

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 Yellow – embedded no further action

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A1. Improved expressive and receptive language YrR	Speech and Language link assessments	98.3% of YrR attained ELG2 or above for speaking and understanding at the end of YrR. This is above national.	Speech and language interventions have a positive impact for all children.
A2. Improved ability to orally rehearse what they want to write YrR-2	Russian approach to writing Talk for Writing	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	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
B1 Improved levels of wellbeing YrR-2	Staff CPD Massage in Schools Forest School CPD	Teachers note calmer class environments Lunchtimes have a wider variety of activities to engage children and there are fewer lunchtime incidents	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
D1 Attendance of disadvantaged children increasing to 95% YrR-2	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	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 94.95% for Yr1-2 Sept 17- March 18 attendance for the whole school was 96.56% for Yr1-2	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

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 Yellow – embedded no further action

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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="607 360 1294 735"> <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="607 759 1294 999"> <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>Positive foundation built for future partnerships Staff aware of</p>	<p>Home visit offered to all new YrR</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>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)

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 small number of children
D.	Additional Educational Needs
External barriers	
E.	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.	<ol style="list-style-type: none"> Improved expressive and receptive language YrR <ul style="list-style-type: none"> Development matters assessments Speech and Language link assessments Improved ability to orally rehearse what they want to write YrR-2 <ul style="list-style-type: none"> Development matters assessments / Writing record YrR Formative writing records / Key objective tracker Yr1-2 De-tracker (summative to measure progress) YrR-2 Specific and targeted interventions YrR-2 <ul style="list-style-type: none"> Speech and Language link assessments 	<ol style="list-style-type: none"> 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 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 Reduction in SALT support for children in Yr1 and 2
B.	<ol style="list-style-type: none"> Improved levels of wellbeing YrR-2 <ul style="list-style-type: none"> Leuven scales of wellbeing and involvement Boxall Profile assessments Early Help records 	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
C.	<ol style="list-style-type: none"> Improved social skills and the implementation of effective behaviour management strategies YrR-2 <ul style="list-style-type: none"> Social skills audit STS reports Updated pastoral support plans Playground / behaviour logs 	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
D.	<p>1. Timely and effective support for children with additional needs</p> <ul style="list-style-type: none"> • Progress and attainment records • Outcomes on personalised plans • Professional assessments from outside agencies ensure appropriate pathways are in place • Kinaesthetic resources are in place to support learning • Appointment on an Inclusion Assistant to support the Inclusion Manager in her role 	<p>Children with AEN make expected or better progress</p> <p>Inclusion Manager is able focus on strategic direction of school plans</p>
E.	<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>

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?
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 18, Nov 18, March 19)
A2. 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
B1 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>D1 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>E1 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>Total budgeted cost</p>					<p>£3495</p>

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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 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
A2 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
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

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<p>B1 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>C1 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>D1 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>E1 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>
<p>Total budgeted cost</p>					<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
Total budgeted cost					£50

7. Review of expenditure - Completed April 19 with July 18 outcomes

Previous Academic Year			
iv. 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 Yellow – embedded no further action Red – desired impact not seen so discontinue approach
A1. Improved expressive and receptive language YrR	Speech and Language link assessments	93% of YrR attained ELG2 for Speaking 92% attained ELG2 for Understanding. This is above national 34% of children made above expected progress in Speaking 53% of children made above expected progress in Listening 54% of children made above expected progress in Understanding	Speech and Language Interventions have a positive impact for all children and success in Prime Areas leads to better outcomes in Specific Areas

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<p>A2. Improved ability to orally rehearse what they want to write YrR-2</p>	<p>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 Staff training on Feedback and Marking during writing activities Growth mindset and Characteristics of effective learning</p>	<p>81% of YrR attained ELG2 for Writing. This is above national. 19% of YrR attained ELG3 for writing. This is above national. 47% of YrR made above expected progress in Writing.</p> <p>73% of Yr2 were assessed as meeting the age-related expectation in writing. This is above national. 24% of Yr2 were assessed as being greater depth. This is also above national.</p> <p>Term 6 recount following Dover Castle trip gave children the opportunity to write at length and with detail about a subject of interest</p> <p>Progress in books was more evident where marking and feedback had been graded good / outstanding</p> <p>Children are receptive to feedback and marking for improvement. Children from Yr1 are confident in editing their work using 'purple polishing pens' and this is now a regular feature of classroom practice</p>	<p>Writing approaches have been successful and are now largely embedded within school policies and practice</p> <p>Some money to continue to be allocated for enrichment activities</p>
<p>B1. Improved levels of Wellbeing YrR-2</p>	<p>Develop confidence, resilience and wellbeing through Forest School activities Forest School leader Rewards linked to positive behaviour</p>	<p>Analysis of Wellbeing screens demonstrates increasing levels of well-being for those who were low. New system in place for recording levels / intervention centrally The number of children needing intensive support has decreased over the year Standards of behaviour remain high – this is noted by visitors, staff and parents. Children are still engaged by the system of rewards and system has been extended to include Dojo points. Afternoon Tea with Headteacher remains a popular incentive. There have been no exclusions in the last year.</p>	<p>Forest School TA did not complete training due to resignation. An alternative means of provision has been put in place with an aim to continuing this next year as staff have noted huge benefits for their class and parents have commented on their child's enjoyment and keenness to participate.</p>
<p>D1. Timely and effective support for children with additional needs</p>	<p>Kinaesthetic resources are in place to support learning</p>	<p>Maths subject leader has seen the positive use of numicon during lesson observations and the impact it has had. It is predominantly used to support small group work, where it has been seen to have a particular impact on children's developing understanding of number.</p>	<p>We now have enough numicon resources and do not need to buy more next year. New members of staff will be trained how to incorporate this into planning</p>

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E1. Attendance of disadvantaged children increasing to 95% YrR-2	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	July 18 whole school attendance 95.72% Whole School attendance Sept 18- April 19 96.70% Attendance for pupil premium group YrR-Yr2 Sept 18-April 19 94.58% This is an increase of 1.55% compared to the same time the previous year when it was 93.03%	We will continue to allocate funds to this area as we have seen a positive impact and we will have a new intake in September and wish to maintain high expectations of attendance for all children
v. 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 Yellow – embedded no further action Red – desired impact not seen so discontinue approach
A1. Improved expressive and receptive language YrR	Speech and Language link assessments Designated SALT TA 1:1 support or small group work to address specific areas	At the start of Sept 2017 50% of YrR children were receiving speech or/and language support but half these children were signed off by the end of year R and no longer need support At the start of Sept 2018 6 children continued to need support in Yr1 and by April 19 only 2 children continued to need intervention	Continue approach but move to SALT TA being non-class based to allow for liaison with parents and staff members and more work across the school
A2. Improved ability to orally rehearse what they want to write YrR-2	Yr2 Able Writer's day	Did not attend due to lack of information prior to the event	Fund through Literacy budget in future as not relevant to current cohort
A3. Specific and targeted interventions YrR-2	Variety of interventions in place across all year groups	<i>PP % Expected Pupil Progress 2017-2018</i> Year Maths Reading Writing R (7 children) 71% (N) 71% 71% (affected by low attendance) 1 (8 children) 100% 62% 87% 2 (5 children) 60% 60% 60% <i>PP % Accelerated Pupil Progress 2017-2018</i> Year Maths Reading Writing R 29% (N) 57% 57% 1 0% 13% 50% 2 40% 40% 0%	Continue to allocate money to a wide variety of interventions where impact is evident. Re-visit quality of some interventions and ways to address progress in reading Introduce a new writing intervention as we have a gap in this area
B1. Improved levels	Staff CPD / TA to target	Sept 18-April 19	Continue to allocate money to this area

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of wellbeing YrR-2	children demonstrating low levels of wellbeing (and C1 - social skills)	3/4 pupil premium children who had wellbeing support in September have been signed off. 1 child continues to be monitored with a lower level of support	
C1. Improved social skills and the implementation of effective behaviour management strategies YrR-2	Boxall Profile Online /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 Staff costs – see B1 Staff CPD to deliver aspects of personalised plans and make more effective use of classroom support	Behaviour is well managed in class by all staff and supported through social stories / sensory circuits / visual timetables / workstations / reward charts SLT are rarely called to support staff and lunchtime disruption is rare for staff Reward system continues to be embedded in each class and applied consistently. Staff CPD has taken place related to personalised planning	Continue to allocate some money for additional resources to support the needs of new children via wellbeing interventions Boxall Profile online has now been purchased and can be used for future assessments Personalised plans in place for children with AEN and although this will continue to be a focus next year it will not be linked to pupil premium strategy
D1. Timely and effective support for children with additional needs	Appointment of Inclusion assistant to champion vulnerable learners by supporting Inclusion Manager Referrals to specialist professionals	Sept 18-April 19 Inclusion Assistant has supported DSL at CHIN / CP meetings and then delivers timely support as agreed on the plans Inclusion Assistant has been trained to use a wider variety of assessments enhancing Inclusion Manager's ability to apply for EHCPs and source further advice through LIFT process. Inclusion Manager has been able to focus on strategic direction of AEN plans	Continue but now funded from delegated budget
E1. Attendance of disadvantaged children increasing to 95% YrR-2	High expectations of attendance Liaison with parents Support with childcare / transport Breakfast club subsidy PP children engagement in clubs Inclusion Assistant to attend meetings related to vulnerable families	Attendance for Pupil Premium children YrR-Yr2 Sept 18-April 19 94.58% This is an increase compared to the same time the previous year when it was 93.03% There has been a noticeable improvement with Yr1 families where attendance was a target in YrR as children had been persistent absentees Yr1 pupil premium attendance has increased Sept 18 - April 19 91.35% compared to the same period in YrR last year when it was 88.92 For families having additional support e.g. EH there has been a noticeable improvement in attendance	We will continue to allocate funds to this area as we will have a new intake in September and wish to maintain high expectations for attendance
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 Yellow – embedded no further action Red – desired impact not seen so discontinue approach

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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	This continues to be effective and resulted in 7 children being identified as eligible for pupil premium funding and successful applications	Continue to allocate funds to this next year
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8.Current 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	80% 4/5	75%/79%
% making expected standard or above in writing at end of KS1	60% 3/5	70%/74%
% making expected standard or above in maths at end of KS1	60% 3/5	76%/80%
% meeting expected standard or above in phonics at end of KS1	100% 2/2	92% all
% meeting expected standard or above in phonics at the end of Yr1	50% 4/8	83% / 85%
% achieving Good Level of Development in YrR	57% 4/7 (FSM)	74%