

Ditton Infant School Pupil Premium Strategy 2018-19

1. Summary information					
School	Ditton Infant School				
Academic Year	18-19	Total PP budget	£27,680	Date of most recent PP Review	March 2018
Total number of pupils	175	Number of pupils eligible for PP 19 x FSM6 £25,080 1x Adopted from care £2300 1x Service £300	19	Date for next internal review of this strategy	March 2019

2. Current attainment (July 17)		
	<i>Pupils eligible for PP (your school) July 2017 data</i>	<i>National averages all /other July 2017 Data</i>
% making expected standard or above in reading at end of KS1	100% 4/4	76%/79%
% making expected standard or above in writing at end of KS1	100% 4/4	68%/72%
% making expected standard or above in maths at end of KS1	100% 4/4	75%/79%
% meeting expected standard or above in phonics at end of KS1	100% 4/4	92% all
% meeting expected standard or above in phonics at the end of Yr1	50% 3/6 (not inc. Service)	81% / 84%
% achieving Good Level of Development in yrR	28% 2/7 (FSM)	71%/73%

3. Review of expenditure - 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

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<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>B1 Improved levels of wellbeing YrR-2</p> <p>D1 Attendance of disadvantaged children increasing to 95% YrR-2</p>	<p>Speech and Language link assessments</p> <p>Russian approach to writing</p> <p>Talk for Writing</p> <p>Staff CPD Massage in Schools</p> <p>Forest School CPD</p> <p>High expectations of attendance</p> <p>Liaison with all parents</p> <p>3x year attendance printout</p> <p>Seasonal attendance challenges prizes and awards</p> <p>Access to support with medical / hygiene /financial issues – uniform / book bags</p> <p>Home visits linked to attendance</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>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>Teachers note calmer class environments Lunchtimes have a wider variety of activities to engage children and there are fewer lunchtime incidents</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%</p> <p>Sept 17 - March 18 attendance for disadvantaged children was 94.95% for Yr1-2 Sept 17- March 18 attendance for the whole school was 96.56% for Yr1-2</p>	<p>Speech and language interventions have a positive impact for all children.</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 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</p> <p>Continue with initiative but training can now be done via trained staff in school 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</p> <p>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>
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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
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<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>Speech and Language link assessments Designated SALT TA 1:1 support or small group work to address specific areas 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 /</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</p> <p>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" data-bbox="593 359 1299 742"> <thead> <tr> <th>Area</th> <th>Number of matched Disadvantaged in the cohort (YrR)</th> <th>% at ARE 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" data-bbox="593 758 1299 997"> <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>	Area	Number of matched Disadvantaged in the cohort (YrR)	% at ARE 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</p> <p>Consider introducing 'minute phonics'</p> <p>TAs now have Boxall Profile information for focus children. Consider subscribing to online tool for Boxall Profile 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>
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<p><b>Desired outcome</b></p> <p>Positive foundation built for future partnerships Staff aware of</p>	<p><b>Chosen action/approach</b></p> <p>Home visit offered to all new YrR</p>	<p><b>Impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p> <p>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 referrals</p>	<p><b>Lessons learned</b> (and whether you will continue with this approach)</p> <p>Brain - continue approach</p> <p>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.</p>																																																																																										

4. Barriers to future attainment (for pupils eligible for PP including high ability)	
<b>In-school barriers</b>	
<b>A.</b>	Poor oral language skills on entry into YrR which impacts upon progress in reading, writing and maths
<b>B.</b>	Low levels of Wellbeing on entry to school or at points during the year YrR-2 which inhibits ability to thrive in class
<b>C.</b>	Poor social skills and behaviour issues for a small number of children
<b>D.</b>	Additional Educational Needs
<b>External barriers</b>	
<b>E.</b>	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>
<b>A.</b>	<ol style="list-style-type: none"> <li>Improved expressive and receptive language YrR                             <ul style="list-style-type: none"> <li>Development matters assessments</li> <li>Speech and Language link assessments</li> </ul> </li> <li>Improved ability to orally rehearse what they want to write YrR-2                             <ul style="list-style-type: none"> <li>Development matters assessments / Writing record YrR</li> <li>Formative writing records / Key objective tracker Yr1-2</li> <li>De-tracker (summative to measure progress) YrR-2</li> </ul> </li> <li>Specific and targeted interventions YrR-2                             <ul style="list-style-type: none"> <li>Speech and Language link assessments</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>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</li> <li>Children are more confident writers Children can say what they want to write before putting pencil to paper High % of children in each class make expected / above expected progress so more children eligible for PP meet age related expectations</li> <li>Reduction in SALT support for children in Yr1 and 2</li> </ol>
<b>B.</b>	<ol style="list-style-type: none"> <li>Improved levels of wellbeing YrR-2                             <ul style="list-style-type: none"> <li>Leuven scales of wellbeing and involvement</li> <li>Boxall Profile assessments</li> <li>Early Help records</li> </ul> </li> </ol>	Children's levels of wellbeing and involvement increase in class Inclusion team plan appropriate activities to support children where there are barriers The inclusion team are fully equipped to plan a range of interventions – training and resources
<b>C.</b>	<ol style="list-style-type: none"> <li>Improved social skills and the implementation of effective behaviour management strategies YrR-2                             <ul style="list-style-type: none"> <li>Social skills audit</li> <li>STS reports</li> <li>Updated pastoral support plans</li> <li>Playground / behaviour logs</li> </ul> </li> </ol>	Inclusion team/ TAs plan appropriate activities to support children where there are barriers The inclusion team /TAs are fully equipped to plan a range of interventions – training and resources Fewer behavioural incidents are recorded related to poor social skills e.g. turn taking, sharing, unkind words

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		Children with specific needs are managed effectively
<b>D.</b>	<p>1. Timely and effective support for children with additional needs</p> <ul style="list-style-type: none"> <li>• Progress and attainment records</li> <li>• Outcomes on personalised plans</li> <li>• Professional assessments from outside agencies ensure appropriate pathways are in place</li> <li>• Kinaesthetic resources are in place to support learning</li> <li>• Appointment on an Inclusion Assistant to support the Inclusion Manager in her role</li> </ul>	<p>Children with AEN make expected or better progress</p> <p>Inclusion Manager is able focus on strategic direction of school plans</p>
<b>E.</b>	<p>1. Attendance of disadvantaged children increasing to 95+% YrR-2</p> <ul style="list-style-type: none"> <li>• Outcomes of attendance initiatives</li> <li>• Attendance data</li> <li>• Outcomes of meetings with focus families - Early Help / ChiN/CP</li> </ul>	<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>

6. 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? Evaluation Strategies	Staff lead	When will you review implementation?
<b>A1.</b> 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 18, Nov 18, March 19)
<b>A2.</b> Improved ability to orally rehearse what they want to write YrR-2	Russian approach to writing Ambitious progress targets for all classes Enrichment activities -trips / visits / visitors – to provide first hand experiences, engaging curriculum and broaden aspirations £300 Staff training on Feedback and Marking during writing activities Growth mindset and Characteristics of effective learning	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
<b>B1</b> Improved levels of wellbeing YrR-2	Develop confidence, resilience and wellbeing through Forest School activities CPD £1000 Resources £300 Forest School leader £920 1xpm per week for a year Rewards linked to positive behaviour - Golden certificates /Afternoon tea / Class awards /lunchtime awards £100	Social and emotional learning moderate cost 4+m Kent Guide to Best Practice Meta-cognition and self-regulation low cost +8m progress 'Impact of long term Forest School Programmes' Sarah Blackwell / Loughborough University research 2017	Pupil progress meetings Termly analysis of wellbeing and involvement assessments Children's voice - questionnaire  Golden Book and certificates	SLT	Termly analysis of wellbeing and Involvement data  Termly analysis of behaviour incentives and annual review of policy Nov 18

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<p><b>D1</b> Timely and effective support for children with additional needs</p>	<p>Kinaesthetic resources are in place to support learning e.g. Numicon £500</p>	<p>NCTL closing the gap with the new National Curriculum Multisensory learning – low cost (Theme 3)</p>	<p>Lesson observations Work scrutiny</p>	<p>MSL</p>	<p>Maths monitoring weeks</p>
<p><b>E1</b> 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 £50 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  NFER research</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>
<p><b>Total budgeted cost</b></p>					<p>£3495</p>

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<b>ii. 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? Evaluation Strategies</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<b>A1.</b> 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  School based trends over time	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
<b>A2</b> Improved ability to orally rehearse what they want to write YrR-2	Yr2 Able Writer's day £150 (children) £200 (supply cover)	High aspirations – low cost	Book scrutiny Pupil conferencing Progress and attainment data for writing	LSL	June 18 after event has taken place and writing data analysed
<b>A3</b> 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



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<p><b>B1</b> Improved levels of wellbeing YrR-2</p>	<p>Staff CPD £100 1 TA to target children demonstrating low levels of wellbeing (and C1 - social skills) £7935 Boxall Profile Online £150</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><b>C1</b> Improved social skills and the implementation of effective behaviour management strategies YrR-2</p>	<p>Staff CPD £100 Bespoke programmes of support for children with higher level of behavioural need Resources to support behaviour plans £100 Meetings with parents Overtime for TAs to attend meetings / prepare resources / planning time £100 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><b>D1</b> Timely and effective support for children with additional needs</p>	<p>Staff CPD £100 to deliver aspects of personalised plans and make more effective use of classroom support Appointment of Inclusion assistant to champion vulnerable learners by supporting Inclusion Manager £8000 Referrals to specialist professionals £1000</p>	<p>NCTL Closing the gap with the new Primary National Curriculum (Theme 5)</p>	<p>Provision maps Reading, Writing, Maths Data harvested seasonally – tracking progress and attainment Book scrutiny Pupil progress meetings Observations of interventions</p>	<p>IM</p>	<p>Appraisals and mid-year reviews</p>
<p><b>E1</b> 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 Inclusion Assistant to attend meetings related to vulnerable families</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 – weekly monitoring Club attendance registers</p>	<p>HT</p>	<p>At end of each term x6 year</p>
<b>Total budgeted cost</b>					<p>£24135</p>

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iii. Other approaches					
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 2018 after all home visits have taken place
<b>Total budgeted cost</b>					£50

**7. Review of expenditure To be completed April 19 with July 18 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)
			Seen - continue approach
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)
			Seen - continue approach

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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) Green – continue approach

8. Attainment July 18		
	<i>Pupils eligible for PP (your school) July 2018 data</i>	<i>National averages all /other July 2018 Data</i>
% making expected standard or above in reading at end of KS1		
% making expected standard or above in writing at end of KS1		
% making expected standard or above in maths at end of KS1		
% meeting expected standard or above in phonics at end of KS1		
% meeting expected standard or above in phonics at the end of Yr1		
% achieving Good Level of Development in YrR		