



Westdale Infant Pupil Premium Toolkit

Our offer to children in receipt of Pupil Premium funding

Quality First Teaching

- All children will access quality first teaching with their class teacher, they will not be taken out for interventions or small group work during main teaching time.
- Targeted questioning and use of cold calling to allow interaction in the lesson. Time will be given for reflection and response during the lesson
- Feedback first with the teacher; verbal feedback will enable children to know what they are doing well, address any misconceptions and identify any ways of improvement. Feedback will be specific and verbal
- Pre and Post teaching where necessary, identified promptly and enabled swiftly
- At Westdale we love mistakes; we plan in for mistakes to encourage and promote resilient learners. We model how to face a challenge, persevere and celebrate when we get stuck.
- Pairings and groupings will be purposefully selected to allow collaborative learning.
- All staff will have high expectations of children. They will take time to develop strong relationships with the children, understanding their barriers to learning and their interests and aspirations. They will always encourage children to aim high and achieve and to take pride in what they can do.
- The class teacher and support in the class, will know data, progress and targets for children. They will ensure regular check ins during lessons enable children to maximise their learning.
- All teachers will read with children once a week in their class for that quality first teaching of reading. They will monitor reading and engagement at home
- Children will have regular access to our library, where they will be able to borrow and enjoy from a wide range of books
- Children will have a say in their learning. They will have opportunities to record in different ways and have time, input into their learning so that interests are reflected

- Every child will have a case study that records their voice, their barriers to learning, their interests, their aspirations, their parents voice, involvement of other agencies. Attainment and progress will be monitored carefully each half term and appropriate support plans put into place to address any gaps in learning.
- This will be updated annually by the class teacher and reviewed regularly by the Pupil Premium Champion and Lead, Rebecca Lewis.
- Teaching staffs' annual appraisals link in specifically with promoting the attainment and progress of our Pupil Premium children through target setting and rigorous monitoring.

Parental Engagement:

- Attendance checks and awareness of attendance by the class teacher and school office
- Parents will be aware of child's attendance; at parents evening a record of attendance will be issued out and the importance of every day, every minute counts will be emphasized with parents and carers.
- Parental voice on case studies each year and updated with parental voice after parents' evenings
- Active encouragement to attend parents' evenings and all information evenings. Attendance at these monitored
- Positive individual posts on Dojo by class teacher

Additional Support / Opportunities:

- Modelling and reinforcement of positive learning behaviour
- Teaching and learning around emotional literacy through the story and work around The Colour Monster story
- Seating considerations in class
- Learning is celebrated via floor books, classroom displays, or sent home via Dojo
- Classroom and school responsibilities
- Recommended reads from the teacher
- Prioritised for reading with our Reading Army and reading volunteers
- One to one pupil teacher discussions with teacher and PP lead teacher which focuses on book looks, addressing barriers, targets, learning and aspirations
- Regular monitoring of dojo for reading record checks, if children aren't reading, discussion with home and child, prioritised for reading in school so they can achieve dojo prizes

Social and Cultural Capital:

- Priority access to nurture
- Priority access to clubs and responsibilities
- Funded access to Breakfast / After School Club if felt needed, to support access to extra curricular opportunities
- Subsidised funding to trips **if needed**
- Priority for aspirational visits, workshops
- Additional learning opportunities in school – ie lunchtime clubs, after school clubs, external visits, meetings with visitors
- Liaison with home for access to cultural capital and experiences, interests and opportunities. Resources:
- Book bag supplied

Personal and Pastoral:

- Checking the child has eaten their lunch
- Providing uniform where necessary
- Providing PE kit where necessary
- Monitoring of emotional wellbeing and mental health – Nurture Leads in school - supporting class teacher
- Access to regular learning time in our wild area (orchard) to experience Forest School
- Support with accessing recorder club, purchasing of a recorder if needed

Please also see our Pupil Premium Strategy published and updated annually on our school website. This gives a further breakdown of how the budget is allocated and impact of spending on attainment and progress.