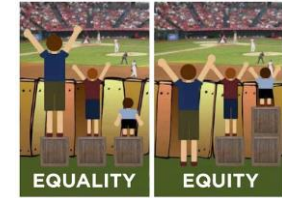




## Walter Infant School and Nursery

### Pupil Premium Strategy September 2020 – September 2021

*'To be the best I can be'*



**Walter Infant School and Nursery is an equitable, safe, secure and happy place to learn; our children grow as individuals in a stimulating and exciting environment which values respect, kindness, honesty, empathy and resilience.**

#### **Introduction**

At Walter Infant School and Nursery our children come first; we serve a very diverse community and the disparity between economic groups is vast. It is imperative that we do what we can to compensate any child who is disadvantaged remembering that it is not only children whose families have a low income that are vulnerable. We are committed to 'Diminishing the Difference' for all our vulnerable groups; we aim to ensure that we meet the needs of all children in school so that they all make good or better progress from their individual starting points. We are also committed to providing an exciting and rewarding learning journey for our children and to ensuring that our practice is 'Tilted' to meet the needs of our most vulnerable children. 'Tilted' practice in our school means that the children in receipt of the Pupil Premium Grant (as well as any vulnerable children) will be considered first in planning, feedback, provision and assessment by the class teacher and all other members of the school staff.

The academic year 2019 2020 was cut short by the COVID 19 Pandemic so the data that will be used as a comparative for measuring progress and attainment (nationally) will be from 2019. We completed our data collection and pupil progress meetings at the end of the Spring Term 2020 so we will use both 2019 and March 2020 data to measure the gaps between PPG children and all children. It will also enable us to create bespoke programmes of work and learning plans to support the children in accelerated learning to diminish the difference between their attainment and that of all children. We will be committed to ensuring that all children, including all vulnerable and PPG children make good or better progress from their starting points.

#### **Staffing Arrangements**

Our children are being taught in Year Group Bubbles; Mrs Katie Girling (EYP) and Mrs Helen Coyne, will provide tailored learning experiences or 'Catch Up' for the PPG children identified through early summative assessment and observations in Foundation Stage 2. Mrs Jen Clark, and all Learning Support Assistants will work alongside the class teachers to provide learning experiences and resources for the vulnerable and PPG children in Year 1 and Year 2. We are hopeful that most children will benefit first from Quality First Teaching or in class support. Small group and 1:1 teaching and learning will take place, alongside Quality First Teaching, to diminish the difference securely. The PPG lead will be Mrs Judy Wheeler, the Head teacher.

#### **Pupil Premium Grant (PPG)**

The Pupil Premium Grant (PPG) is additional funding for publicly funded schools in England to raise the attainment of disadvantaged pupils and close the gap between them and their peers.

Walter Infant School and Nursery will use the funding in a variety of ways to ensure maximum impact on the pupil's well-being, progress and attainment, as well as best value for money; this could include external support from a Family Support Worker, or therapeutic support from Canine Assisted Learning (<mailto:info@canineassistedlearning.com>.) We have allocated an amount of money as 'Teacher Premium'; so called because it is a need that has been identified by the teacher and a request for funding has been submitted. This money will be used to purchase or provide additional resources or programmes for children with a specific need, including financial hardship needs within the home. We will also use the funding to provide an extra-curricular club for each child, payment for school trips and help with the cost of school uniform (including coats, shoes and PE kits). Any PPG child wishing to have milk will have this provided by the school.

Each eligible child has a '**Personalised Pupil Premium Plan**', which is a tailored action plan targeting their individual needs: This will be designed to close any gaps the child may have academically so that we can target accelerated progress towards ARE or challenge to ensure able children are working at Greater Depth. We hold informal interviews with each child to learn more about their needs, concerns and personalities as well as offering a meeting between parents/carers and the Pupil Premium Leader.

We will continue to invest much of our additional spending in Continuous Professional Development for our staff; as we believe this should have the greatest impact on our children.

**At the end of 2019** our data showed that 11% of our children in F2 were entitled to the PPG funding compared with 7% in Wokingham. 92% of children achieved a Good Level of Development (GLD). 75% of Pupil Premium children achieved GLD compared with 92% of all children; the gap is 17%. In the Local Authority: 77% of Wokingham children achieved GLD; 55% of PPG children and 79% all children with a gap of 24% - our gap is 7% lower which is a very positive picture.

**Data for Foundation Stage 2 children reaching a Good Level of Development GLD 2016 - 2020**

	LAC (0)	PPG (4)	SEN (8)	EAL (15)	Boys (43)	Girls (47)	All Children (90)	Gap between PPG and all children
GLD 2016		40%	25%	60%	65%	85%	76%	36%
	LAC (3)	PPG (9)	SEN (9)	EAL (24)	Boys (54)	Girls (36)	All Children (90)	
GLD 2017	100%	78%	44%	75%	74%	81%	77%	1% +
	LAC (0)	PPG (6)	SEN (7)	EAL (22)	Boys (47)	Girls (43)	All Children (90)	

GLD 2018	N/A	67%	29%	91%	77%	93%	84%	17%
	LAC (0)	PPG (12)	SEN (5)	EAL (22)	Boys (38)	Girls (52)	All Children (90)	
GLD 2019	N/A	75%	80%	95%	84%	94%	92%	17%
	LAC (0)	PPG (3)	SEN (5)	EAL (19)	Boys (52)	Girls (38)	All Children (90)	
GLD 2020 TA		67%	20%	68%	71%	84%	77%	10%

**2020 Data for Mid-Year Teacher Assessments for Reading, Writing, Numbers and GLD to compare PPG children with all children and to compare against previous data:** This data must be seen in the context that the children's learning is cumulative and we have only been teaching for two terms (minus two weeks) – the autumn term mainly focuses on transition and personal and social skills, the spring term is full of new learning and very short and the summer term is the longest term and the time when the children really start to consolidate their learning.

We have made the decision to keep the class lists the same and to teach from the Early Learning Goals in the autumn term 2020 in Year 1 to ensure that the children have no gaps in their learning journeys. Compared with the start of our journey in 2016 we have still come a really long way and were on track to meet our 85% target. As we only have 3 FS2 PPG children (3.3%) of our cohort, it is difficult to make a very realistic comparison with 2019. It is so sad that we have not been able to complete the year for these children and all our children.

**Of our PPG children: 2 have reached ARE (both girls, 1 EAL) 1 child should not be included in our data as he is a Year 1 child that has been off-set by the LA – we have now moved him into the correct year group (Y2) (he has had a very poor start to his education in 2 previous schools but is now making good progress - his attendance is poor)**

**1 child did not achieve a GLD: he is vulnerable and SEN and is also making very good progress**

FS2 Mid-Year 2020 ARE			
	PPG	All	Gap

		children	
Writing	66%	82%	16%
Reading	66%	85%	19%
Maths	66%	89%	23%

This is a very positive picture for the key subjects and will be very closely monitored in Year 1.

**Data for FS1 15 hours children and 30 hours children 2020**

<b>FS1 15 hours Mid-Year 2020 ARE</b>			
	EYPPG	All children	Gap
	2		
Writing	50%	70%	20%
Reading	100%	70%	30%+
Maths	100%	70%	30%+

<b>FS1 30 hours Mid-Year 2020 ARE</b>			
	EYPPG	All children	Gap
	0		
Writing	0	100%	N/A
Reading	0	94%	N/A
Maths	0	94%	N/A

<b><u>All children Mid-Year 2020 ARE</u></b>			
<b><u>Not including F1</u></b>			
	PPG	All children	Gap
	27	270	
Writing	58%	86%	28%
Reading	73%	85%	12%
Maths	75%	87%	12%

There is no data to compare with as we have no national data; we are confident that the strategy is working as all children including all PPG children have made progress from their starting points. Fundamentally in 2019 -2020, we had fewer PPG children so each one is worth more than they have been in previous years. Out of 27 children 10 are below ARE in at least one subject: therefore 63% are at ARE or above (all the reasons have been contextualised). 86% of all children are at ARE or above in all subjects. In 2016 only 22% of PPG children were at ARE in all subjects at the end of Year 2:

<b>Gap Comparison End of Year 2</b>			
2016			
	PPG 9	All children 89	Gap
Writing	22%	63%	41%
Reading	22%	75%	53%
Maths	22%	80%	58%
2020			
	PPG 8	All children 90	Gap
Writing	75%	90%	15%
Reading	75%	91%	16%
Maths	75%	92%	17%

In addition to seeing the improvements made in provision for our PPG children we can also see the improvements in provision for all our children.

**Phonics 2019 – this is the data that will be used to measure success in phonics in 2021 as they screening did not take place in 2020**

Phonics 2016						
	PPG	SEN	EAL	Boys	Girls	ALL
Year 1	71%	67%	92%	87%	72%	82%
Year 2	100%	86%	91%	100%	95%	98%
Phonics 2017						
	PPG	SEN	EAL	Boys	Girls	ALL
Year 1	57%	30%	87%	80%	80%	80%
Year 2	50%	100%	100%	89%	100%	95%
Phonics 2018						
	PPG	SEN	EAL	Boys	Girls	ALL
Year 1	79%	55%	84%	84%	92%	88%
Year 2	100%	100%	100%	100%	100%	100%
Phonics 2019						
	PPG	SEN	EAL	Boys	Girls	ALL
Year 1	75%	58%	91%	86%	93%	90%
Year 2	100%	100%	100%	89%	100%	92%
Phonics Autumn 2020						
	PPG	SEN	EAL	Boys	Girls	ALL
Year 1						
Year 2						

**The gap for PPG children has fluctuated:**

	2016	2017	2018	2019	A2020
<b>Gap Y1</b>	11%	23%	9%	15%	
<b>Gap Y2</b>	2% +	45%	0%	8%	

Some of the children in receipt of pupil premium funding had very complex needs and poor attendance. These children are now in Year 2 and will continue to be very closely monitored by Judy Wheeler (PPG Leader)

**All current Year 2 children will take a previous version of the Phonics Screening, in the second half of the autumn term; we will be able to compare the data to see if we have changed the gap.**

**PPG headlines for the cohort returning to Walter Infant School and Nursery in September 2020 (after School Closures and Lockdown) Teacher Assessment only in March 2020**

100% of PPG children made good or better progress between September 2019 and March 2020.

By the end of March 2020 64% of Y2 (60% in 2019 50% in 2018) of our PPG children achieved expected or above in RWM&S

**Expected or above**

At the end of March 2020 86 % of Y2 PPG (93% in 2019, 75% in 2018) were expected or above in maths compared with 92% of all children

At the end of March 2020 75% of Y2 PPG (73% in 2019 63% in 2018) were expected or above in writing compared with 90% of all children

At the end of March 2020 75% of Y2 PPG (73% in 2019 75% in 2018) were expected or above in reading compared with 91% of all children

**Exceeding (Greater Depth)**

At the end March 2020 in Y2 12.5% (1 child) (27%in 2019 25% in 2018) were exceeding in reading - **diminishing the difference by 27%**

At the end March 2020 in Y2 0% (7% in 2019 13% in 2018) were exceeding in writing

At the end of March 2020 in Y2 0%(27% in 2019 13% in 2018) were exceeding in maths

**This data reflects the fact that we were only 2/3 of the way through the academic year.**

1. Summary information					
School	Walter Infant School <b>This funding remains in place until the end of the financial year 2021</b>				
Academic Year	2020-21	Total PP allocation	£32,590	Date of most recent PP Review	17/03/2020
Total number of pupils	308	Number of pupils eligible for PP	24 FSM (F2,KS1) FSM + 1 Service + 2 EYPPG	Date for next internal review of this strategy	01/10/2020

2. Current attainment 2018 2019 <b><u>NB No data for 2019 2020</u></b>																									
<b>Summary of School data for children in receipt of PP Grant</b>																									
<b>School data: GLD prediction 86% for all children</b>																									
3 PP pupils were assessed at the end of Foundation Stage (each PP child is worth 33%)																									
66% achieved GLD (-20%) but as each child is worth 33% this data is not very reliable (of all children each child is worth 1.1%)																									
<b>School data: Phonics Benchmark No data for 2020</b>																									
<b>School data: End of KS1 Results RWM RWMS Teacher Assessment after two terms</b>																									
8 PP pupils were assessed at the end of KS1 (each PP child is worth 12.5%) they achieved																									
RWM 75% – all children 91% gap 16% (closing the gap further by 4%)																									
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53% rise for PPG children in writing since 2016																									
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	<table border="1"> <thead> <tr> <th colspan="4">2020</th> </tr> <tr> <th></th> <th>PPG</th> <th>All children</th> <th>Gap</th> </tr> </thead> <tbody> <tr> <td></td> <td>8</td> <td>90</td> <td></td> </tr> <tr> <td>Writing</td> <td>75%</td> <td>90%</td> <td>15%</td> </tr> <tr> <td>Reading</td> <td>75%</td> <td>91%</td> <td>16%</td> </tr> <tr> <td>Maths</td> <td>75%</td> <td>92%</td> <td>17%</td> </tr> </tbody> </table>	2020					PPG	All children	Gap		8	90		Writing	75%	90%	15%	Reading	75%	91%	16%	Maths	75%	92%	17%
2020																									
	PPG	All children	Gap																						
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<b>2.</b>							
The results for each year group are cohort driven because the number of children in receipt of the PP funding differs substantially year on year; this is referred to as Cohort Driven Data. There were only three children in the Foundation Stage, who are in receipt of PP funding, one did not meet ARE due to SEND and specific learning difficulties which is being addressed through their Personalised Pupil Premium Plan.	<b>Pupils eligible for PP @ Walter Infant School</b>				<b><u>All Wokingham borough children</u></b>		
	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>
<b>% of children at EXS or above in reading at the end of KS1</b>	57%	75%	73%	75%	82%	82%	80%
<b>% of children at EXS or above in writing at the end of KS1</b>	43%	63%	73%	75%	74%	76%	74%
<b>% of children at EXS or above in mathematics at the end of KS1</b>	71%	75%	93%	75%	81%	82%	81%
<b>% of children at EXS or above in reading, writing and maths KS1</b>	43%	50%	60%	75%	69%	71%	69%
<b>% of children meeting the benchmark in the Phonics Screening in Year 1</b>	57%	79%	86%	N/A	83%	86%	84%
<b>% of children meeting the benchmark in the Phonics Screening in Year 1 and 2</b>	50% 1child	100%	100%	N/A	72%	73%	82%
<b>% of children at expected or exceeding in writing in FS</b>	83%	67%	70%	66%	79%	78%	79%
<b>% of children at expected or exceeding in reading in FS</b>	83%	67%	70%	66%	85%	83%	84%

<b>% of children at expected or exceeding in number in FS</b>	92%	67%	90%	66%	87%	85%	86%
<b>% of children at GLD at the end of Foundation Stage</b>	83%	67%	70%	66%	76%	75%	77%

We had 27 children (including 1 service child and 2 EYPPG) on the PPG register for September 2019 to March 2020 and that funding remains in place for our new cohort of children from September 2020

<b>3. Barriers to future attainment (for pupils eligible for PPG) 2020 2021 Current School Year</b>	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
<b>A.</b>	Low baseline scores of children eligible for PPG on entry to school
<b>B.</b>	COVID 19 Lockdown, reduced time in Nursery or previous school year. Lack of socialisation with other children, small social/family group, fear of large numbers might exacerbate 'fight or flight' responses including violence to children and adults
<b>C.</b>	Some of the children that are eligible for Pupil Premium Funding are in other vulnerable groups such as English as an Additional Language (EAL), Special Educational Needs (SEN) or working with a social worker or family worker
<b>D.</b>	Core skills (word reading, reading comprehension, development of writing skills, arithmetic skills, speaking and listening skills) are often lower for PPG children than all children. Some of our PPG children will have been unable to attend school since March and may not have been able to access our home learning resources. They may therefore have greater gaps in their learning in comparison to children who accessed home learning, or indeed private tutoring. Home support from families and links between home and school, for some children, affects progress and attainment
<b>D.</b>	Social and emotional resilience of many children eligible for PPG affects learning, relationships and well being
<b>E.</b>	Poor behaviours for learning due to lack of focussed learning experiences and low school attendance
<b>External barriers</b>	
<b>F.</b>	Attendance of some PP children is below our target of 95%, including late arrival, periods of illness and unauthorised absence

<b>G.</b>	Poor lines of communication with family; some PPG families do not always have credit on their phones or internet connections making communication difficult	
<b>H.</b>	Complex family dynamics affect relationships and wellbeing for some children eligible for the PP Grant. Some of these children are subject to a Child protection/Child in Need order or on the school's child protection register/cause for concern	
<b>I.</b>	Most of the children at our school come from high income backgrounds. This provides a stark contrast of our children eligible for the PP Grant with low income backgrounds.	
<b>4. Desired outcomes</b> ( <i>Desired outcomes and how they will be measured</i> ) <i>These outcomes are subject to change due to the COVID 19 Pandemic</i>		<b>Success criteria</b>
<b>A.</b>	All our children will make good or better progress from their individual starting points. Measured by point in time assessments (PITAs), information from pupil performance meetings and end of year attainment.	<p>We will achieve this by providing:</p> <ul style="list-style-type: none"> <li>• Quality first teaching</li> <li>• Tilted practice</li> <li>• CPD for staff</li> <li>• Focused support from LSAs and SEN LSA and class teacher</li> </ul>
<b>B.</b>	Children eligible for PPG to develop emotional resilience and social skills. Measured by attendance, performance in class and attitude to learning. This may include statements from adults and the child's voice.	<p>We will achieve this by providing:</p> <ul style="list-style-type: none"> <li>• Support from Class teacher and other adults in school</li> <li>• Access to Family Support Worker for children and parents</li> <li>• Canine Assisted Learning</li> <li>• Support for good mental health including our PSHRE curriculum</li> </ul>

<b>C.</b>	Children with additional needs, such as EAL, SEN, PPG, Mental Health and well-being will receive personalised provision specific to their barriers or strengths to enable them to access the curriculum and make progress.	We will achieve this by providing: <ul style="list-style-type: none"> <li>• Quality first teaching including personalised plans and focussed differentiation</li> <li>• CPD for staff including Art Therapy</li> <li>• Focused support from class teacher and LSAs and SEN LSA</li> </ul>
<b>D.</b>	Communication and Language difficulties diminished for all children. Measured by review of speech and language programs, information from point in time assessments and information from pupil performance meetings.	We will achieve this by providing: <ul style="list-style-type: none"> <li>• Early identification of Speech and Language needs</li> <li>• Focused language and communication support</li> </ul>
<b>E.</b>	PPG children will have good behaviours for learning, fostered through a positive behaviour management approach and Quality First Teaching to ensure that lessons meet the learning and interest needs of all children	We will achieve this by providing: <ul style="list-style-type: none"> <li>• A rich, broad and balanced curriculum</li> <li>• Good quality resources and stimulating learning environments and topics</li> <li>• Well-paced lessons with expert subject knowledge</li> </ul>
<b>F.</b>	Attendance will be in line with or above the school target. This will be measured through attendance data.	We will achieve this by providing: <ul style="list-style-type: none"> <li>• Information sessions for Parents</li> <li>• Regular contact for children with low levels of attendance.</li> <li>• Awards for children achieving 100%.</li> </ul>

<p><b>G.</b></p>	<p>Children receive support from parents for school related tasks. Children are supported in homework and reading tasks. This will be measured by attendance, performance in class and attitude to learning. This may include statements from adults and the child's voice.</p>	<p>We will achieve this by providing:</p> <ul style="list-style-type: none"> <li>• Opportunities to ensure 100% attendance at parent consultations, school plays, open evenings and stay and play sessions – subject to COVID 19 Guidelines</li> <li>• Access to Family Support Worker for children and parents</li> <li>• Strong relationships between class teachers and families.</li> <li>• Access to support and time for homework in school if required</li> </ul>
<p><b>H.</b></p>	<p>Children eligible for the PP Grant and who are subject to a Child Protection or a Child in Need plan; make the same progress as all children. This will be measured by point in assessments (PITAs), information from pupil performance meetings and end of year attainment.</p>	<p>We will achieve this by providing:</p> <ul style="list-style-type: none"> <li>• Stringent attention to safeguarding.</li> <li>• School is fully informed of home circumstances (on a need to know basis) so that children can be nurtured accordingly and equitable procedures put in place.</li> <li>• Focused support from class teacher and SLT</li> </ul>

I.	Children eligible for the PP Grant and who are living in a low income family need to make the same progress as all children. This will be measured by point in assessments (PITAs), information from pupil performance meetings and end of year attainment.	<p>We will achieve this by providing:</p> <ul style="list-style-type: none"> <li>• Positive home school relationships with all parents and carers.</li> <li>• Access to Teachers Premium fund.</li> <li>• Each child attends an extra-curricular club if they wish to.</li> <li>• All children have the equipment and resources they need including school uniform, milk and school trips.</li> </ul>
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5. Planned expenditure					
2020 - 2021		£32,590			
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies					
1. 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	When will you review implementation?
A, B, C	Quality First	At Walter Infant School we	Triangulated monitoring:	Head	Every half term

<p>100% children entitled to the PPG to make good or better progress</p> <p>The gap between PPG children and all children reduces from 16% to 8% (1 child) by the end of July 2021</p>	<p>Teaching in all classrooms for all children.</p> <p>Personalised Pupil Premium Plans, for every PPG child, updated termly with action plans and a summary of progress made.</p> <p>Provision of additional support (1:1 if necessary to close gaps, including COVID gap) to work with the children in the classroom.</p> <p>Small group and Guided group work</p>	<p>believe that if we can get our practice right for our disadvantaged children we should be meeting the learning and emotional needs of all our children, including Higher Ability children.</p> <p>More information about Quality first teaching can be found on the DFE website, via this link <a href="#">Quality First Teaching</a></p> <p>Employing experienced and skilled LSA support during core lessons gives the opportunity to split the class/inputs at key times to maximise impact and support learning needs.</p> <p>At Walter we believe that working in small groups and guided groups where appropriate allows our children to be successful. The research conducted by EEF supports this. More information can be found on this link. <a href="#">Collaborative learning</a></p>	<p>classroom observations, pupil progress meetings, review planning and work in books.</p> <p>Senior Leadership Team (SLT) will have a rigorous monitoring timetable planned over the academic year.</p>	<p>teacher</p>	
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	Access to a curriculum enhancement fund.	Additional resources can be sourced for specific needs in the classroom determined by the class teacher, the year group leader, the SENDCo or the SLT			
<b>Budgeted cost</b>					
EYP Support 7.5 hours per week					£ 5617.88
SEND/PPG Support 4.6 hours per week					£ 7031.24
Teacher Premium					£ 1250.00
Continuous Professional Development for Staff					£ 7500.00
Total					£21399.12

<b>2. 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>When will you review implementation?</b>



<p><b>D</b> Communication and Language difficulties and/or Additional Learning needs. 100% PP children will achieve the SMART targets from their PP plan or from their Learning Plan</p>	<p>Quality First Teaching for all children in all classrooms</p> <p>Specific Learning Plans for children with additional speech and language needs.</p>	<p>At Walter Infant School and Nursery we recognise the need for children with additional learning needs to be supported fully.</p> <p>We will provided a personalised learning programme for each child working below ARE and personalised provision plans for children in receipt of PPG</p> <p>Children with speech and language needs will follow an individualised programme. Oral language interventions emphasise the importance of spoken language and verbal interaction in the classroom. They are based on the idea that comprehension and reading skills benefit from explicit discussion of either the content or processes of learning, or both. Read more by clicking on this link. <a href="#">Oral language interventions</a></p>	<p>Rigorous summative assessment and observations.</p> <p>Progress and impact to be monitored and reviewed by SLT and Inclusion Manager (SENDCO).</p> <p>Learning Plans for SEND children - -with specific, achievable targets that can be easily measured.</p> <p>CPD from Inclusion Manager on SEND</p>	<p>Head teacher and Inclusion Manager</p>	<p>Every term</p>
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<p><b>E</b> Social and Emotional Resilience All PP children with an identified emotional need will receive therapy/and or support to enable them to manage their feelings</p>	<p>Access to Family support worker.</p> <p>Support from Nurture Assistants</p> <p>Access to Assisted Canine Learning.</p> <p>Access to Social and Emotional interventions.</p>	<p>We feel that emotional resilience and wellbeing is key for all of our children, especially for some of those eligible for PPG.</p> <p>Our Family Support Advisor (FSA) provides key support for PPG pupils and other vulnerable groups, working with them through play activities to develop confidence, social interaction and wellbeing. Our FSA also provides support for managing feelings and building relationships. This helps our PPG pupils build emotional resilience and learn strategies for dealing with their own feelings. This, in turn, creates a more positive attitude to learning and willingness to participate in school life. With this support, attainment and progress are expected to improve.</p> <p>Canine-Assisted Learning provides animal-assisted intervention, activities and support to children with social and emotional needs. The</p>	<p>Progress monitored and reviewed by SLT.</p>	<p>Headteacher with support from Well Being Leader</p>	<p>Every term</p>
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		<p>service we employ at Walter Infant School and Nursery use highly trained assistance dogs and therapists with a wealth of experience of working with children with special educational needs along with mainstream children. For more information click here</p> <p><a href="http://www.canineassistedlearning.com/">http://www.canineassistedlearning.com/</a></p> <p><a href="#"><u>Social and Emotional Learning</u></a></p>			
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<p><b>F</b> Attendance All PP children will have attendance at 95% or better</p>	<p>Regular contact with parents with children who have low levels of attendance.</p> <p>Awards for children achieving 100% attendance.</p> <p>Information and feedback for parents about the importance of high attendance.</p> <p>Partnership work with the Educational Welfare Service</p> <p>Case studies for all children (including PPG) who have attendance below 95%</p>	<p>It has been shown that lower performance is associated with higher absence levels (Macleod, S., Sharp, C., Bernardinelli, D., Skipp, A. and Higgins, S. (2015). <a href="#">Supporting the Attainment of Disadvantaged Pupils: Articulating Success and Good Practice. London: DfE</a></p> <p>Therefore, we will focus on our PPG children in particular, to ensure they are given every opportunity to achieve a high level of attendance.</p> <p>By encouraging increased engagement and involvement with the school (EF Parental Involvement research and DfE published research on the effectiveness of parental engagement <a href="#">effectiveness of parental engagement</a> (Goodall and Vorhaus, 2010)), we believe attendance will improve. This will be achieved regular feedback to parents to highlight the importance of a high level of attendance.</p>	<p>Attendance regularly reviewed by Admin team and SLT.</p>	<p>Head teacher School Secretary</p>	<p>Every half term</p>
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<p><b>G</b> Parental involvement</p>	<p>Ensuring 100% attendance at parent consultations, school plays, open evenings and stay and play sessions.</p> <p>Access to Family Support Worker for children and parents</p> <p>Strong relationships between class teachers and families.</p> <p>Parents will be invited to meet termly with the PP Leader to discuss the individual needs of the children and the impact of the support provided.</p>	<p>At Walter Infant School, we intend to foster excellent relationships with all our families. We believe by working together the children will be successful. Class teachers have the responsibility to work closely with all the families of the children on their register.</p> <p>Access to FSA will be available where necessary.</p> <p>The school needs to have a complete understanding of the home and life circumstances for each child and agree where how best the children can be supported.</p>	<p>Progress monitored and reviewed by SLT.</p> <p>Pupil Progress data will show if progress has been made and gaps are closing.</p>	<p>Head teacher</p> <p>SLT</p>	<p>Every half term</p> <p>Autumn, Spring and Summer Terms</p>
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					<b>Budgeted cost</b> Family Support Worker £1500 Canine Assisted Learning £3000 <b>Total</b> £4500

<p>Children in receipt of the PP Grant will make the same progress as all children.</p>	<p>Positive Home/ School relationships with all parents and carers. Access to Teacher Premium Fund, to support children with requirements at home such as a football kit. Access to an extra-curricular club funded by the PP Grant. Access to school uniform, milk and school trips funded by the PP Grant as required.</p>	<p>We will endeavour to support our PPG families by providing financial support in regard to uniform, clubs, milks and funded school trips if needed. We understand the importance for the children in receipt of the PP Grant to feel the 'sense of belonging' that wearing uniform and attending clubs can bring.</p> <p>Research from EEF shows that participation in sports positively effects academic performance. More information can be found on this link - <a href="#">Sports participation</a></p>	<p>Progress monitored and reviewed by SLT.</p>	<p>Head teacher</p>	<p>Every half term</p>														
					<table> <tr> <td>Extra-curricular Clubs</td> <td>£2500</td> </tr> <tr> <td>Uniform and Clothing</td> <td>£ 750</td> </tr> <tr> <td>Cool Milk</td> <td>£ 750</td> </tr> <tr> <td>Funtastic Kids</td> <td>£1500</td> </tr> <tr> <td>School Holiday Food</td> <td>£ 150</td> </tr> <tr> <td>School Trips and or visitors to school</td> <td>£1000</td> </tr> <tr> <td>Total</td> <td>£6650</td> </tr> </table>	Extra-curricular Clubs	£2500	Uniform and Clothing	£ 750	Cool Milk	£ 750	Funtastic Kids	£1500	School Holiday Food	£ 150	School Trips and or visitors to school	£1000	Total	£6650
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<b>3. 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>When will you review implementation?</b>
<b>H</b> Children subject to CP will make the same progress as all children.	Stringent attention to safeguarding. School is fully informed of home circumstances (on a need to know basis) so that children can be nurtured accordingly and equitable procedures put in place.	In our experience children need to feel secure in their environment to be successful. As a team we ensure that we are meeting the needs of all children.	Close monitoring by Safe guarding lead and SLT.	Safeguarding lead and SLT	Termly at Pupil Premium Progress Meetings
Families experiencing financial deprivation	We will support families in any way we can financially to ensure that the children are not experiencing deprivation within school and that they have the same experiences as other children	Our children must not feel openly disadvantaged and therefore must access all the things the other children have.	Mutually respectful relationships with the children's families. Partnerships with school, family and children's services	Judy Wheeler	Continuously
<b>Total Expenditure</b>					<b>£32,549.12</b>



5. Review of expenditure				
Previous Academic Year		2019 2020		
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Met Not Met
<p><b>A.</b></p> <p>All our children will make good or better progress from their individual starting points. Measured by point in assessments (PITAs), information from pupil performance meetings and end of year attainment.</p>	<p>We will achieve this by providing:</p> <ul style="list-style-type: none"> <li>• Quality first teaching</li> <li>• Tilted practice</li> <li>• CPD for staff</li> </ul> <p>Focused support from PP champion and class teacher</p>	<p>The gap between PPG children and all children is closing, year on year.</p>	<p>We will no longer call the adult support a Pupil Premium Champion as some children had queried what pupil premium meant and why there was a champion. We did not consider this to match our inclusion philosophy so we have new identity photographs ordered for Support Staff.</p> <p>All children made progress (evidenced by their books) – no formative assessments took place.</p>	Met
ii. Targeted support				

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	
<p><b>B.</b> Children eligible for the PP Grant with additional needs will make the same progress and <b>attain</b> at the same level as all children. Measured by book reviews, point in assessments and information from pupil performance meetings.</p>	<p>We will achieve this by providing:</p> <ul style="list-style-type: none"> <li>• Quality first teaching</li> <li>• Specific, measurable, achievable, realistic and timely personalised programmes for additional needs.</li> <li>• CPD for staff</li> </ul> <p>Focused support from class teacher and PP champion</p>	<p>All PPG children made progress and achieved their targets up until March 2020.</p>	<p>We will continue to set targets for the teachers to assist the children in achieving – the children will need to know what their targets are so we will need to choose more child friendly vocabulary. E.g. ‘Goals’ or ‘Stars’ – we can agree as a staff as we move forward.</p>	<b>Met</b>
<p><b>C.</b> Children eligible for the PP Grant will make as much progress as all children. Measured by point in assessments (PITAs), information from pupil performance meetings and end of year attainment.</p>	<p>We will achieve this by providing:</p> <ul style="list-style-type: none"> <li>• Quality first teaching</li> <li>• CPD for staff</li> <li>• Point in Time Assessment at the end of each full term</li> </ul> <p>Focused support from class teacher and PP champion</p>	<p>All PPG children made progress and achieved their targets up until March 2020.</p>	<p>We will measure progress and attainment as we have done</p>	<b>Met</b>

<p><b>D.</b> Communication and Language difficulties diminished for all children. Measured by review of speech and language programs, information from point in assessments and information from pupil performance meetings.</p>	<p>We will achieve this by providing:</p> <ul style="list-style-type: none"> <li>• Early identification of Speech and Language needs</li> </ul> <p>Focused language and communication support</p>	<p>No PPG children in FS2 had speech and language programmes</p> <p>PPG Speech and language programmes in Y1 were halted in March. The child did not attend Key Worker School. Programmes from WBC have not been resumed.</p>	<p>We have 2 PPG children with Speech and Language programmes in FS2 for September 2020</p>	<p><b>Not Met</b></p>
<p><b>iii. Other approaches</b></p>				
<p><b>Desired outcome</b></p>	<p><b>Chosen action / approach</b></p>	<p><b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p>	<p><b>Lessons learned</b> (and whether you will continue with this approach)</p>	

<p><b>E.</b>Children eligible for PPG to develop emotional resilience and social skills. Measured by attendance, performance in class and attitude to learning. This may include</p>	<p>We will achieve this by providing:</p> <ul style="list-style-type: none"> <li>• Support from Class teacher</li> <li>• Access to coaching from PP champion</li> <li>• Access to Family Support Worker for children and parents</li> </ul>	<p>PPG children with identified emotional needs received support work from Social Workers, Family Workers and Canine Assisted Learning Therapists.</p> <p>3 vulnerable children attended Key Worker School and made good global progress</p>	<p>To continue as usual practice</p>	<p><b>Met</b></p>
<p><b>F.</b> Attendance will be in line with or above the school target. This will be measured through attendance data.</p>	<p>We will achieve this by providing:</p> <ul style="list-style-type: none"> <li>• Information sessions for Parents</li> <li>• Regular contact for children with low levels of attendance.</li> </ul> <p>Awards for children achieving 100%.</p>	<p>We have worked in partnership with the Local Authority and were fortunate enough to be audited by Christine Barker, who was very pleased with our measures and procedures. Unfortunately COVID 19 will have impacted on any accurate attendance data and this will continue into September and beyond.</p>	<p>To continue as before; we will monitor PPG attendance in line with all attendance and address any discrepancies by working in partnership with parents.</p>	<p><b>Met</b></p>

<p><b>G.</b> Children receive support from parents for school related tasks. Children are supported in homework and reading tasks. This will be measured by attendance, performance in class and attitude to learning. This may include statements from adults and the child's voice.</p>	<p>We will achieve this by providing:</p> <ul style="list-style-type: none"> <li>• Opportunities to ensure 100% attendance at parent consultations, school plays, open evenings and stay and play sessions.</li> <li>• Access to Family Support Worker for children and parents</li> <li>• Strong relationships between class teachers and families.</li> </ul>	<p>We have not started a homework club – we used our reading volunteers and support staff as well as opportunities in Rise and Shine.</p> <ul style="list-style-type: none"> <li>• 100% of PPG parents attended parent consultations, school plays, open evenings and stay and play sessions.</li> </ul>	<p>As above – this will be part of our normal practice</p>	<p><b>Met</b></p>
<p><b>H.</b> Children eligible for the PP Grant and who are subject to a Child Protection or child in need plan, make the same progress as all children. This will be measured by point in assessments (PITAs), information from pupil performance meetings and end</p>	<ul style="list-style-type: none"> <li>• Stringent attention to safeguarding.</li> <li>• School is fully informed of home circumstances (on a need to know basis) so that children can be nurtured accordingly and equitable procedures put in place.</li> </ul> <p>Focused support from class teacher and Nurture Assistant</p>	<p>1 child made accelerated progress but did not achieve ARE 1 child made very good progress and was at ARE in all subjects.</p>	<p>We will maintain this expectation.</p> <p>We provided a lot of support for the children and their families.</p>	<p><b>Met</b></p>

<p>I Children eligible for the PP Grant and who are living in a low income family need to make the same progress as all children. This will be measured by point in assessments (PITAs), information from pupil performance meetings and end of year attainment.</p>	<ul style="list-style-type: none"> <li>• Positive home school relationships with all parents and carers.</li> <li>• Access to Teachers Premium fund.</li> <li>• Each child attends an extra-curricular club if they wish to.</li> </ul> <p>All children have the equipment and resources they need including school uniform, milk and school trips.</p>	<p>This has been implemented for all children and will continue</p>	<p>To ensure that we do not have a blanket policy for all PPG children; they will receive bespoke support that may not always be financial.</p> <p>We need to work on developing stakeholders understanding of Equity versus Equality</p>	<p><b>Partially Met</b></p>
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## 6. Additional detail

In this section you can annex or refer to **additional** information which you have used to support the sections above.

This strategy runs alongside the School Development plan, the School Evaluation Form and the Curriculum policy.

### Glossary

<b>ARE</b>	Age Related Expectations
<b>EYFSP</b>	Early Years Foundation Stage Profile (EYFSP) – Each child’s level of development is recorded against the assessment scales in the EYFSP at the end of the term when the child reaches five years old. The EYFSP is designed to ensure that every child leaves the EYFS with their strengths acknowledged and celebrated, their learning and development needs identified, and plans made for the next steps in their learning.
<b>EAL</b>	English as an Additional Language refers to the teaching of English in schools to children whose first language is not English.
<b>EHCP</b>	An education, health and care (EHC) plan is for children and young people aged up to 25 who need more support than is available through special educational needs support. EHC plans identify educational, health and social needs and set out the additional support to meet those needs.
<b>EXS</b>	Expected Standard
<b>GDS</b>	Greater Depth Standard
<b>SEND</b>	Children with special educational needs and disabilities (SEND)
<b>EYFS</b>	Early Years Foundation Stage (EYFS) – The new regulatory and quality framework for the provision of learning, development and care for children between birth and the academic year in which they turn five (0–5).
<b>EYPP</b>	Early Years Pupil Premium: Pre-school support funding. Early Years Pupil Premium (EYPP) is additional funding for early years pre-school settings to improve the education they provide for disadvantaged 3- and 4 year-olds.
<b>FSM</b>	Free school meals, child is eligible to free meals at school.
<b>FSW</b>	Family Support worker, individual employed by the school to provide social and emotional support to our families.
<b>GLD</b>	Good Level of Development Children achieving a good level of development are those achieving at least the expected level within the following areas of learning: communication and language; physical development; personal, social and

emotional development; literacy; and mathematics.

<b>LAC</b>	Looked After Children looked after children are: living with foster parents, living in a residential children's home, living in residential settings like schools or secure units. They can also be children who have been adopted or subject to a special guardianship order.
<b>PP Grant</b>	Pupil Premium Grant - The pupil premium is additional funding for publicly funded schools in England. It is designed to help disadvantaged pupils of all abilities perform better, and close the gap between them and their peers.
<b>Pupil Progress Meetings</b>	Termly meetings between the class teacher and Senior Leadership Team to discuss the children's progress and set an action plan to close any gaps.
<b>RWM</b>	Reading, Writing and Maths combined attainment
<b>RWMS</b>	Reading, Writing, Maths and Science combined attainment
<b>SLT</b>	Senior Leadership Team, consists of Head Teacher, Deputy Head Teacher and Assistant Headteacher
<b>SMART</b>	Specific, Measurable, Achievable, Realistic and Time focused interventions.
<b>Tilted Practice</b>	Teacher's practice should be tilted towards the PP children. This will include: class planning should consider their needs first, books marked first, assessment tasks completed first.

