

# Walsh Memorial C of E Infant School

## Pupil premium strategy statement 2021 – 2024



### Final year of the three year plan 2023 - 2024

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	Walsh Memorial CE Infant School
Number of pupils in school	179
Proportion (%) of pupil premium eligible pupils	23%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	3 years (2 <sup>nd</sup> year of plan)
Date this statement was published	November 2023 Reviewed October 2023
Date on which it will be reviewed	October 2024
Statement authorised by	Pete Bailey
Pupil premium lead	Helen Wall
Governor / Trustee lead	Yvonne McLeod

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year <i>(October 2023 – current 41 children based on 37 PP, 2 PLAC, 2 Service)</i>	£48015 £48015– PP £7590- PLAC
Recovery premium funding allocation this academic year	£5220
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£3928.80 for chrome books
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£55605

# Part A: Pupil premium strategy plan

## Statement of intent

***We are committed to purposeful and exciting learning where children are nurtured and inspired to achieve.***

We believe that every child, regardless of their background, has the entitlement to the very best education. We place inclusivity at the heart of all that we do and are aspirational for all our pupils, knowing the individual needs of all pupils both academically and emotionally. All staff create a nurturing environment for all pupils and this reflects our core values that support the belonging, wellbeing and emotional needs of all pupils. Pupils want and love coming to school and this is reflected in our attendance data that is above national average.

We understand our local community from which our pupils come, so that we have a clear understanding of need and support. We use this local context, and the research evidence from the Education Endowment Foundation, including the five key principles and tiered approach, to ensure that teachers and support staff have the expertise and resources to help every child to have an equal opportunity to succeed.

• *What are your ultimate objectives for your disadvantaged pupils?*

We know how important the foundations of early education are and our aim is to ensure that we provide the very best teaching and learning experiences to give each child the best chance to flourish in their learning. To achieve this, we aim to:

- Raise the attainment and progress of pupils eligible for the pupil premium to enable them to perform in line with their non - disadvantaged peers.
- Increase phonic knowledge and retention to improve early reading and writing skills
- Improve the attainment and progress of PP children with additional SEND needs
- Provide support for families to ensure they support learning through an improved family and wellbeing support.

To achieve these objectives we have adopted the tiered approach recommended by the EEF, which places the greatest focus on promoting high quality teaching, supported by academic interventions and wider non-teaching strategies. Therefore, underpinning this three-year plan is the development of high-quality teaching CPD focusing on embedding Rosenshine's key principles across the school.

Internal data shows that weak literacy (early reading and writing) skills and vocabulary is a substantial barrier for many of our pupils, especially PP and therefore developing literacy in both EYFS and KS1 is core to this plan, alongside other specific interventions based on individual identified needs.

There has been an increase in the need for pastoral, social and emotional support for children and families, especially to meet the needs of our PP pupils and families. As such funding is directed to ensuring that pastoral care, Early Help for families and ELSA support are available to all students, and increased support for PP children.

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	PP children are less likely to pass the phonic screening check than the rest of the cohort
2.	Our pupil premium children, as a group, are not making as rapid progress or reaching EXS/ GDS in their reading as non-disadvantaged children
3.	Our pupil premium children, as a group, are not making as rapid progress or reaching EXS/ GDS in their writing as non-disadvantaged children
4.	Our pupil premium children, as a group, are not making as rapid progress or reaching EXS/ GDS in their maths as non-disadvantaged children
5.	Many of our pupil premium children also fit into another vulnerable group such as having an additional special educational need, or wellbeing and emotional need, and may have less first hand experiences and a lower cultural capital.
6.	Our pupil premium children are less likely to achieve at least 96% attendance.

## Intended outcomes

This explains the outcomes we are aiming for by the end of our current strategy plan, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved phonic and reading attainment especially for Pupil Premium children - <i>EYFS - Improved phonic knowledge and retention of phonics</i>	The difference between the whole cohort and PP children is improved and the gap is reduced with rest of cohort
Improved progress and attainment end of EYFS and KS1 in reading	PP children are more likely to attain EXS or GDS - the difference between the whole cohort and PP children is improved and the gap is reduced within 20% with rest of cohort
Improved progress and attainment end of EYFS and KS1 in writing - <i>Improved vocabulary, oral language skills and listening skills among disadvantaged pupils</i>	PP children are more likely to attain EXS or GDS - - the difference between the whole cohort and PP children is improved and the gap is reduced within 20% with rest of cohort
Improved progress and attainment end of EYFS and KS1 in Maths	The difference between the whole cohort and PP children is improved and the gap is reduced within 20% with rest of cohort
To achieve and sustain improved SEND and wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Champion for PP children - Increased support to Inclusion Team so that monitoring of PP pupils with SEND (including Social and emotional needs) can be increased.
To develop and improve cultural capital and wider experiences	To improve the range of experiences for all children, based on school trips, visitors to school and first hand experiences (holiday clubs and clubs)
To achieve higher attendance aiming for above 96%	To improve attendance for all pupils by monitoring and early intervention to support families to above 96%. Work with Inclusion Officer where needed to improve attendance.

## Activity in this academic year 2023 – 2024

This details how we intend to spend our pupil premium (and recovery premium funding) this academic year to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 600

Activity	Evidence that supports this approach <i>Bold, italics is best practise as identified in the EEF</i>	Challenge number(s) addressed
<p>Quality First Teaching, Individualised pre-teaching, same day, targeted and challenge interventions with instant feedback to provide to provide the best outcomes for pupils</p> <p>Ongoing CPD for all staff</p>	<p><b><u>EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD.</u></b></p> <p>Training and supporting highly qualified teachers deliver targeted support. Agreed consistencies to include – Same day interventions target gaps in learning from previous lessons- linked to basic skills in English and Maths. Pre teaching interventions provide opportunities to rehearse in all subjects Scaffolded tasks to ensure all children have access to learning Half termly pupil progress meetings for all vulnerable groups (PP/ SEND/ EAL/ first 20%) between inclusion lead and teachers. Network meetings for core subjects cascaded back to all staff Weekly support staff meetings tailored to staff training <b>Walkthru CDP training for all staff – embed Rosenshine principles and peer coaching</b></p>	<p>1,2,3,4,5</p>
<p>Embed phonic and reading scheme (validated) – Little Wandle to secure stronger phonics teaching for all pupils.</p> <p>Ongoing CPD to improve phonics teaching and reading</p> <p><b>Purchase reading books to read at school/home</b></p>	<p><b><i>EEF Targeted Academic support – Teacher /Teaching Assistant Interventions</i></b></p> <p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p><b><u>Phonics   Toolkit Strand   Education Endowment Foundation   EEF</u></b></p> <p>Ensure all staff have received training to deliver the Little Wandle phonics scheme effectively and to include new phonic books to send home/ share in class. This cascades to include TA's Regular learning walks to ensure HQT of phonics and consistency across the school. <b>Updated training for staff for Little Wandle</b></p> <p><b>New books purchased to encourage children to read at home (e readers had very low uptake across the school)</b></p>	<p>1, 2, 3</p>
<p>Talk for Writing provision enhanced across whole school</p>	<p><b><i>EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD.</i></b></p> <p>High-quality teaching Developing and rehearsing modelled speech Supporting high quality texts and improved outcomes for writing. Learning walks to ensure HQT and targeted support for PP/SEND groups <b>Updated CPD training for staff from validated Talk for Writing trainer</b></p>	<p>3</p>
<p>Enhancement of our maths teaching and curriculum planning in line with the mastery curriculum</p> <p>-</p>	<p><b><i>EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD.</i></b></p> <p><b><i>EEF Targeted Academic support – Teacher /Teaching Assistant Interventions</i></b></p> <p><b><u>Improving maths in EYFS and KS1</u></b></p> <p>High-quality teaching to improve end of year expectations in maths All staff have received training to deliver the Power maths scheme effectively and use online resources Regular maths training throughout the year. Learning walks to ensure HQT and agreed consistencies across the school</p>	<p>4</p>

	<p><b>White Rose scheme to be used across the school, teachers to adapt to needs of their class</b></p> <p><b>Training for all staff</b></p> <p><b>Maths lead taking part in Embedding mastery</b></p>	
<p>Purchase of standardised diagnostic assessments.</p> <p>Extra training for staff (if needed) to ensure assessments are interpreted and administered correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p>	
<p><b>Improve the quality of social and emotional (SEL) learning.</b></p> <p>Inclusion lead to work with SENDco to champion PP children and families</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p><a href="#">EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)</a></p> <p>Staff who feel skilled and confident leading an intervention will see better progress from the children.</p> <p>TA's will be more confident delivering the interventions and social group work, which take place and enabling them to evaluate which strategies lead to good progress and how this is measured.</p> <p>HLTA- to work with PP children at least once a week, extra reads, enrichment</p> <p>ELSA support for children to work on feelings, emotions, social</p> <p>TA's to support S and L interventions or other needs</p>	5

## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

**Budgeted cost: £ 42,698**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Reading for pleasure</p> <p>Reading progress promoted through</p> <p>– high quality (validated phonic scheme)</p> <p>-High quality texts</p>	<p><b>High-quality teaching</b></p> <ul style="list-style-type: none"> <li>- Includes small group tuition</li> <li>- Phonics interventions- daily keep up (T/TA)</li> <li>- Teaching assistant interventions</li> </ul> <p><b>Embed Little Wandle to ensure consistency of provision of reading support throughout school –</b></p> <p><b>Regular phonic assessments every 6 weeks, books matched to phonic assessments</b></p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p><b>Reading practise (Little Wandle) Guided reading activities and focus when reading 1:1 Focus on reading comprehension strategies</b></p> <p><a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p>	1,2

Inclusion lead and HLTA - champion	<b>Individual or small group focus to support specific children daily keep up in phonics</b>  <b>Continued focus on 'reading for pleasure' and PP to have extra reading experiences including 1:1 and shared reading where needed.</b>	
<i>Reading, Writing and Maths interventions; Pre-teach/ same day/ specific skill based intervention.</i>	Establish small group interventions for disadvantaged pupils falling behind age-related expectations- <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a> SENDco out of class for 1 day to embed intervention structure/ ethos/ inclusive classroom Teacher to support keep up groups and catch up focused teaching <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a>	2,3,4
Small groups (or individual) will run to accommodate a personalised curriculum – <i>Social and Emotional needs</i> <i>Speech and Language</i> <i>Feelings</i> <i>Self esteem</i> <i>PACE</i>	<b><a href="#">Improving Social and Emotional learning</a></b> HLTA – ELSA support (£24000) Time to talk Emotional programme Individual needs – feelings, emotions, self esteem , 1:1 and small group support etc (£14, 825) Speech and language therapist supports TA/HLTA's to plan and deliver speech interventions (£3800)	5 ( indirectly – 1,2,3,4)

## Wider strategies (for example, related to attendance, behaviour, wellbeing)

**Budgeted cost: £ 12,307**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Ensuring disadvantaged children have the widest experiences and opportunities possible.</b>	Maslow's Hierarchy of Needs – self actualisation, increased self-esteem, love and belonging and physiological needs met  Develop cultural capital and first hand experiences – school trips and experiences paid for	All challenges addressed either directly because of activity or indirectly because of general sense of well-being/increased self-confidence and  These strategies also help support our good, average attendance. 1,2,3,4,5
<b>School offer to pay for school trips and school experiences generally funded by parents/carers. (£1300)</b>  School offer school club per term to all	Children can fully participate in all aspects of school life to add enrichment to their lives and follow up learning at school.  Children can follow their own interests  Children can participate in fun, craft or sport activities to help support families in the holidays	

<p>children eligible for PP funding.</p> <p>School to pay for holiday clubs</p>	<p>All PP children receive a free school jumper or cardigan and school water bottle</p>	
<p>Wellbeing woofers to come into school to work with PP children – to raise self esteem and have quality time with adult and dogs (£2750)</p> <p><b>PP children to receive 8 books based on interests (£330)</b></p>	<p>Building positive relationships with all adults, dogs, exploring and developing learning through games, reading etc</p> <p>Increase own ownership of books to encourage love of reading and having their own special books and belonging</p>	
<p>Ensure children are emotionally supported so they are ready to learn (Emotional Literacy Support Assistant (ELSA)). Cost of proportion of salary of ELSA's</p> <p>£6000</p>	<p><u><a href="#">Social and emotional learning</a></u></p> <p>School level approaches to developing a positive school ethos, which also aim to support greater engagement in learning;</p> <p>More specialised programmes which use elements of SEL and are targeted at students with particular social or emotional needs</p> <p>All PP children can access ELSA support</p> <p>Senior mental health training</p>	
<p>Providing a loan of a Chrome Books so children can access home-learning activities. Cost £1000</p> <p>Children to receive stationary sets and notebooks (£427)</p>	<p><u><a href="#">Using digital learning to improve learning</a></u></p> <p>To develop ICT skills and able to transfer skills learnt at school being able to access homework, e readers and own interests.</p> <ul style="list-style-type: none"> <li>- PP families able to access school letters, information etc</li> </ul>	
<p><b>Milk bought daily (and nutritional breakfasts for those children who need it) Cost £200</b></p>	<p>Maslow's triangle – Physiological needs met</p> <p>Calming and social time with member of staff.</p>	
<p><b>Contingency fund for acute issues. (£300)</b></p>	<p>We have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified (ie taxi to ensure children can attend school or play therapy to support well being)</p>	<p><b>Contingency fund for acute issues.</b></p>
<p><b>Total budgeted cost: £ 55,605</b></p>		
<p>Summary</p>		

## Part B: Review of outcomes in the previous academic year

### Outcomes for disadvantaged pupils

#### Strengths –

More support has been in place to help support children with S and L from September and this has seen clear results and impact for children that have had this early support.

Year 1 and 2 data was more positive and the gap between the cohort and PP had reduced to around 20% across some core subjects, we will continue the aim to further reduce these gaps. The progress in all areas of learning in KS1 are positive generally over 95%.

The needs of all PP children were met either in class or through ELSA and extra nurture sessions. From feedback from Juniors many of these children that had extra nurture and ELSA support have transitions smoothly and are more settled and able to learn in class.

SIAM's inspection in July recognised the nurturing and adaptive support given to disadvantaged children and their families.

#### Continued areas of development

Year Two had higher than previous years SEMH needs which became a focus and had a higher priority for ELSA support

Clear targets for all children identified in pupil progress meetings in October 2023, that are reviewed half termly for key groups to ensure that progress is made and there is rapid catch up and focused learning.

EYFS- continue to build on the foundations of learning in EYFS (from the second year are now seeing more positive improvement of academic progress and attainment and SEMH needs).

Year Two results had improved and had built on the foundations of Year 1 last year with more focus on the key priorities and needs of the cohort.

Thrive will support all children especially our disadvantaged children socially and emotionally with carefully planned support which will improve learning behaviours to access all learning.

### Externally provided programmes

***Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.***

Programme	Provider



## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

**How our service pupil premium allocation was spent last academic year**

**The impact of that spending on service pupil premium eligible pupils**

