



LONG DITTON
INFANT AND NURSERY SCHOOL
THE HEART OF LONG DITTON SINCE 1911

Use of Pupil Premium 2018-19

The Pupil Premium is allocated to children from low income families who are currently known to be eligible for Free School Meals (FSM) in both mainstream and non-mainstream settings and children who have been looked after continuously for more than six months. This also includes pupils eligible for FSM at any point in the last six years (known as the Ever 6 FSM measure).

Schools are free to spend the Pupil Premium (PP) as they see fit and they are accountable for how they use the additional funding to support pupils from low income families. Since September 2012, schools have been required to report online how they have used the Premium. This ensures that both the attainment and additional provision for PP pupils is transparent to parents and the wider community.

Funding is allocated by financial year (April to April).

In 2018-19 (April to April). Long Ditton Infant and Nursery School will receive approximately £19,800 based on children eligible Pupil Premium funding at the January 2018 census. In 2017-18 (April to April). the school received approximately £24,390 for Pupil Premium for pupils identified in the January 2017 census. (For school year 2018-19 this equates to approximately £22,000)

Below is an overview of the extra support we plan to offer disadvantaged children on our register to ensure they are making the maximum progress.

Activities Selected	What this does/how it improves learning	Targeted pupils	Cost	Impact looking for	Actual impact
<p>Lght Up Learning Specialist Staff training in the EYFS focusing on FSM children in both Nursery and reception</p>	<p>Developing the skills and understanding of EYFS staff to support FSM children in class</p> <ul style="list-style-type: none"> • during free flow • through appropriate targeted interventions • through higher expectations & aspirations • by making FSM children high profile • by developing parental engagement <p>This improves learning by</p> <ul style="list-style-type: none"> • developing expressive and receptive language of children • developing positive learning attitudes of children • raising awareness and understanding of staff learning • raising expectations of children by staff and parents • raising aspirations of children • further developing strong relationships with children to enable them to learn more effectively • developing relationships between home and school so parents feel better supported and more able to engage effectively in their child's learning 	<p>At least 4 FSM children in nursery and Reception</p>	<p>Total=£1197</p>	<p>FSM children Supported effectively by staff during free flow and through interventions so that children</p> <ul style="list-style-type: none"> • develop expressive and receptive language achieve ARE in this area (with any additional needs quickly identified and targeted) • develop positive learning attitudes and resilience • have unrestricted aspirations • have strong relationships with staff to enable them to learn more effectively <p>Staff have</p> <ul style="list-style-type: none"> • better skills and understanding to support children effectively • high expectations of children • develop good relationships with families so they are comfortable to approach and work with staff <p>Parents find school staff approachable and feel supported and better able to engage effectively in their child's learning.</p>	

<p>Language groups (Based on Talking Partners and Language for Thinking in KS1 and Eiklan in EYFS)</p> <p>Over the year, FSM children in total from KS1 & EYFS</p>	<p>This develops communication skills, language and vocabulary acquisition, social skills and confidence.</p> <p>This improves learning by</p> <ul style="list-style-type: none"> • Developing active listening so children can sort information, follow instructions and understand learning tasks • Developing receptive language skills to understand and respond appropriately • Developing communication skills for group and paired work • Developing expressive language skills to be able to ask and answer questions, discuss their learning and to say, plan and write sentences. • Pre teaching vocabulary to help the understanding of new concepts in the classroom 	<p>Year 2, Year 1 and Year R 2x20min weekly in KS1 1 x week in EYFS</p>	<p>£720(approx)</p>	<ul style="list-style-type: none"> • Increased confidence • improved listening skills • more active engagement in class and small group work • improved expressive language • better vocabulary understanding • improved social interaction in a small group • At least a 10 % increase in the (ELSA wellbeing score • At least 3 points progress over the year for KS1 and EYFS children 	
<p>1-1 Reading support (Over the year, 12 FSM children in total from KS1 & EYFS)</p>	<p>This reinforces and consolidates children's understanding of the different reading strategies they can use and provides additional opportunities with their class teachers for regular practice.</p> <p>As a result, children</p> <ul style="list-style-type: none"> • Are more confident readers and feel equipped to tackle unknown words? • Are more able to use a range of strategies with increasing independence • Will increasingly enjoy and value reading • Are able to listen to stories and develop their understanding of sentences • Develop their comprehension skills • Develop their range of vocabulary 	<p>KS1 for most between 1-2 times a week (depending on the child) for 10 minutes</p>	<p>Approx £3,600</p>	<ul style="list-style-type: none"> • More confident readers • Motivated / keen readers • Children able to independently use a wider range of reading strategies • Children with increased levels of comprehension • Children are making at least the same amount of progress as their peers and are more able to meet age related expectations <ul style="list-style-type: none"> • Children making at least one FRED level progress per term • The majority of children to increase their Salford reading age score by more than a year between the Autumn and end of summer term 	

<p>Reading comprehension in small groups of either 3 or 4 children</p>	<p>Children practice retrieval and inference skills so they</p> <ul style="list-style-type: none"> • Will increasingly enjoy and value reading • Are able to listen to stories and develop their understanding of sentences • Develop their comprehension skills • Develop their range of vocabulary 	<p>Year 2 1 x week 40 mins in Spring and summer</p>	<p>Approx. £80</p>	<ul style="list-style-type: none"> • More confident readers • Motivated / keen readers • Children with increased levels of retrieval and inference comprehension • Children are making at least the same amount of progress as their peers and are able to meet age related expectations • Children making at least one FRED level progress per term • The majority of children to increase their Salford reading age score by more than a year between the Autumn and end of summer term 	
<p>Precision Teaching (Over the year, at least 4 children in total from KS1 &</p>	<p>This targets children's specific learning needs in very small steps to ensure basic skills are fully embedded. As a result</p> <ul style="list-style-type: none"> □ Children will be secure with basic steps in 	<p>In the EYFS and KS 1, at least 4 FSM children over the year.</p>	<p>£ 1152 approx</p>	<ul style="list-style-type: none"> • Staff are confidently and independently using the precision teaching format and assessment process. 	

EYFS)	<p>their learning (e.g. phonics, high frequency words, number facts) and be able to recall them with ease and apply them to their learning</p> <ul style="list-style-type: none"> • This will increase their confidence and self esteem • The children will be motivated by their success which will help develop a positive attitude to learning • After training with the Educational Psychologist, all staff using the system will be able to effectively assess the children's progress and plan their next step 	3 x week for 10 mins.		<ul style="list-style-type: none"> • The majority (51-64%) of children making at least one FRED level a term • The majority of children to increase their Salford reading age score by more than a year between the Autumn and end of summer term. • The majority of Children making at least the same amount of progress as their peers 	
SNAP on to maths	<p>This targets children's specific learning needs in very small steps to ensure essential basic number facts are fully understood and embedded. As a result</p>	In the EYFS and KS 1, any FSM children over the year who need it The children dip	£1200 (approx)	<ul style="list-style-type: none"> • The large majority of the children are making at least the same amount of progress as their peers 	
	<ul style="list-style-type: none"> • Children will be secure with basic number facts (relative to their learning development) and be able to recall them with ease and apply them to their number work • This will increase children's confidence and self esteem • The children will be motivated by their success which will help develop a positive attitude to learning • With secure number facts, children will be able to access the next step in their maths learning 	into and out of the group depending on need and involvement with other interventions.		<ul style="list-style-type: none"> • The children will have good understanding and recall of number facts (relative to their learning development) and will use these to help them with simple calculations on the majority of occasions. 	

<p>Home School Link Worker</p>	<p>This provides an independent support service for parents to use about any matter concerning them either at home or at school.</p> <p>This support can</p> <ul style="list-style-type: none"> • Help with attendance at school • Help develop an effective working partnership between school and home • Help families extend their range of behaviour management strategies which helps children to follow routines at home and school • Help develop children's positive attitudes to learning and develop their readiness for school • Help children manage their anxieties through weekly Draw and Talk sessions 	<p>Across the school (FSM and other families) referrals are made, a drop in clinic and telephone advice is available and the HSLW has run blocks of weekly Draw and Talk sessions.</p> <p>FSM children have priority access</p>	<p>£4000</p>	<ul style="list-style-type: none"> • Attendance for the majority of the children is increased • The large majority of the children are making at least the same amount of progress as their peers • The majority of children have increased their well-being scores by at least 10% in every area (ELSA wellbeing score • The large majority of parents attend parent consultations to discuss their child's progress and next steps. 	
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<p>ELSA</p>	<p>To provide mental well-being support for children so they are better able to learn and function as part of the learning community. As a result, children will:</p> <ul style="list-style-type: none"> • Have a better understanding of their emotions and how to manage them • Have improved self esteem • Have a named adult to turn to for support in addition to class teachers • Have someone to share their concerns with • Develop their resilience • Reduce the emotional barriers getting in the way of their learning • 	<p>Open to all children FSM children given priority</p>	<p>£3000 approx</p>	<ul style="list-style-type: none"> • All staff will have a good understanding of mental wellbeing and its impact on learning and behaviour • Designated staff will have a wide range of strategies available to promote and improve mental wellbeing especially for individual children • All staff will have access to the ELSA for advice and referrals • The large majority of children will increase their wellbeing scores by at least 10% in every area (ELSA wellbeing score) • The large majority of children making at least the same amount of progress as their peers. 	
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<p>Behaviour coaching for children (6 week parent workshop programme and individual support)</p>	<p>For parents to have a good understanding of the different parenting styles and range of strategies they can use to manage their child's behaviour confidently.</p> <p>As a result</p> <ul style="list-style-type: none"> • parents will feel more confident managing the range of behaviours children demonstrate at different times • Parental anxiety will decrease • Parents will be able to give more positive attention to their children resulting in more relaxed happy relationships • Children will feel more secure with boundaries, better able to regulate and manage their behaviour and so benefit from more positive attention from their parents 	<p>Open to all children</p> <p>FSM children given priority (4 places definitely reserved)</p>	<p>Total approx £1682</p>	<ul style="list-style-type: none"> • Parents feel supported and equipped to manage their children's behaviour at home. • Parents feel more confident in supporting their child to develop positive attitudes to learning, challenge and change. • Children are better able to self-monitor and self-regulate their emotions and behaviour with the collaborative support of both school and home. 	
<p>Progress tracking meetings, data analysis & monitoring.</p> <p>FSM champion (tracking, monitoring, liaising with families & outside agencies, research, developing parental engagement)</p>	<p>To ensure all aspects of strategic planning, monitoring and evaluation of FSM are effective, the school needs a FSM champion.</p> <p>To effectively personalise learning, all staff need to have ownership of data analysis and planning interventions and individual strategies.</p> <p>This requires dedicated time to work collaboratively with all staff, especially the 5 new members of staff this academic year, including formal in house training in addition to informal 1-1 support.</p> <p>As a result, the needs of the FSM children will be better met and staff will have the understanding and confidence to think creatively to overcome any barriers to learning.</p>	<p>All FSM children</p>	<p>£3000 approx</p>	<ul style="list-style-type: none"> • All staff will have high expectations for FSM children • All staff will recognise barriers to learning and proactively seek to overcome them • The large majority of children have increased their wellbeing scores by at least 10% in every area (ELSA wellbeing score) • The large majority of children making at least the same amount of progress as their peers 	

<p>Holiday play packs (reading, listening tapes, puzzles) Summer 12 children</p>	<p>During longer school holidays children need opportunities to practise and apply their learning in fun ways. As a result</p> <ul style="list-style-type: none"> • They will retain and strengthen the learning they do at school during term time • At the beginning of term they will be more able to continue their learning from where they left it rather than needing to revisit it before new learning can take place 	<p>All FSM children</p>	<p>Approx £200</p>	<ul style="list-style-type: none"> • The large majority of children have increased their wellbeing scores by at least 10% in every area over the year • The large majority of children making at least the same amount of progress as their peers • Less intervention time will be required to relearn previous learning 	
<p>Informal meetings with parents e.g. individual support, small curriculum workshops, coffee mornings. 12 children</p>	<p>Good home / school relationships and parental engagement has a recognised positive impact on children's learning. As a result:</p> <ul style="list-style-type: none"> • Parents will be offered regular opportunities to talk to school staff about any matter concerning their child if they want to • Parents will feel more comfortable talking to and working with school staff • Parents will feel supported and more confident about how to encourage their child's learning 	<p>All FSM children</p>	<p>Approx £200</p>	<ul style="list-style-type: none"> • All parents of children eligible for FSM will be invited to at least 2 informal meetings a year. • The majority (51-64%) of parents eligible for FSM will have attended one informal meeting (group or 1-1) and been asked their views on how school can support their child's learning • The large majority of children have increased their wellbeing scores by at least 10% in every area) • The large majority of children making at least the same amount of progress as their peers 	

Attending breakfast and after school clubs Daily Milk	<ul style="list-style-type: none"> This ensures children's physical and emotional needs are met at the beginning of the school day so they are able to focus on their learning at school. Attending after school clubs increases children's self-esteem and aspirations by extending the experiences available to them. Raising confidence and aspirations develops children's resilience and wellbeing so they are better able to take risks with their learning and move out their comfort zones. 	Breakfast club - Oliver 3 session after school club? Need to check FSM In KS1 and EYFS all FSM can attend after school clubs 1 x week depending on availability	£ 3000 approx	<ul style="list-style-type: none"> Child is ready for learning in school and feeling more settled. Children feel more confident and resilient Children more willing to move out of their comfort zone and take risks with challenging learning Children with raised aspirations and expectations of what they can do 	<ul style="list-style-type: none">
School trips	All children have the right to experience a broad and balanced curriculum including planned learning outside of the classroom environment. As a result, no child will be prevented from these valuable learning experiences due to financial constraints.	All FSM children	£ 300 approx.	Children do not feel disadvantaged as they have had the same learning experiences as their peers. Children feel more confident and resilient. Children more willing to move out of their comfort zone and take risks with challenging learning.	<ul style="list-style-type: none">
Uniform	This contributes to ensuring children's physical and emotional needs are met. As a result, they are able to focus on all aspects of their learning.	FSM children as required	Approx. £30	Children feel the same as their as their peers. Children feel more confident and resilient.	<ul style="list-style-type: none">
Total	Please note that other funding is used to support these activities - and this does not include other teaching and learning strategies that take place.	£23,361			