: <ul style="list-style-type: none"> <li>School 2017 = 37.5% (12 children)</li> </ul> </li> </ul> <p>or</p> <ul style="list-style-type: none"> <li>National 2016 = 15.1%</li> </ul>	<ul style="list-style-type: none"> <li>Continue to offer parents of PA PP children funding towards a bus pass to encourage attendance and punctuality at school</li> <li>Identified families receive a 'Raising Attendance Plan from the headteacher in September 2017 to provide clarity on the schools expectations and the parental responsibility</li> <li>To work in partnership with Education Welfare Officer</li> <li>To work in partnership with other agencies to ensure daily attendance and punctuality in school</li> <li>Teachers continue to challenge parents and carers of persistently absent children and discuss the impact on their attainment and progress</li> <li>Share relevant attendance data with governors</li> <li>Share attendance and punctuality termly report with teaching staff</li> </ul>	<p><u>Overall Attendance 2017-2018 (excluding nursery)</u></p> <table border="1"> <thead> <tr> <th>Autumn term 2017</th> <th>Spring term 2018</th> <th>Summer term 2018</th> </tr> </thead> <tbody> <tr> <td>92.38%</td> <td>93.79%</td> <td>88.65%</td> </tr> </tbody> </table> <p>Academic Year 2017-2018 = 92%</p> <p><u>Gap between non PP attendance and PP children attendance</u></p> <table border="1"> <thead> <tr> <th></th> <th>Autumn term 2017</th> <th>Spring term 2018</th> <th>Summer term 2018</th> </tr> </thead> <tbody> <tr> <td>Not PP/FSM</td> <td>93.84%</td> <td>94.50%</td> <td>90.53%</td> </tr> <tr> <td>PP/FSM</td> <td>88.14%</td> <td>89.49%</td> <td>83.66%</td> </tr> <tr> <td>Gap</td> <td>5.7%</td> <td>5.01%</td> <td>6.87%</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th></th> <th>2017-2018</th> </tr> </thead> <tbody> <tr> <td>Not PP/FSM</td> <td>93.15%</td> </tr> <tr> <td>PP/FSM</td> <td>87.48%</td> </tr> <tr> <td>Gap</td> <td>5.67%</td> </tr> </tbody> </table> <p><u>Percentage of persistently absent PP/FSM children in 2017-2018 = 40%</u></p>	Autumn term 2017	Spring term 2018	Summer term 2018	92.38%	93.79%	88.65%		Autumn term 2017	Spring term 2018	Summer term 2018	Not PP/FSM	93.84%	94.50%	90.53%	PP/FSM	88.14%	89.49%	83.66%	Gap	5.7%	5.01%	6.87%		2017-2018	Not PP/FSM	93.15%	PP/FSM	87.48%	Gap	5.67%
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<p>To diminish the difference in the KS1 achievement gap between the Pupil Premium and non-Pupil Premium</p>	<ul style="list-style-type: none"> <li>To develop accountability of support staff for children's progress in planned interventions through the sharing of data</li> <li>By June 2018 the gap between Pupil Premium children and non-Pupil Premium children will have decreased from school 2017 outcomes for writing and for reading</li> <li>By July 2018 all KS1 teaching and support staff and HLTA's have a shared core knowledge to enable them to promote the development of children's knowledge, understanding and skills in English and Maths</li> <li>By June 2018 at least 64% (2017 data) of Pupil Premium Year 1 children will have passed the phonic screening check</li> </ul>	<ul style="list-style-type: none"> <li>Staffing structure has in built capacity for support staff to lead on identified interventions to accelerate progress for PP children including more able</li> <li>Audit phonic, reading and maths resources used in interventions at the start of the autumn term 2017</li> <li>Identify PP children who are falling behind and initiate Wave 1 teaching strategies to support; implemented additional intervention when needed</li> <li>Measure progress termly of all children through termly data reports, pupil progress meetings and monitoring of learning and teaching strategies</li> <li>Target support in the classroom for cohort specific identified needs</li> </ul>	<p><u>Year 2 end of summer term 2018</u></p> <ul style="list-style-type: none"> <li>Reading – gap 13% at age related expectations</li> <li>Writing – gap 20% at age related expectations</li> <li>Maths – gap 1% at age related expectations</li> </ul> <p><u>Year 1 end of summer term 2018</u></p> <ul style="list-style-type: none"> <li>Reading - gap 23% at age related expectations</li> <li>Writing – gap 11% at age related expectations</li> <li>Maths – gap 38% at age related expectations</li> </ul>
<p>After school clubs funding</p>	<ul style="list-style-type: none"> <li>Social skills are developed through participation in a range of clubs provided by external providers</li> <li>Children enjoy the experience of being at school and are keen to stay later to participate in chosen activity</li> <li>Talent, skills and effort in non-academic subjects are celebrated and develop self confidence</li> </ul>	<ul style="list-style-type: none"> <li>All PP children to be offered two free after school club each term in 2017-2018</li> <li>Termly analysis of number of children who have taken part in after school clubs</li> <li>Parents informed termly about available clubs</li> <li>Update Children's University Passport to Learning to celebrate additional hours of extra-curricular learning</li> </ul>	<p><u>Autumn term 2017</u> 24 (68.5%) PP children attended at least 1 after school club; 10 (28.5%) attended 2 after school clubs.</p> <p><u>Spring term 2018</u> 16 (50%) PP children attended at least 1 after school club; 5 (16%) attended 2 after school clubs.</p> <p><u>Summer term 2018</u> 18 (56%) PP children attended at least 1 after school club; 11 (34%) attended 2 after school clubs.</p>
<p>Reading Challenge Rewards</p>	<ul style="list-style-type: none"> <li>Parents and carers of PP children will support their child/children to complete the weekly reading challenge – read 3 times a week or more at home</li> </ul>	<ul style="list-style-type: none"> <li>Continue the established weekly reading challenge</li> <li>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</li> </ul>	<p><u>Autumn term 2017</u></p> <p>Overall the gap between PP / FSM children and Not PP / FSM children is broadly in line at 3% between autumn term 2017 1<sup>st</sup> half and autumn term 2017 2<sup>nd</sup> half</p> <p><u>Spring term 1<sup>st</sup> half 2018</u></p> <p>In the spring term 1<sup>st</sup> half the gap between PP / FSM children and Not PP / FSM reading 3 times a week or more at home increased to 18%</p> <p><u>Spring term 1<sup>st</sup> half 2018</u></p> <p>In the spring term 1<sup>st</sup> half the gap between PP / FSM children and Not PP / FSM reading 3 times a week or more at home increased to 23%</p> <p><u>Summer term 2018</u></p>

			Whilst the revised reading challenge has not had a significant impact on raising the actual number of PP children recorded as reading at home 3 times a week or more outcomes for Year 2 clearly show the achievement gap has closed from 20% to 13%.
All PP children will access their Key Stage trips in 2017-2018 free of charge	<ul style="list-style-type: none"> <li>Children are able to participate fully in school trips</li> <li>Learning is supported by school trips that are carefully planned to enhance the school's broad and balanced curriculum</li> </ul>	<ul style="list-style-type: none"> <li>School trip letters to include information for parents about available funding</li> <li>School Business Manager to liaise with parents and headteacher regarding specific requests for funding</li> <li>Teachers made aware of funding</li> </ul>	<ul style="list-style-type: none"> <li>Key Stage 1 trips to Drax Power Station on 30<sup>th</sup> and 31<sup>st</sup> January 2018 were funded by school to the cost of £45.</li> <li>Reception classes trip to Fairburn Ings on 19<sup>th</sup> April 2018 were funded by the school to the cost of £112.92</li> <li>Ks1 Boat trips on 18<sup>th</sup> May 2018 were funded by the school to the cost of £85.50</li> <li>Key Stage 1 trips to The Deep on 4<sup>th</sup> and 5<sup>th</sup> July 2018 were funded by the school to the cost of £128</li> </ul>
Provide equipment and school uniform	<ul style="list-style-type: none"> <li>Equality of opportunity for all children is further embedded throughout school</li> </ul>	<ul style="list-style-type: none"> <li>Provide reflective tabards, water bottles and book bags as needed for PP children</li> <li>Provide school uniform when required</li> <li>Children regularly asked how to spend school funding - School Council</li> </ul>	We have continued to provide for children who need reflective tabards, water bottles, book bags and school uniform.
Staff development	<p>By July 18</p> <ul style="list-style-type: none"> <li>% of teaching, learning and assessment evaluated as good or better will continue to be 100%</li> <li>% of teaching, learning and assessment evaluated as outstanding will be at least 50%</li> </ul>	<ul style="list-style-type: none"> <li>Introduce weekly KS1 teaching and support staff meetings led by KS1 leader to cascade information and provide constant professional development to increase support staff subject knowledge</li> <li>Take part in the Freedom Project</li> <li>Take part in the Celebrating Difference project</li> <li>Quality assurance monitoring activities including performance management, pupil progress meetings and feedback from learning walks, lesson observations and work scrutinys will inform planned professional development for teaching and support staff</li> <li>To work in partnership with Wakefield Music Service to revitalise teaching and learning of music in KS1</li> </ul>	<p><u>Autumn term 2017</u></p> <ul style="list-style-type: none"> <li>100% of teaching learning and assessment evaluated as good or better</li> <li>50% of teaching learning and assessment evaluated as outstanding</li> </ul> <p><u>Spring term 2018</u></p> <ul style="list-style-type: none"> <li>100% of teaching learning and assessment evaluated as good or better</li> <li>50% of teaching learning and assessment evaluated as outstanding</li> </ul> <p><u>Summer term 2018</u></p> <ul style="list-style-type: none"> <li>100% of teaching learning and assessment evaluated as good or better</li> <li>50% of teaching learning and assessment evaluated as outstanding</li> </ul>
Parent Partnership	<ul style="list-style-type: none"> <li>To improve parental engagement in children's learning in school life</li> <li>To enable parents to be better equipped to support their children's learning at home</li> </ul>	<ul style="list-style-type: none"> <li>Continue the KS1 Open Afternoons so parents can look in their child's work books and talk to them about the learning that has taken place during each term</li> <li>To facilitate termly 'Stay and Play' sessions in Early Years</li> </ul>	<u>Parent/carers views of the school – October 2017</u> 147 children/families out of 165 children/families completed and returned the survey; therefore the survey represented the views and opinions of 89% of parents and carers of children registered at the school at that moment in time.

	<ul style="list-style-type: none"> <li>• To improve the self-esteem of children leading to increased confidence and attainment in the classroom</li> <li>• To enable parents to develop their own lifelong learning opportunities</li> </ul>	<ul style="list-style-type: none"> <li>• Through the Sports Premium Grant continue the 'Families' Shape Up Together' program in the summer term 2018</li> <li>• Signpost parents to adult learning to access lifelong learning opportunities</li> <li>• Gather and take into consideration the views of parents</li> <li>• Provide regular updates on supporting learning at home verbally, in writing and on the school website</li> <li>• Evaluate the impact of parental involvement</li> <li>• Open door policy to enable communication between staff and parents</li> </ul>	<p><u>KS1 Open Afternoons</u> Held on</p> <ul style="list-style-type: none"> <li>• 18<sup>th</sup> December 2017</li> <li>• 26<sup>th</sup> March 2018</li> </ul> <p><u>Early Years 'Stay and Play'</u> Held on</p> <ul style="list-style-type: none"> <li>• 18<sup>th</sup> December 2017</li> <li>• 26<sup>th</sup> March 2018</li> </ul> <p>Summer term 'Meet the Teacher' Held on</p> <ul style="list-style-type: none"> <li>• 9<sup>th</sup> July 2018</li> </ul> <p><u>'Families' Shape Up Together'</u> Program ran:</p> <ul style="list-style-type: none"> <li>• Autumn term 2018</li> </ul> <p>Nursery Tuesday 26<sup>th</sup> September, 3<sup>rd</sup>, 10<sup>th</sup>, 17<sup>th</sup>, 31<sup>st</sup> October and 7<sup>th</sup> November 2017</p> <p>Main school Tuesday 12<sup>th</sup>, 19<sup>th</sup>, 26<sup>th</sup> September, 3<sup>rd</sup>, 10<sup>th</sup>, 17<sup>th</sup>, 31<sup>st</sup> October, 7<sup>th</sup> 14<sup>th</sup>, 21<sup>st</sup>, 28<sup>th</sup> November and 5<sup>th</sup> December 2017</p> <ul style="list-style-type: none"> <li>• Spring term 2018</li> </ul> <p>Nursery Tuesday 6<sup>th</sup>, 13<sup>th</sup>, 27<sup>th</sup> February, 6<sup>th</sup>, 13<sup>th</sup>, 20<sup>th</sup> March 2018</p> <p>Main School Tuesday 16<sup>th</sup>, 23<sup>rd</sup>, 30<sup>th</sup> January, 6<sup>th</sup>, 13<sup>th</sup>, 27<sup>th</sup> February, 6<sup>th</sup>, 13<sup>th</sup>, 20<sup>th</sup> March</p> <ul style="list-style-type: none"> <li>• Summer term 2018</li> </ul> <p>Nursery Tuesday 15<sup>th</sup>, 22<sup>nd</sup>, May, 5<sup>th</sup>, 12<sup>th</sup>, 19<sup>th</sup>, 26<sup>th</sup> June</p> <p>Main School</p>
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			Tuesday 24 <sup>th</sup> April, 1 <sup>st</sup> , 8 <sup>th</sup> , 15 <sup>th</sup> , 22 <sup>nd</sup> , May, 5 <sup>th</sup> , 12 <sup>th</sup> , 19 <sup>th</sup> , 26 <sup>th</sup> June
<b>How will the school measure the impact of the Pupil Premium funding</b>			
<ul style="list-style-type: none"> <li>• To monitor progress and attainment new measures have been included in the performance tables that will capture the achievement of children covered by the Pupil premium.</li> <li>• Data is compiled by middle leaders in the usual cycle of monitoring and tracking. This is 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.</li> <li>• Pupil Progress meetings take place termly with class teachers and the headteacher.</li> <li>• 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.</li> <li>• Pupil Premium funding and the impact on attainment and progress is a regular item at governor meetings.</li> </ul>			
Designated staff member in charge – Mrs Fiona Haddock, Assistant Headteacher, Inclusion Leader			
Nominated Governor – Mr David Kirby, Chair of Governors			
<b>Pupil Premium Strategy Reviewed – July 2018</b>			