



## Whitehall Infant School Pupil Premium Grant action plan 2018 - 2019

Outlined in this action plan is a summary of the strategies Whitehall Infant School will be focusing on this academic year, using its pupil premium grant, along with the success criteria that we will use to measure the impact of these strategies on our children who are eligible for the pupil premium grant. The action plan is reviewed regularly and a progress report will be completed every term.

**Estimated pupil premium grant allocation for the academic year 2018-19: £80,520** (£1,320 per pupil in years Reception to Year 2)

### Key questions for governors and other stakeholders:

- How is Pupil Premium funding being used to support each action in this plan?
- Which pupils is the action point targeting?
- How are the action points being monitored? What impact are strategies having?
- What are the key barriers to each action point being achieved?
- Can the action points and successful strategies being used be maintained?

Year specific strengths and areas for development		
Reception	Year 1	Year 2
<b>Strengths:</b> <ul style="list-style-type: none"> <li>● CLL attainment higher than non-PP</li> <li>● PD attainment broadly the same as non-PP</li> <li>● Literacy attainment higher than non-PP</li> </ul>	<b>Strengths:</b> <ul style="list-style-type: none"> <li>● Maths progress the same as non-PP</li> </ul>	<b>Strengths:</b> <ul style="list-style-type: none"> <li>● Reading attainment higher than non-PP</li> <li>● Writing attainment broadly the same as non-PP (expected and greater depth)</li> </ul>
<b>Areas for development:</b> <ul style="list-style-type: none"> <li>● PSED attainment lower than non-PP</li> <li>● Maths attainment lower than non-PP</li> </ul>	<b>Areas for development:</b> <ul style="list-style-type: none"> <li>● Attainment in all areas lower than non-PP</li> <li>● Fine-motor skills require development</li> </ul>	<b>Areas for development:</b> <ul style="list-style-type: none"> <li>● Maths attainment lower than non-PP</li> <li>● Reading attainment at greater depth lower than non-PP</li> </ul>

The aim of the Pupil Premium Grant is to close the attainment gap between pupil premium pupils and non pupil premium pupils. At Whitehall Infant School, we will work towards closing attainment gaps using the following four priorities:

Improving learning in the curriculum	Improving social and emotional state	Extra-curricular enrichment	Family support
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Chosen action / approach	How this will be achieved and staff involved	Success criteria and impact measurement	Impact/Review
Priority 1: Improving learning in the curriculum			
Desired outcomes: <ul style="list-style-type: none"> <li>- PP pupils are making at least the expected progress and closing the gap in attainment with non-PP pupils.</li> <li>- PP pupils are continuing to be actively engaged in their learning and demonstrate resilience and perseverance as learners.</li> <li>- PP pupils are more engaged with learning through the use of children's own interests.</li> <li>- PP pupils with additional learning needs received additional support and resources to meet their needs.</li> </ul>			
Further improve Quality First Teaching so that pupil needs are met, they are more engaged with their learning and they make faster progress in lessons.	CPD, model and team teaching, peer observations, planning support, target setting, ensuring pupil interests are included in planning. (DHT / AHT Inclusion / AHT teaching and learning)	<b>Success criteria:</b> Improved pupil engagement with learning, leading to improved progress and outcomes for PP children, narrowing and closing the gap with non-PP pupils. <b>Impact measurement:</b> Data analysis, pupil progress meetings, book looks, lesson observations and planning scrutiny.	
Pupils have a clearer understanding of what they need to do to improve, so that they make faster progress in lessons.	Support teachers to ensure all pupils know their targets and how to achieve them (DHT / AHT inclusion / AHT teaching and learning)	<b>Success criteria:</b> Pupils know their targets and how to achieve them, leading to improved progress and outcomes for PP children, narrowing and closing the gap with non-PP pupils. <b>Impact measurement:</b> Data analysis, pupil progress meetings, book looks, lesson observations, planning scrutiny, pupil voice.	
Pupils develop a greater understanding of resilience and perseverance through the use of 'learning powers'.	Support teachers and all staff to use the school's 'learning powers' to teach and reinforce the importance of resilience and perseverance (DHT / AHT inclusion / AHT teaching and learning)	<b>Success criteria:</b> Pupils demonstrate greater resilience and perseverance in response to learning challenges, leading to improved progress and outcomes for PP children, narrowing and closing the gap with non-PP pupils. <b>Impact measurement:</b> Data analysis, pupil progress meetings, book looks, lesson observations, planning scrutiny, pupil voice.	
Academic interventions to support pupils to develop key skills so that attainment gaps narrow and close over time, to	HLTAs and LSAs provide interventions. AHT inclusion train, support and monitor effectiveness of these	<b>Success criteria:</b> Effective interventions lead to improved progress and outcomes for PP children, narrowing and closing the gap with non-PP pupils.	

include: Lexia reading programme, phonics, rapid maths, 1:1 reading, Language Link	interventions.	<b>Impact measurement:</b> Data analysis, pupil progress meetings, intervention observations, pupil voice.	
SEN interventions and resources to support pupils with additional needs to develop skills in key areas so that attainment gaps narrow and close over time, to include: Speech and Language, Occupational Therapy, Social Communication	LSAs provide interventions. AHT inclusion. SENCO train, support and monitor effectiveness of these interventions. SENCO identify and provide, along with training on effective use, appropriate resources to support pupils with additional needs.	<b>Success criteria:</b> Effective interventions lead to improved progress and outcomes for PP children, narrowing and closing the gap with non-PP pupils. <b>Impact measurement:</b> Data analysis, pupil progress meetings, intervention observations, pupil voice.	
Educational Psychology assessment and guidance for those pupils with significant needs, so that appropriate support can be put into place.	EP assessments completed and action plan formulated, implemented by all relevant staff to ensure all required support is put into place.	<b>Success criteria:</b> Effective support strategies lead to improved progress and outcomes for PP children, narrowing and closing the gap with non-PP pupils. <b>Impact measurement:</b> Data analysis, pupil progress meetings, intervention observations, pupil voice.	
Development of visual-motor skills, particularly fine motor skills in year 1, to support learning development especially in writing.	AHT inclusion and SENCO to further improve the development of visual-motor skills across the school, with a particular focus on PP pupils in year 1 who have underdeveloped fine motor skills. Provide daily activities for pupils, especially in the EYFS and year 1.	<b>Success criteria:</b> Pupils develop their visual-motor skills so that they are able to engage more fully with learning experiences, making faster progress. In particularly year 1 PP pupils develop their fine motor skills leading to the narrowing of the gap with non PP pupils in writing. <b>Impact measurement:</b> Data analysis, pupil progress meetings, lesson observations, book looks, pupil voice.	
<p>2018-19 pupil premium grant to be spent on:</p> <ul style="list-style-type: none"> <li>● AHT Inclusion and AHT teaching and learning proportion of staffing cost to provide support as detailed above</li> <li>● LSA and HLTA staffing costs to provide interventions as detailed above</li> <li>● New Lexia reading programme purchase</li> <li>● Occupational Therapy resources</li> <li>● Educational Psychologist assessments</li> <li>● <b>Total allocated budget for priority 1: £41,190</b></li> </ul>			

Chosen action / approach	How this will be achieved and staff involved	Success criteria and impact measurement	Impact/Review
Priority 2: Improving social and emotional state			
Desired Outcomes: <ul style="list-style-type: none"> <li>- PP pupils attend school regularly and on time and are 'ready to learn'.</li> <li>- PP pupils demonstrate good levels of self-confidence and self-esteem.</li> <li>- PP pupils develop and maintain good relationships with peers and adults.</li> </ul>			
Identify PP pupils where attendance and punctuality are a concern and meet with parents / carers to put action / support in place so that they attend regularly and on time.	Analyse data to identify any pupils, formulate an action plan with parents / carers, signpost to any additional support where needed- see priority 4 (Attendance Officer)	<b>Success criteria:</b> Attendance and punctuality of PP pupils increases and PA reduces, so that it is in line with non-PP pupils. <b>Impact measurement:</b> Attendance data analysis.	
Provide free breakfast club places to PP pupils, so that they make a good start to the day, are ready to learn and start learning on time.	Publicise the availability of free places for PP pupils, identify those most in need and ensure these families know that there are places available (Learning Mentor / AHT Inclusion / Attendance Officer)	<b>Success criteria:</b> Attendance and punctuality of PP pupils increases and PA reduces, so that it is in line with non-PP pupils. These pupils engage better with learning and make faster progress. <b>Impact measurement:</b> Attendance and academic data analysis, observations, pupil voice.	
Provide mentoring support for PP pupils with low self-esteem and self-confidence so that they can believe in themselves and engage better with learning.	Class teachers identify PP pupils in need of support in these areas and raise with AHT Inclusion. Provide a support programme to develop their abilities in these areas (Learning Mentor). Publicise to parents that this is available and how they can access.	<b>Success criteria:</b> PP pupils show improved self-esteem and confidence leading to better engagement with learning and faster progress and attainment. <b>Impact measurement:</b> Data analysis, individual and lesson observation, pupil and parent voice.	
2018-19 pupil premium grant to be spent on: <ul style="list-style-type: none"> <li>● Free breakfast club places for PP pupils</li> <li>● Attendance Officer proportion of staffing</li> <li>● Learning Mentor proportion of staffing</li> <li>● <b>Total allocated budget for priority 2: £22,500</b></li> </ul>			

Chosen action / approach	How this will be achieved and staff involved	Success criteria and impact measurement	Impact/Review
Priority 3: Extra-curricular enrichment			
Desired Outcomes: - PP pupils take part in enriching activities and are not unduly disadvantaged in their life experiences compared to non-PP pupils.			
PP pupils take part in all school trips, enriching their learning and life experiences.	Subsidised places on school trips for PP pupils, to ensure that all can attend. Publicise to PP families that this is available. (Admin / finance staff)	<b>Success criteria:</b> All pupils, PP and non PP, attend all school trips. There is no difference between the enrichment activities experiences by PP pupils and non PP. <b>Impact measurement:</b> School trip attendance data.	
Identify key experiences that all children should have by the end of Key Stage 1, aim to provide / support families to provide these to all pupils ensuring that PP pupils are not unduly disadvantaged compared to non PP pupils.	Involve all staff, pupils and parents in identifying key experiences. Collect information on which experiences children have had and identify ways in which we can support families to have these or provide them at school / as part of trips.  (All staff / AHT Inclusion)	<b>Success criteria:</b> All pupils, PP and non PP, are able to experience these experiences. There is no difference between the enrichment activities experiences by PP pupils and non PP. <b>Impact measurement:</b> Data showing what children have experienced.	
2018-19 pupil premium grant to be spent on: <ul style="list-style-type: none"> <li>Subsidised cost of school trips</li> </ul> <b>Total allocated budget for priority 3: £830</b>			

Chosen action / approach	How this will be achieved and staff involved	Success criteria and impact measurement	Impact/Review
Priority 4: Family support			
Desired Outcomes: <ul style="list-style-type: none"> <li>- PP families continue to feel very well supported and empowered to make changes that will improve life at home, to ensure that their children attend school regularly and on time, in a place ready to learn</li> </ul>			
All PP pupils have the resources required to engage fully with school and learning.	Identify PP families who need support in this area and publicise to parents that support is available to help with resources needed for school. (Class teachers / Learning Mentor / Welfare Officer)	<b>Success criteria:</b> PP pupils have all resources needed to experience school life as fully as possible and engage in learning; there is no difference in this aspect between the experience of PP pupils and non PP. They therefore make faster progress. <b>Impact measurement:</b> Data analysis, individual and lesson observation, pupil and parent voice.	
Provide support for parents to be able to identify changes that are required and then develop strategies so that they are empowered to bring about those changes.	Provide parental one to one / group guidance and support, signposting. Completion of Early Help Assessments where LA support services would be beneficial (Learning Mentor / Welfare Assistant).	<b>Success criteria:</b> Parents are well supported and empowered to support their children so that they are in a better place to learn and make progress. <b>Impact measurement:</b> Data analysis, individual and lesson observation, pupil and parent voice.	
Identify PP pupils and parents / carers who would benefit from the 'wellbeing programme' in collaboration with CAMHS, so that parents / carers can be empowered to support their child to reduce anxiety and increase wellbeing.	Identify families who might benefit from this service and publicise to them. Refer to the CAMHS wellbeing practitioner. Provide space and resources in school for the programme to run. (Class teachers / AHT Inclusion)	<b>Success criteria:</b> Parents are empowered to support their children to reduce anxiety. These pupils experience reduced anxiety, improved self-esteem and confidence leading to better engagement with learning and faster progress and attainment. <b>Impact measurement:</b> Data analysis, individual and lesson observation, pupil and parent voice.	

2018-19 pupil premium grant to be spent on:

- Learning Mentor proportion of staffing
- Welfare Assistant proportion of staffing
- School uniform / book bag etc. for families who are unable to purchase
- Wellbeing project

**Total allocated budget for priority 4: £16,000**