

Ditton Infant School Pupil Premium Strategy 2019-20

1. Summary information					
School	Ditton Infant School				
Academic Year	2019-20	Total PP budget	£34,320	Date of most recent PP Review	March 2019
Total number of pupils	160	Number of pupils eligible for PP	26	Date for next internal review of this strategy	March 2020

2. 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%

3. Review of expenditure - 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) 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
<b>ii. Targeted support</b>			
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (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 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 appropriate for 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
<b>iii. Other approaches</b>			
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (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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**4. Barriers to future attainment (for pupils eligible for PP including high ability)**

<b>In-school barriers</b>	
<b>A.</b>	<b>Poor oral language skills on entry into YrR which impacts upon progress in reading, writing and maths</b> in YrR and subsequent years (Sept 18 – 20% 10/50 of YrR had a language delay on entry to school and 50% 25/50 were assessed as requiring an articulation programme. 2/10 language / 4/25 speech children eligible for pupil premium)
<b>B.</b>	<b>Social and emotional needs linked to AEN or other factors</b>
<b>C.</b>	<b>Low baseline data for reading and phonics at expected stage impacts on progress in phonics and writing in YrR and across KS1</b> (Sept 18 - 1/6 children eligible for pupil premium entered school at ARE 40-60E in Reading / Writing)
<b>D.</b>	<b>Comprehension skills in KS1</b> (only 60% of children eligible for pupil premium made expected progress in reading 2017-2018 although 80% attained ARE)
<b>External barriers</b>	
<b>E.</b>	<b>Attendance rates for pupils eligible for pupil premium are rising but still lower than target for all children of 97%+</b> (April 2019 94.58%) 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>	<p><b>Poor oral language skills on entry into YrR which impacts upon progress in reading, writing and maths</b></p> <p>1. Improved expressive and receptive language YrR through oral language interventions</p> <ul style="list-style-type: none"> <li>• Development matters assessments</li> <li>• Speech and Language link assessments</li> </ul> <p>2. Specific and targeted Speech and Language interventions Yr1-2 which impact on progress in reading, writing and maths</p> <ul style="list-style-type: none"> <li>• Speech and Language link assessments</li> <li>• Reading, writing and maths assessments</li> <li>• Termly progress data analysis</li> </ul>	<p>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</p> <p>2 Reduction in SALT support for children in Yr1 and 2 Children with SALT needs make expected or better progress in Yr1 and Yr2</p>
<b>B.</b>	<b>Social and emotional needs linked to AEN or other factors</b>	

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	<p>1. Improved levels of wellbeing YrR-2</p> <ul style="list-style-type: none"> <li>• Leuven scales of wellbeing and involvement</li> <li>• Boxall Profile assessments</li> </ul>	<p>1 Children's levels of wellbeing and involvement increase in class Inclusion team plan appropriate activities to support children where there are barriers and additional support is needed and support class-based TA's in the delivery of some interventions The inclusion team are fully equipped to plan a range of interventions – training and resources</p>
<p><b>C.</b></p>	<p><b>Low baseline data for reading and phonics at expected stage impacts on progress in phonics and writing in YrR and across KS1</b></p> <ol style="list-style-type: none"> <li>1. Improved Yr1 phonic outcomes for children eligible for pupil premium <ul style="list-style-type: none"> <li>• Phonic assessment data / Provision plans and outcomes of interventions / outcomes of screen</li> </ul> </li> <li>2. Higher % of children eligible for pupil premium making expected or better progress in writing in YrR, Yr1 and Yr2 <ul style="list-style-type: none"> <li>• Writing assessments / provision plans / writing data</li> </ul> </li> <li>3. Higher % of children eligible for pupil premium funding attain GLD thus diminishing the difference with national data <ul style="list-style-type: none"> <li>• Termly data analysis / assessments / provision plans / impact of interventions</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>1 The difference between school and national phonic data diminishes</li> <li>2 The difference between national and school data for ELG2 writing / End of KS1 writing outcomes diminishes</li> <li>3 The difference between school and national data for GLD diminishes</li> </ol>
<p><b>D.</b></p>	<p><b>Comprehension skills in KS1</b></p> <ol style="list-style-type: none"> <li>1 Higher % of children eligible for pupil premium making expected or better progress in reading in Yr1 and Yr2 thus <ul style="list-style-type: none"> <li>- maintaining the difference between national and school data for end of KS1 reading outcomes with 19-20 Yr 2 cohort</li> <li>- enabling a higher % of children to attain GDS in reading</li> </ul> <ul style="list-style-type: none"> <li>• Termly data analysis / assessments / provision plans / impact of interventions</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>1 The difference between school and national data for end of KS1 reading is maintained with 19-20 Yr2 cohort A higher % of children eligible for pupil premium attain reading at GDS at the end of KS1</li> </ol>
<p><b>E.</b></p>	<p><b>Attendance rates for pupils eligible for pupil premium are rising but still lower than target for all children of 97%+</b></p> <ol style="list-style-type: none"> <li>1.Attendance of disadvantaged children increasing to 97+% YrR-2 <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> </li> </ol>	<p>Fewer disadvantaged children are persistent absentees Attendance for disadvantaged children increases to 97+% The number of unauthorised absences for disadvantaged children decreases In-school gap between non-disadvantaged / disadvantaged closes</p>

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6. Planned expenditure					
Academic year		2019/20			
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>A. Poor oral language skills on entry into YrR which impacts upon progress in reading, writing and maths</b> 1. Improved expressive and receptive language YrR through oral language interventions	Speech and Language Link Assessments £100 Speechlink £175 Language Link	High quality tracking system to assess and address gaps – Low Cost EEF – Develop pupil’s speaking and listening skills and wider understanding of language / Oral Language Interventions + 5 months Positive Impact from previous years plan	Regular speech and language assessments using Speech and Language Link tools in YrR Progress in Communication and Language Strands, Reading, Writing, Number, Shape, Space and Measures Pupil progress meetings Lesson observations	Inclusion Manager / SALT TA	3x a year at pupil progress meetings (July 19, Dec 19, March 20)
<b>B Social and emotional needs linked to AEN or other factors</b> 1.Improved levels of wellbeing YrR-2	Forest School Activities £2500 training for all staff £500 resources	Forest Schools - Visits to several other schools during demonstrated impact of Forest school approach particularly for ‘less confident’ learners, boys, those with SEND. Loughborough University research 2017 Forest School gives children a “positive mindset towards school”.	Wellbeing and Involvement scales  Observations of outdoor learning	Class teachers	3x a year at pupil progress meetings (July 19, Dec 19, March 20)

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<p><b>C Low baseline data for reading and phonics at expected stage impacts on progress in phonics and writing in YrR and across KS1</b></p> <p>1.Improved Yr1 phonic outcomes for children eligible for pupil premium 2.Higher % of children eligible for pupil premium making expected or better progress in writing in YrR, Yr1 and Yr2 3.Higher % of children eligible for pupil premium funding attain GLD thus diminishing the difference with national data</p>	<p>Access to high quality phonic resources £120 Phonic Play £500 Dandelion readers</p> <p>ICT equipment to support use of relevant apps in class to engage children in reading / phonics £3000</p>	<p>EEF Implementation of a systematic phonics programme Moderate impact for low cost +4 months</p> <p>EEF Digital technology Moderate impact for moderate cost +4 months</p>	<p>Phonic assessments and phonic screen outcomes</p> <p>Writing assessments / data</p> <p>Lesson Observations</p>	<p>Literacy Subject Leader</p> <p>Early Years Foundation Stage Leader</p>	<p>3x a year at pupil progress meetings (July 19, Dec 19, March 20)</p>
<p><b>D Comprehension skills in KS1</b></p> <p>Higher % of children eligible for pupil premium making expected or better progress in reading in Yr1 and Yr2 thus - maintaining the difference between national and school data for end of KS1 reading outcomes with 19-20 Yr 2 cohort - enabling a higher % of children to attain GDS in reading</p>	<p>Access to high quality reading material £300 Additional Reading Scheme books Yr2 EXS / GDS £540 Class sets of reading books Yr2</p> <p>Access to comprehension resources £258 Accelerated reader £90 Testbase</p>	<p>EEF Reading Comprehension Strategies High impact for low cost +6 months</p>	<p>Reading assessments and data</p> <ul style="list-style-type: none"> <li>- Benchmarking / AR quizzes / Guided reading assessments / comprehension activities</li> </ul> <p>Lesson Observations</p>	<p>Literacy Subject leader</p>	<p>3x a year at pupil progress meetings (July 19, Dec 19, March 20)</p>
<p><b>E Attendance rates for pupils eligible for pupil premium are rising but still lower than target for all children of 97%+</b></p> <p>1.Attendance of disadvantaged children increasing to 97+% YrR-2</p>	<p>High expectations of attendance Liaison with parents 3x year attendance printouts £50 Seasonal attendance challenge prizes and awards £50 Access to support with medical / hygiene / uniform Home visits linked to attendance</p>	<p>High expectations promoted – Low cost Attendance Awards – Low cost NFER research 2019 Caroline Sharp 'the truth is that unless pupils are present and settled at school, they are unlikely to learn.'</p>	<p>Weekly monitoring of attendance Bespoke letters 3x year where children are at risk of becoming persistent absentees Meetings with parents</p>	<p>Headteacher</p>	<p>At end of each half term 6x year</p>
<b>Total budgeted cost</b>					<p>£8183</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?
<p><b>A. Poor oral language skills on entry into YrR which impacts upon progress in reading, writing and maths</b></p> <p>2. Specific and targeted Speech and Language interventions Yr1-2 which impact on progress in reading, writing and maths</p>	<p>SALT TA to be non-class based 3.5 days a week and support all KS1 classes / liaise with staff in class</p> <p>£5000</p>	<p>EEF – Develop pupil’s speaking and listening skills and wider understanding of language / Oral Language Interventions + 5 months</p> <p>In previous years TA has only had 4xpm’s to deliver interventions</p> <p>The additional time will allow her to pre-teach, support targeted children 1:1 or in class, meet with teachers during PPA to contribute to provision plans, and meet with parents.</p>	<p>Regular speech and language interventions using Speech and Language Link resources occur and progress is evident</p> <p>Progress in Reading, Writing, Maths</p> <p>Pupil progress meetings</p> <p>Lesson observations</p>	<p>Inclusion Manager / SALT TA</p>	<p>3x a year at pupil progress meetings (July 19, Dec 19, March 20)</p>
<p><b>B Social and emotional needs linked to AEN or other factors</b></p> <p>1.Improved levels of wellbeing YrR-2</p>	<p>Wellbeing Interventions targeted at those children scoring 1 or 3 on Wellbeing and Involvement scales</p> <p>£250 training</p> <p>£4380 TA costs</p> <p>£620 Trips / Enrichment to cover shortfall in PP contributions</p>	<p>NHS Scotland Dr Jane White 2017 ‘Healthy social and emotional development in childhood and adolescence has been shown to be positively associated with better educational outcomes and greater wellbeing.’</p> <p>EEF Social and emotional Learning Moderate impact for moderate cost +4 months</p> <p>Successful approach in previous years</p>	<p>Wellbeing and Involvement Scales</p> <p>Boxall Profile Scores</p> <p>Pupil Voice</p> <p>Parent Questionnaire</p>	<p>Inclusion Manager</p>	<p>3x a year at pupil progress meetings (July 19, Dec 19, March 20)</p>

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<p><b>C Low baseline data for reading and phonics at expected stage impacts on progress in phonics and writing in YrR and across KS1</b></p> <p>1.Improved Yr1 phonic outcomes for children eligible for pupil premium                  2.Higher % of children eligible for pupil premium making expected or better progress in writing in YrR, Yr1 and Yr2                  3.Higher % of children eligible for pupil premium funding attain GLD thus diminishing the difference with national data</p>	<p><b>Interventions YrR-2</b>                  BRP                  Target Literacy                  Rapid Phonics / Phonic Interventions                  Handwriting / Clever Fingers / Write from the start interventions                  Daily readers                  Able Maths / Able Writers                  Early Morning Groups – focus on writing                  £10000 TA costs</p> <p><b>Training YrR-2</b>                  £1200 Target Literacy                  £600 TA costs for SDD</p>	<p>EEF Implementation of a systematic phonics programme                  Moderate impact for low cost                  +4 months</p> <p>EEF Use of high-quality structured interventions to help pupils struggling with their literacy</p>	<p>Provision Plans                  Writing assessments</p> <p>Phonic assessments and phonic screen outcomes</p>	<p>Inclusion Manager</p>	<p>3x a year at pupil progress meetings (July 19, Dec 19, March 20)</p>
<p><b>D Comprehension skills in KS1</b></p> <p>Higher % of children eligible for pupil premium making expected or better progress in reading in Yr1 and Yr2 thus</p> <ul style="list-style-type: none"> <li>- maintaining the difference between national and school data for end of KS1 reading outcomes with 19-20 Yr 2 cohort</li> <li>- enabling a higher % of children to attain GDS in reading</li> </ul>	<p>Interventions Yr1-2 to teach children how to develop and monitor their reading comprehension</p> <p>£3437 TA costs</p>	<p>EEF Reading Comprehension Strategies                  High Impact, Low cost                  +6 months</p>	<p>Reading assessments e.g. benchmarking</p> <p>School reading assessments linked to KS1 framework</p> <p>Accelerated reader data</p>	<p>Inclusion Manager</p>	<p>3x a year at pupil progress meetings (July 19, Dec 19, March 20)</p>

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<p><b>E Attendance rates for pupils eligible for pupil premium are rising but still lower than target for all children of 97%+</b> 1.Attendance of disadvantaged children increasing to 97+% YrR-2</p>	<p>High expectations of attendance Liaison with parents Support with childcare / transport £100 Breakfast Club subsidy £100 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 Positive Impact from previous years plan</p>	<p>Outcomes set by EH / Social Services / School Liaison Officers Outcomes of attendance meetings with parents Attendance Data – weekly monitoring by HT</p>	<p>Headteacher</p>	<p>At end of each seasonal term July 19, Dec 19, April 20</p>
<b>Total budgeted cost</b>					<p>£25,687</p>
<p><b>iii. Other approaches</b></p>					
<p><b>Desired outcome</b></p>	<p><b>Chosen action/approach</b></p>	<p><b>What is the evidence and rationale for this choice?</b></p>	<p><b>How will you ensure it is implemented well? Evaluation Strategies</b></p>	<p><b>Staff lead</b></p>	<p><b>When will you review implementation?</b></p>
<p>Positive foundation built for future partnerships Staff aware of children's starting points All children eligible sign up for FSM</p>	<p>Home visit offered to all new YrR entrants £50 (TA overtime) £400 Supply teacher costs</p>	<p>Kent Guide to Best Practice Maximise PP funding on 1:1 discussions in family home</p>	<p>Parent Questionnaire EYFS re induction / transition Parents complete online application if eligible</p>	<p>EYFSL</p>	<p>October 2019 after all home visits have taken place</p>
<b>Total budgeted cost</b>					<p>£450</p>

**7. Review of expenditure To be completed April 19 with July 18 outcomes**

<p><b>Previous Academic Year</b></p>			
<p><b>i. Quality of teaching for all</b></p>			
<p><b>Desired outcome</b></p>	<p><b>Chosen action/approach</b></p>	<p><b>Impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p>	<p><b>Lessons learned</b> (and whether you will continue with this approach) Green – continue approach Yellow – embedded no further action</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 Yellow - embedded no further action

**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

**8. Attainment July 19**

	<i>Pupils eligible for PP (your school) July 2019 data</i>	<i>National averages all /other July 2019 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		

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<b>% meeting expected standard or above in phonics at end of KS1</b>		
<b>% meeting expected standard or above in phonics at the end of Yr1</b>		
<b>% achieving Good Level of Development in YrR</b>		