

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					
School:	Wheldon Infant School and Nursery				
Academic Year:	2016-2017	Total PP budget:	£36,320 forecast £34,000 actual	Date of most recent internal PP review	July 2017
Total number of pupils	171 (151 FTE) at Oct 16	Number of pupils eligible for PP	31 – 24% at Oct 16 32 – 24% at July 17	Date for next internal review of this strategy	September 2017
Identified barriers for future attainment (for pupils eligible for PP, including high ability)					
Some children in receipt of PP funding are also on the SEND register for cognition and learning					
Persistently absent PP children do not 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					
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>		
Increase attendance rates for pupils eligible for PP			Diminish the difference between non PP attendance (94.13%) and PP children attendance (90.49%) – as at end of autumn 2016		
Reduce the number of persistently absent PP children			Lower the percentage of persistently absent PP children to less than 41% – as at end of autumn 2016		
To engage PP children’s parents and carers in their children’s learning at home			Parents and carers of PP children will complete the weekly reading challenge		
Planned expenditure for the academic year 2016-2017					
Area of spend		Focus		Total allocation	
Additional teaching assistant and higher level teaching assistant support for focused interventions		Phonics, English, Maths, Social and Emotional		£20,000	
After school clubs funding		Personal and social		£5,000	
Funding for school trips		Personal and social		£320	
Provide equipment and school uniform		Personal and social		£5,000	
Raising Attendance		Attendance		£5,000	
Parent Partnership		Readiness to learn and engagement		£1,000	
Total				£36,320	
Area of spend	Intended outcomes – why these approaches were taken	Actions		Lessons learned	
Additional teaching assistant support for focused interventions	<ul style="list-style-type: none"> To enable children to meet at least age related expectations 1:1 and/or small group interventions planned to cater for individual needs (phonics, reading, writing, maths, handwriting) 	<ul style="list-style-type: none"> Regular teaching assistant meetings with Inclusion leader to review interventions, re-shape groupings, and focus Teachers and Inclusion leader carefully plan interventions to be completed each half term 		<ul style="list-style-type: none"> <i>Audit phonic, reading and maths resources used in interventions at the start of the autumn term 2017</i> <i>By June 2018 the gap between Pupil</i> 	

	<ul style="list-style-type: none"> Consolidation of learning completed in classes – time for practise and application of skills Careful tracking of home reading records to ensure regular reading takes place Priority reading with teaching assistant if children are unable to read at home Tracking of children who are also on the SEND register – teaching tailored to needs of the child in specific areas PP children have their individual targets reviewed termly and aspirational targets are set for their progress and attainment 	<ul style="list-style-type: none"> Teaching assistants complete impact statement to provide evidence of outcomes and plan for next steps SLT and middle leaders observe interventions and provide timely feedback regarding strategies, next steps and resources 	<p><i>Premium children and non-Pupil Premium children will have decreased from school 2017 outcomes for writing and for reading</i></p> <ul style="list-style-type: none"> <i>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</i> <i>By June 2018 at least 64% (2017 data) of Pupil Premium Year 1 children will have passed the phonic screening check</i> <i>To develop accountability of support staff for children's progress in planned interventions through the sharing of data</i>
After school clubs funding	<ul style="list-style-type: none"> Social skills are developed through participation in a range of clubs provided by external providers Children enjoy the experience of being at school and are keen to stay later to participate in chosen activity Talent, skills and effort in non-academic subjects are celebrated and develop self confidence 	<ul style="list-style-type: none"> Annual analysis of number of children who have taken part in after school clubs Parents informed half termly about available clubs School Business Manager arranges funding for after school clubs Update Children's University Passport to Learning to celebrate additional hours of extra-curricular learning 	<ul style="list-style-type: none"> <i>All PP children to be offered a free after school club each term in 2017-2018</i>
Funding for school trips	<ul style="list-style-type: none"> Children are able to participate fully in school trips Learning is supported by school trips that are carefully planned to enhance the school's curriculum 	<ul style="list-style-type: none"> School trip letters to include information for parents about available funding School Business Manager to liaise with parents and headteacher regarding specific requests for funding Teachers made aware of funding 	<ul style="list-style-type: none"> <i>All PP children will access their Key Stage trips in 2017-2018 free of charge</i>
Provide equipment and school uniform	<ul style="list-style-type: none"> Equality of opportunity for all children is embedded throughout school 	<ul style="list-style-type: none"> Provide reflective tabards, water bottles and book bags Provide school uniform when required Children regularly asked how to spend school funding - School Council 	<ul style="list-style-type: none"> <i>Continue in 2017-2018</i>
Raising Attendance	<ul style="list-style-type: none"> To improve daily attendance and punctuality in school 	<ul style="list-style-type: none"> Senior administrative assistant to action the first day absence response procedures Headteacher to meet with parents of persistently absent children to agree a raising attendance and punctuality action plan including funding if 	<ul style="list-style-type: none"> <i>Continue to offer parents of PA children funding towards a bus pass to encourage attendance and punctuality at school</i> <i>Identified families to meet with</i>

		<p>appropriate</p> <ul style="list-style-type: none"> To work with Education Welfare Officer To work in partnership with other agencies to ensure daily attendance and punctuality in school Share termly and end of year attendance summary with parents Teachers challenge parents and carers of persistently absent children and discuss the impact on their attainment and progress Share relevant attendance data with governors Share attendance and punctuality termly report with teaching staff 	<p><i>headteacher in September 2017 to agree a raising attendance plan</i></p>
Parent Partnership	<ul style="list-style-type: none"> To improve parental engagement in children's learning in school life To enable parents to be better equipped to support their children's learning at home To improve the self-esteem of children leading to increased confidence and attainment in the classroom To enable parents their own learning 	<ul style="list-style-type: none"> Plan curriculum workshops for parents Plan INSPIRE mornings for parents and children Signpost parents to adult learning to access lifelong learning opportunities Gather and take into consideration the views of parents Provide regular updates on supporting learning at home verbally, in writing and on the school website Evaluate the impact of parental involvement Open door policy to enable communication between staff and parents 	<ul style="list-style-type: none"> <i>Responding to parental comments and participation we have introduced 'Stay and Play' in nursery and reception at the end of the spring term and continued with the KS1 Open afternoon so parents can look in their child's work books and talk to them about the learning that has taken place.</i>

How will the school measure the impact of the Pupil Premium funding

- 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.
- 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.
- Pupil Progress meetings take place termly with class teachers and the headteacher.
- 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 wop will benefit from these groups if their needs are similar and we believe progress can be made.
- Pupil Premium funding and the impact on attainment and progress is a regular item at governor meetings.

Designated staff member in charge – Mrs Clare Holloway, Deputy Headteacher, Inclusion Leader

Nominated Governor – Mr David Kirby, Chair of Governors

Date of next Pupil Premium Strategy reviews

- Wednesday 26th April 2017
- Wednesday 5th July 2017
- Wednesday 14th September 2017

Pupil Premium Strategy Review – July 2017							
<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>	<i>Rag rated outcome</i>					
Increase attendance rates for pupils eligible for PP	Diminish the difference between non PP attendance (94.13%) and PP children attendance (90.49%) – <i>as at end of autumn 2016</i>	End of autumn 16		End of spring 17		End of summer 17	
		Non PP	PP	Non PP	PP	Non PP	PP
		90.49%	94.12%	91.07%	94.41%	93.26%	90.72%
	Gap	3.63%		3.34%		2.54%	
Reduce the number of persistently absent PP children	Lower the percentage of persistently absent PP children to less than 41% – <i>as at end of autumn 2016</i>	End of autumn 16		End of spring 17		End of summer 17	
		15 children 41%		16 children 42%		12 children 37.5%	
				+1%		-3.5%	
To engage PP children’s parents and carers in their children’s learning at home	Parents and carers of PP children will complete the weekly reading challenge – <i>read 3 times a week or more at home</i>	End of autumn 16		End of spring 17		End of summer 17	
		1 child		7 children		5 children	