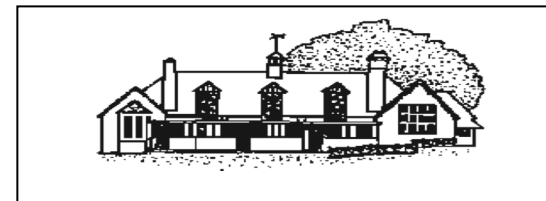


Pupil premium strategy statement: Witley C of E Infant School



Summary information					
School	Witley C of E Infant School				
Academic Year	2018/19	Total PP budget	£10,220	Date of most recent PP Review	July 2018
Total number of pupils	77	Number of pupils eligible for PP	6	Date for next internal review of this strategy	July 2019

1. Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers

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| A. | Communication and interaction needs can be higher for children on PP than other pupils |
| B. | Attainment on entry to school can be lower than that of their peers which requires pupils to make accelerated progress in order to achieve at least the expected level |
| C. | Weak reading skills (phonics) |

External barriers

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| D. | PP pupils may not access a wide range of learning opportunities outside of school
External support may not always be as effective which could impact on the learning and progress of PP pupils |
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2. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improve language and communication skills for eligible pupils	Pupils make rapid progress in early years so that pupils reach age related expectations at the end of EYFS
B.	To attain the same level of achievement as those not in receipt of pupil premium	Pupils eligible for PP make good or better progress so their attainment is in line with their peers
C.	PP pupil's reading improves in line with non-PP pupils	PP pupils achieve in line with non-PP pupils making accelerated progress
D.	To experience the same opportunities as other pupils to integrate within the school community	PP pupils able to access after-school clubs, trips and swimming so join in the whole community.

3. Planned expenditure

Academic year

2018/19

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.

i. 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?
Quality first teaching that improves progress for all pupils	High quality feedback. All pupils should be exposed to highly focuses, creative & engaging lessons and efforts made to ensure that PP pupils are fully participating through the use of a range of strategies	High quality feedback in each session is an effective way to raise attainment. Attainment of PP pupils will be in line with national PP data at end of key stage. Progress of PP pupils will be in line with their non- PP peers	PP pupils to make accelerated progress in English & maths End of KS data to be at least in line with national results	HT	July 2019
Robust tracking and monitoring of all pupils	Detailed assessment and tracking systems to provide gap analysis information	Next steps in learning swiftly identified and required interventions implemented	Attainment to be in line with national data Progress to be at least in line with peers	SENDco and HT	July 2019
Intervention groups led by skilled members of staff	Interventions in maths, reading, phonics, speaking & listening, ELKLAN, ELS and Kinetic writing	To provide accelerated progress opportunities in specified areas of learning to narrow the gap	Attainment to be in line with national data Progress to be at least in line with peers	HT	End of each intervention programme July 2019
To challenge more able pupils on PP to fulfil their potential	Challenges for extension opportunities each session	Independent learning provides 'using and applying' opportunities to extend knowledge and skills with peers.	Monitoring of PP pupils progress	Class teacher	July 2019
To experience the same opportunities as other pupils to integrate within the school community	The school will use part of the PP to fund trips, forest school and after school clubs.	To ensure that PP pupils gain from first hand experiences to support learning. To provide social interactions in the community. To improve sporting opportunities to contribute toward a healthy lifestyle	Regular class topic off site trips Forest School during Autumn & After-school sports clubs	HT	At the end of each activity.

Targeted support (with costings)				
Desired outcome	Chosen action/approach	Cost	Staff lead	When will you review implementation?
Improved social, emotional and communication development within the classroom enabling the children to be ready to learn	1:1 with HSLW and/or family meets with HSLW Attachment Difficulties Training – all teaching/LSA Cool Milk Therapeutic Art ELKLAN Intervention 1:1 20mins weekly	£3,157 £180 £55 £675 £679 £580 £152	HT HT HLTA/LSA HLTA LSA	Termly Every 8 weeks Termly
To attain the same level of achievement in writing, English and maths as those not in receipt of pupil premium To challenge more able pupils on PP to ensure they attain their potential	Small group interventions in Maths Small Group intervention in English Small group intervention in Kinetic letters Challenges set by class teacher each session	£548 £790 £432 £385	HLTA HLTA HLTA LSA Class Teacher	Half-termly
PP children's reading improves in line with non-PP children	Daily reading Daily Phonics Programme Daily English 1:1 Support	£526 £424 £398	Class Teacher/LSA LSA HLTA/LSA	Half-termly class assessments
To experience the same opportunities as other pupils to integrate within the school community	PP used to fund trips, swimming, Forest Schools and after-school clubs	£333	Headteacher	Termly
		TOTAL £9,314		

Review 2018/2019				
Previous Academic Year		2017 to 2018		
Targeted Support				
Desired outcome	Chosen action/approach	Estimated impact:	Review of Implementation	
Improved social skills within the classroom enabling the PP pupils to be ready to learn	1:1 with HSLW weekly family support when requested	Improved family well-being improved engagement in learning. Improved behaviour leading to improved achievement Progress in reading achieved in line with non PP pupils	To continue to provide individual & family support through the HSLW	
To attain the same level of achievement as those not in receipt of pupil premium PP children's reading improves in line with non-PP children	Small group interventions in English & Maths Daily reading Phonics Awareness 1:1 support	Accelerated progress in reading. All pupils made at least expected progress with one pupil making exceptional progress	To continue with high level of small group support in English & maths. Intervention programmes adjusted to meet identified needs of PP pupils	
i. Other approaches				
Desired outcome	Chosen action/approach	Estimated impact:	Review of Implementation	
To experience the same opportunities as other pupils to integrate within the school community	PP used to fund trips, swimming, Forest Schools and after-school clubs	For all PP pupils to have access to the same level of opportunities as their peers which support whole class learning opportunities	To continue to provide this high level of targeted support.	