



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

Use of Pupil Premium 2014-2015

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 will also include 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 as they see fit. However we will be held accountable for how we have used the additional funding to support pupils from low income families. From September 2012, we are required to publish online information about how we have used the Premium. This will ensure that parents and others are made fully aware of the attainment of pupils covered by the Premium and the extra support that they receive.

Our School

In 2014-15 (April to April)Long Ditton Infant and Nursery School will receive approximately £20,000 for Pupil Premium for 15 pupils on the FSM register in school year 2013-14 and 16 children in school year 2014-15.

Below is a breakdown of the extra support we plan to offer disadvantaged children on our register to ensure they are making the maximum progress. This year we are also taking part in a County wide project that shares good practice with similar schools.

Activities Selected	What this does/how it improves learning	Targeted pupils	Cost	Impact looking for	Impact
1. language groups – Talking Partners (6 FSM)	Not all children find communicating easy and need to develop their language skills and knowledge.	Year 2, Year 1 and Year R 3x20min weekly	£2,280 (approx)	Increased confidence, improved listening skills, expressive language and social interaction in a small group. 3 sub levels progress in Reading KS1 and 3 points in EYFS 10 point increase on baseline for Talking Partners	100% pupils made 10 or more points increase on TP baseline assessment 83% made expected or more than expected progress in EYFS points or in KS1 Sublevels
2. Attending breakfast and after school clubs	A sum of money was set aside in the summer term to ensure that a good breakfast was supplied in order to aid concentration and learning. Some children	Year 1/2 2x mornings a week 1x after school	£240	Increased readiness for learning in school, more settled. Enhanced curriculum.	Attendance improved from the Autumn to Summer terms for 80% of the children. Of those who attended breakfast club,

	attended sports clubs after school.				lateness decreased by 59%.
3. One to one tuition/10min tutoring literacy /memory games (10 FSM)	All classes use their TA's as one to one tutors to help children who are not making progress in reading. This comes in the form of 1 ten minute session every day for each child	Year 1 and Year 2 (Various 10 min sessions over the week depending on need)	£2750 (approx)	1 sub level per term in reading, increased sight vocabulary (quantity depends on child). Making the expected progress(1 level per term) using FRED assessment	80% pupils made 3 sublevels or more National Curriculum progress 90% made expected or better than expected FRED progress 30% made better than expected FRED progress
4. One to one tuition/10min tutoring maths (4 FSM)	All classes use their TA's as one to one tutors to help children who are not making progress in maths. This comes in the form of 1 ten minute session every day.	Year 1 and Year 2 (Various 10 min sessions over the week depending on need)	£1220 (approx.)	Increased confidence, 1 sub level per term in maths.	75% made 2 sublevels and 25% made 3 sublevels This intervention has been replaced by precision

					teaching which has been identified as more effective.
5. Small group work for reading and writing (8 FSM)	Some children need specific support with aspects of their language development. We ensure that these children receive targeted help.	Year 1 and 2 3x 1 hour weekly, whole staff involved (RWI and writing support in literacy)	£12000 (approx – depending on the staff member)	I sub level progress on the APP grid for reading and writing each term. Reading – 1 FRED level per term .	75% pupils made 3 sublevels or more National Curriculum progress in reading 75% pupils made 3 sublevels or more National Curriculum progress in writing 87.5% made expected FRED progress
6. FFT training	This is a specialised programme to address the specific early literacy development . Training for Teacher and TA to deliver to year 1.	Year 1	£850 (approx)	Improve basic literacy skills and understanding .To move 80% of emerging skills to achieved, to move 80% of unachieved skills to emerging or	Planned progress made but intervention not deemed good value for money. Will be replaced by precision teaching.

				achieved.	
7. SNAP (Reviewing this year) (5 FSM)	This is to target specific mathematical needs and misconceptions for pupils. The children dip into and out of the group depending on need.	Year R, Year 1, Year 2	£3500 (approx) 5x20min weekly	For children to develop basic number concepts to enable them to make one sub level progress on the APP grid per term.	60% made 2 sub levels progress 40% of pupils made 3 sublevels progress SNAP in current format being reviewed to target number skills/facts. School also using CAME (Let's think) across school which is proving more effective in promoting problem solving
8. Reading support (8 FSM)	To teach reading strategies to children and provide opportunities for practice twice a week.	Y1 and Y2	£990	To enable the children to make one FRED level progress per term. To enable these children to develop the confidence and resilience to use and practise	87.5% made expected or better FRED progress 25% exceeded expected progress

				different reading strategies	
9. Precision Teaching	Initial Training and resources and 1 ½ hours a week to run the programme	YR 1,2	£900 approx	Using the programme's tracking system progress tracked on a daily basis.	Introductory pilot proved successful as pupils saw their own progress so going to be rolled out more this year. All staff trained. 6 week blocks to check impact.
10. Funding for families in need (transport/home care/clothing)	Ensure attendance at parenting courses, eases the pressure for other 'learning' resources in home, ensures readiness for school	YR1 and YR	£75	Families more engaged/children prepared for learning	Parental communication improved. Attendance improved.
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.		£24,805		