

Ditton Infant School Pupil Premium Statement 2017-18

1. Summary information					
School	Ditton Infant School				
Academic Year	17-18	Total PP budget	£22,000	Date of most recent PP Review	N/A
Total number of pupils	171	Number of pupils eligible for PP 15x FSM6 £19,800 1x Adopted from care £1900 1x Service £300	17	Date for next internal review of this strategy	April 18 with outcomes added July 18

2. Current attainment July 16		
	<i>Pupils eligible for PP (your school) July 2016 data</i>	<i>Pupils not eligible for PP (national average) July 2016 Data</i>
% making expected standard or above in reading at end of KS1	29% 2/7	74%
% making expected standard or above in writing at end of KS1	14% 1/7	65%
% making expected standard or above in maths at end of KS1	14% 1/7	73%
% meeting expected standard or above in phonics at end of KS1	43% 3/7	93%
% meeting expected standard or above in phonics at the end of Yr1	100% 4/4	83%
% achieving Good Level of Development in yrR	50% 1/2 (FSM)	72%

Ditton Infant School Pupil Premium Statement 2017-18

3. Review of expenditure				
Previous Academic Year				
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)	Cost
Children are able to articulate phonemes with increasing accuracy and apply this in their reading, writing and speech	Speech and Language Teaching Assistant to assess children using Speechlink and put appropriate intervention plan in place	Over time the number of children requiring speech / language support reduces significantly over time. 100% PP Yr1 met expected standard for phonic screen	This will continue but be extended to include language link assessments, so more children have expected levels of expressive and expected language from YrR-2	£1500
Gaps close in key areas for RWM and well-being needs are identified, supported and managed.	Deploy two Learning Assistants to specifically target well-being to address RWM gaps	Children are in class and ready to learn and Leuven wellbeing scores rise	Investigate additional ways of measuring progress for more complex needs e.g. Boxall Profile	£6500
Individuals have specific needs identified, supported and met.	Specific & targeted interventions: BRP, phonics catch-up Rapid Phonics, Minute maths, daily reading, etc	In EYFS 100% of PP children made better than expected progress in R/W and 60% made above expected progress in M	Continue this but look at progress of PP children in KS1 as not enough children made expected / above expected progress at end of KS1 25% of children in disadvantaged group had SEN (1/4) and 50% (2/4) were persistent absentees due to extenuating circumstances.	£3000
Reading: we will continue to narrow the gap.	Embed Accelerated Reader and extend into Y1.	75% of PP children made expected progress in reading at end of KS1	Continue this as reading data at EXS and GDS is above national at end of KS1	£300

Ditton Infant School Pupil Premium Statement 2017-18

Maths / Writing: continue with early morning intervention to raise confidence	Targeted pupils receive additional early morning “wake up” maths/ writing to cover gaps in learning and to give confidence to learners.	Only 25% of PP children made expected progress in W / M	Continue this but look at planning / assessment of this group to ensure gap are being addressed effectively and teaching assistant is well supported in the delivery of the sessions.	£800
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4. Barriers to future attainment (for pupils eligible for PP including high ability)

In-school barriers	
A.	Poor oral language skills on entry into YrR which impacts upon progress in reading, writing and maths
B.	Low levels of Wellbeing on entry to school or at points during the year YrR-2 which inhibits ability to thrive in class
C.	Poor social skills and behaviour issues for a very small number of children
External barriers	
D.	Attendance rates for pupils eligible for PP are lower than target for all children of 95%+. This reduces their time in school and has a detrimental impact upon their rates of progress and attainment levels

5. Outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	1 Improved expressive and receptive language YrR <ul style="list-style-type: none"> • Development matters assessments • Speech and Language link assessments 2 Improved ability to orally rehearse what they want to write YrR-2 <ul style="list-style-type: none"> • Development matters assessments / Writing record YrR 	1 Children making above expected progress in 3 areas of Communication and Language Improved progress using Speech and Language link assessments Less children recorded as AEN for SALT needs in Yr1 and then Yr2 2 Children are more confident writers

Ditton Infant School Pupil Premium Statement 2017-18

	<ul style="list-style-type: none"> • Formative writing records / Key objective tracker Yr1-2 • De-tracker (summative to measure progress) YrR-2 <p>3 Specific and targeted interventions YrR-2</p> <ul style="list-style-type: none"> • Speech and Language link assessments 	<p>Children can say what they want to write before putting pencil to paper</p> <p>High % of children in each class make expected / above expected progress so more children eligible for PP meet age related expectations</p> <p>3 Reduction in SALT support for children in Yr1 and 2</p>
B.	<p>1 Improved levels of wellbeing YrR-2</p> <ul style="list-style-type: none"> • Leuven scales of wellbeing and involvement • Boxall Profile assessments • Early Help records 	<p>Children's levels of wellbeing and involvement increase in class</p> <p>Wellbeing team plan appropriate activities to support children where there are barriers</p> <p>The wellbeing team are fully equipped to plan a range of interventions – training and resources</p>
C.	<p>1 Improved social skills and the implementation of effective behaviour management strategies YrR-2</p> <ul style="list-style-type: none"> • Social skills audit • STS reports • Updated pastoral support plans • Playground / behaviour logs 	<p>Wellbeing team / TAs plan appropriate activities to support children where there are barriers</p> <p>The wellbeing team /TAs are fully equipped to plan a range of interventions – training and resources</p> <p>Fewer behavioural incidents are recorded related to poor social skills e.g. turn taking, sharing, unkind words</p> <p>Children with specific needs are managed effectively</p>
D.	<p>1 Attendance of disadvantaged children increasing to 95+% YrR-2</p> <ul style="list-style-type: none"> • Outcomes of attendance initiatives • Attendance data • Outcomes of meetings with focus families - Early Help / ChiN/CP 	<p>Fewer disadvantaged children are persistent absentees</p> <p>Attendance for disadvantaged children increases to 95+%</p> <p>The number of unauthorised absences for disadvantaged children decreases</p> <p>In-school gap between non-disadvantaged / disadvantaged closes</p>

Ditton Infant School Pupil Premium Statement 2017-18

6. Planned expenditure					
Academic year	2017/18				
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? Evaluation Strategies	Staff lead	When will you review implementation?
A1. Improved expressive and receptive language YrR	Speech and Language link assessments £100 Speechlink £175 Language link	High quality tracking system to assess and address class gaps- Low cost Sutton Trust research -Early Years intervention +5m progress	Regular Speech and language assessments using Speech and Language link tools in YrR Progress in Communication and Language strands Pupil progress meetings Lesson observations	IM/SALT TA	3x year at pupil progress meetings (July 17, Nov 17, March 18)
A2. Improved ability to orally rehearse what they want to write YrR-2	Russian approach to writing Talk for Writing-Pie Corbett Ambitious progress targets for all classes Enrichment activities -trips / visits / visitors – to provide first hand experiences, engaging curriculum and broaden aspirations £1000 Staff training on Feedback and Marking during writing activities Growth mindset and Characteristics of effective learning Staff CPD for new staff £100	High aspirations promoted – low cost Greater opportunities for writing from first hand experiences – high cost Sutton Trust Research Feedback – low cost +8m progress / Meta-cognition and self-regulation low cost +8m progress / Arts Participation moderate cost +2m (Kent Guide to Best Practice KS1)	Tracking progress and attainment in writing Book scrutiny Pupil progress meetings Lesson Observations Pupil Conferencing	All class teachers LSL	Termly data collection T2/T4/T6 Points and termly lesson observations / book scrutiny T1/T3/T5

Ditton Infant School Pupil Premium Statement 2017-18

<p>B1 Improved levels of wellbeing YrR-2</p>	<p>Staff CPD Massage in Schools £1250 Forest School CPD £400 Develop self-esteem, resilience and aspirations through Growth Mindset and characteristics of effective learning Rewards linked to positive behaviour - Golden certificates /Afternoon tea / Class awards /lunchtime awards £200</p>	<p>Social and emotional learning moderate cost 4+m Kent Guide to Best Practice Meta-cognition and self-regulation low cost +8m progress</p>	<p>Pupil progress meetings Termly analysis of wellbeing and involvement assessments INSET day to deliver training Golden Book and certificates</p>	<p>SLT</p>	<p>Termly analysis of wellbeing and Involvement data Massage - case studies for individual children 6 weeks after implementation Termly analysis of behaviour incentives and annual review of policy Nov 17</p>
<p>D1 Attendance of disadvantaged children increasing to 95% YrR-2</p>	<p>High expectations of attendance Liaison with all parents 3x year attendance printout Seasonal attendance challenges prizes and awards £200 Access to support with medical / hygiene /financial issues – uniform / book bags £50 Home visits linked to attendance</p>	<p>High expectations promoted - Low cost Attendance awards – low cost</p>	<p>Weekly monitoring of attendance Bespoke letters sent 3x year where children are at risk of becoming persistent absentees Meetings with parents</p>	<p>HT</p>	<p>At end of each term x6 year</p>
Total budgeted cost					<p>£3475</p>

Ditton Infant School Pupil Premium Statement 2017-18

ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well? Evaluation Strategies	Staff lead	When will you review implementation?
A1. Improved expressive and receptive language YrR	Speech and Language link assessments Designated SALT TA £2000 1:1 support or small group work to address specific areas	High quality tracking system to assess and address individual gaps Sutton Trust research -Early Years intervention 6+m progress / Oral language intervention low cost +5m	Regular Speech and language assessments using Speech and Language link tools Progress in Communication and Language Progress meetings with parents Updated provision maps	IM/SALT TA	Termly tracking of progress Baseline and end of Year assessments
A2 Improved ability to orally rehearse what they want to write YrR-2	Yr2 Able writers day £150 (children) £200 (supply cover)	High aspirations – low cost	Book scrutiny Pupil conferencing Progress and attainment data for writing	LSL	June 17 after event has taken place and writing data analysed
A3 Specific and targeted interventions YrR-2	BRP Rapid Phonics/Phonic Intervention Minute Readers Handwriting Daily readers Able Maths Early Morning group YrR interventions £4000	Sutton Trust research – 1:1 tuition high cost +5m progress // Oral language intervention low cost +5m / Phonics low cost +4m / small group tuition moderate cost +4m	Provision maps Reading, Writing, Maths Data harvested seasonally – tracking progress and attainment Book scrutiny Pupil progress meetings Observations of interventions	IM	6 week tracking of interventions on provision maps

Ditton Infant School Pupil Premium Statement 2017-18

<p>B1 Improved levels of wellbeing YrR-2</p>	<p>Staff CPD £600 2 TAs to target children demonstrating low levels of wellbeing (and C1 - social skills) £10675</p>	<p>Sutton Trust Research – collaborative learning low cost +5m progress / Social and emotional learning moderate cost 4+m / 1:1 tuition high cost +5m progress</p>	<p>Wellbeing and Involvement screens Boxall profile scores Parental questionnaires Pupil voice</p>	<p>IM</p>	<p>6 week tracking of interventions on provision maps using Leuven Scales</p>
<p>C1 Improved social skills and the implementation of effective behaviour management strategies YrR-2</p>	<p>Staff CPD £200 Bespoke programmes of support for children with higher level of behavioural need Resources to support behaviour plans £200 Meetings with parents Overtime for TAs to attend meetings / prepare resources / planning time £200 Staff costs – see B1</p>	<p>Sutton Trust Research – collaborative learning low cost +5m progress / Social and emotional learning moderate cost 4+m</p>	<p>Parental questionnaires Pupil voice Social skills audit Notes of visit from Specialist Teacher Service</p>	<p>IM</p>	<p>6 week tracking of interventions on provision maps and Pastoral Support Plans</p>
<p>D1 Attendance of disadvantaged children increasing to 95% YrR-2</p>	<p>High expectations of attendance Liaison with parents Support with childcare / transport £100 Breakfast club subsidy £100 PP children engagement in clubs Overtime for TA to attend CP/CHiN meetings £50</p>	<p>Kent Guide to Best Practice in KS1 Low cost Good attendance equates to good progress</p>	<p>Outcomes set by Early Help / Social Services / School liaison officers Outcomes of attendance meetings with parents Attendance data Club attendance registers</p>	<p>HT</p>	<p>At end of each term x6 year</p>
Total budgeted cost					£18475
iii. Other approaches					

Ditton Infant School Pupil Premium Statement 2017-18

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well? Evaluation Strategies	Staff lead	When will you review implementation?
Positive foundation built for future partnerships Staff aware of children's starting points All children eligible sign up for FSM	Home visit offered to all new YrR entrants Cost £50 (TA overtime)	Kent Guide to Best Practice Maximise PP funding on 1:1 discussions in family home	Parent Questionnaire EYFS re induction / transition Parents complete online application if eligible	EYFSL	October 2017 after all home visits have taken place
Total budgeted cost					£50

7. Review of expenditure To be completed April 18 with July 17 outcomes

Previous Academic Year			
i. Quality of teaching for all			
Desired outcome	Chosen action/approach	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)
			Green - continue approach

Ditton Infant School Pupil Premium Statement 2017-18

<p>A1. Improved expressive and receptive language YrR</p>	<p>Speech and Language link assessments</p>	<p>98.3% of YrR attained ELG2 or above for speaking and understanding at the end of YrR. This is above national.</p>	<p>Speech and language interventions have a positive impact for all children.</p>
<p>A2. Improved ability to orally rehearse what they want to write YrR-2</p>	<p>Russian approach to writing Talk for Writing</p>	<p>End of year outcomes % of children at ARE or above in writing YrR 82% 25% disadvantaged but 100% made expected progress and 57% made above expected progress in YrR from baseline Yr2 80% 100% disadvantaged</p>	<p>There has been a 3 year upward trend in writing attainment in YrR There has been a significant improvement in writing attainment and progress in KS1 over the last year</p>
<p>B1 Improved levels of wellbeing YrR-2</p>	<p>Staff CPD Massage in Schools Forest School CPD</p>	<p>Teachers note calmer class environments. Lunchtimes have a wider variety of activities to engage children and there are fewer lunchtime incidents</p>	<p>The school is above national for attainment in writing at end of EYFS / KS1 demonstrating success with this initiative. T4W is now embedded and newly appointed staff are familiar with these strategies Continue with initiative but training can now be done via trained staff in school</p>
<p>D1 Attendance of disadvantaged children increasing to 95% YrR-2</p>	<p>High expectations of attendance Liaison with all parents 3x year attendance printout Seasonal attendance challenges prizes and awards Access to support with medical / hygiene /financial issues – uniform / book bags Home visits linked to attendance</p>	<p>July 17 attendance for disadvantaged children was 94.4% for Yr1-2 July 17 attendance for the whole school was 96.75% for Yr1-2 Persistent absentees 5.1% Sept 17 - March 18 attendance for disadvantaged children was 94.95xx% for Yr1-2 Sept 17- March 18 attendance for the whole school was 96.56xx% for Yr1-2</p>	<p>Continue and seek more training .Extend to include Wildlife Garden and allocate money for this initiative Teachers to also try and build some outdoor activities into cross curricular activities Continue to work closely with Ditton Junior School where there are siblings of children in YrR who are not statutory school age and have attendance problems</p>

Ditton Infant School Pupil Premium Statement 2017-18

ii. Targeted support			
Desired outcome	Chosen action/approach	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)
			Green – continue approach

Ditton Infant School Pupil Premium Statement 2017-18

<p>A1. Improved expressive and receptive language YrR</p> <p>A2 Improved ability to orally rehearse what they want to write YrR-2</p> <p>A3 Specific and targeted interventions YrR-2</p> <p>B1 Improved levels of wellbeing YrR-2</p> <p>C1 Improved social skills and the implementation of effective behaviour management strategies YrR-2</p> <p>D1 Attendance of</p>	<p>Speech and Language link assessments Designated SALT TA 1:1 support or small group work to address specific areas</p> <p>Yr2 Able writer's day</p> <p>Variety of interventions</p> <p>2 TAs to target children demonstrating low levels of wellbeing</p> <p>Staff CPD Bespoke programmes of support for children with higher level of behavioural need Resources to support behaviour plans Meetings with parents Overtime for TAs to attend meetings / prepare resources / planning time</p> <p>High expectations of</p>	<p>22 children started YrR 2016 with SALT need which reduced to 17 by Sept 17 and to 4 Jan 18. 12 children started YrR in Sept 15 and by the start of Yr2 this reduced to 0 100% of disadvantaged children were ARE in writing at the end of Yr2 and 50% attained GDS for writing 2 disadvantaged children made accelerated progress in writing</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <thead> <tr> <th>Area</th> <th>Number of matched Disadvantaged aged in the cohort (YrR)</th> <th>% at Age Related Expectation or above</th> <th>% making expected progress</th> <th>% making above expected progress</th> </tr> </thead> <tbody> <tr><td>Making relationships</td><td>7</td><td>71</td><td>83</td><td>33</td></tr> <tr><td>Managing Feelings and behaviour</td><td>7</td><td>71</td><td>86</td><td>43</td></tr> <tr><td>Self Confidence</td><td>7</td><td>71</td><td>71</td><td>43</td></tr> <tr><td>Moving and Handling</td><td>7</td><td>71</td><td>100</td><td>71</td></tr> <tr><td>Health and Self care</td><td>7</td><td>71</td><td>100</td><td>29</td></tr> <tr><td>Speaking</td><td>7</td><td>86</td><td>100</td><td>57</td></tr> <tr><td>Listening and Attention</td><td>7</td><td>86</td><td>100</td><td>43</td></tr> <tr><td>Understanding</td><td>7</td><td>86</td><td>100</td><td>43</td></tr> <tr><td>Reading</td><td>7</td><td>57</td><td>100</td><td>71</td></tr> <tr><td>Writing</td><td>7</td><td>29</td><td>100</td><td>57</td></tr> <tr><td>Number</td><td>7</td><td>57</td><td>86</td><td>43</td></tr> <tr><td>Space Shape and measure</td><td>7</td><td>57</td><td>71</td><td>43</td></tr> </tbody> </table> <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <thead> <tr> <th>Area</th> <th>Number of matched Disadvantaged in the cohort (Yr2)</th> <th>% at Age Related Expectation or above</th> <th>% making expected progress over the Key Stage (1 child joined mid key stage)</th> <th>% making above expected progress over the Key Stage (1 child joined mid key stage)</th> </tr> </thead> <tbody> <tr><td>Reading</td><td>3</td><td>100%</td><td>100</td><td>67</td></tr> <tr><td>Writing</td><td>3</td><td>100%</td><td>100</td><td>67</td></tr> <tr><td>Maths</td><td>3</td><td>100%</td><td>100</td><td>33</td></tr> <tr><td>% pass end of Yr2 for Phonics</td><td>4</td><td>100%</td><td></td><td></td></tr> </tbody> </table> <p>Wellbeing needs are monitored using Leuven Scales – In Yr 2 the 4 disadvantaged children last year were assessed as a 5 (on a 1-5 scale with 5 being the highest for Wellbeing) This has followed bespoke support from the</p>	Area	Number of matched Disadvantaged aged in the cohort (YrR)	% at Age Related Expectation or above	% making expected progress	% making above expected progress	Making relationships	7	71	83	33	Managing Feelings and behaviour	7	71	86	43	Self Confidence	7	71	71	43	Moving and Handling	7	71	100	71	Health and Self care	7	71	100	29	Speaking	7	86	100	57	Listening and Attention	7	86	100	43	Understanding	7	86	100	43	Reading	7	57	100	71	Writing	7	29	100	57	Number	7	57	86	43	Space Shape and measure	7	57	71	43	Area	Number of matched Disadvantaged in the cohort (Yr2)	% at Age Related Expectation or above	% making expected progress over the Key Stage (1 child joined mid key stage)	% making above expected progress over the Key Stage (1 child joined mid key stage)	Reading	3	100%	100	67	Writing	3	100%	100	67	Maths	3	100%	100	33	% pass end of Yr2 for Phonics	4	100%			<p>No PP children needed support for speech or language at the start of Yr2 2017</p> <p>Continue to seek opportunities to accelerate progress of disadvantaged children.</p> <p>Continue to review the effectiveness of interventions every 6 weeks Consider introducing 'minute phonics'</p> <p>TAs now have Boxall Profile information for focus children. Consider using online Boxall tool It did not work having this group on the termly tracking as a vulnerable group as they were too fluid. 12/17 eligible children accessed the support from the wellbeing team between April 17-March 18 for a wide variety of needs An experienced TA to continue to train new TAs to deliver sensory circuits / beam Allocate more money next year for purchasing resources</p> <p>Although there has not been any regular CHiN/CP meetings this should be built into next</p>
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Ditton Infant School Pupil Premium Statement 2017-18

iii. Other approaches			
Desired outcome	Chosen action/approach	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)
Positive foundation built for future partnerships Staff aware of children's starting points	Home visit offered to all new YrR	Positive relationships have been built with parents (EYFS questionnaire) and 7 children were identified as meeting FSM criteria Staff have supported parents with advice / EH	Green – continue approach Teachers and TA's found this approach informative and personalised. Most parents signed up for a home visit and those who did not were offered a meeting in school.

8. Attainment July 17		
	<i>Pupils eligible for PP (your school) July 2017 data</i>	<i>National benchmark (other=those not disadvantaged) July 2017 Data</i>
% making expected standard or above in reading at end of KS1	100% 4/4	79%
% making expected standard or above in writing at end of KS1	100% 4/4	72%
% making expected standard or above in maths at end of KS1	100% 4/4	79%
% meeting expected standard or above in phonics at end of KS1	100% 4/4	
% meeting expected standard or above in phonics at the end of Yr1	50% 3/6	84%
% achieving Good Level of Development in YrR	29% 2/7(Ever 6FSM)	57% (Ever 6 FSM) / 73% (non-ever 6 FSM)