



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

Use of Pupil Premium 2016-17

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 were required to publish online information about how we have used the Premium. This ensures 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 2016-17 (April to April) Long Ditton Infant and Nursery School will receive approximately £23700 for Pupil Premium for 22 pupils on the FSM register in school year 2015-16 and 19 children in school year 2016-17.

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.

Activities Selected	What this does/how it improves learning	Targeted pupils	Cost	Impact looking for	Actual impact
<p>Language groups (Based on Talking Partners and Language for Thinking in KS1 and Communication Cookbook and Elklan in EYFS)</p> <p>Over the year, 6 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</p>	<p>£ 2000 (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>All FSM children who had this intervention :-</p> <ul style="list-style-type: none"> • demonstrated increased confidence, improved listening skills and active engagement in class. • increased their ELSA score by at least 10% • made at least 3 jumps progress over the year • 100% of the EYFS children made accelerated progress in the 4 prime areas of learning • 50% of the KS1 Children made accelerated progress in reading writing , maths
<p>Reading support (Over the year, 15 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 Between 1-2 times a week (depending on the child) for 10 minutes</p>	<p>Approx £1250</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 • Children making at least 	<ul style="list-style-type: none"> • 100% of the EYFS and KS1 FSM children made at least expected progress in reading over the year . • 100% in the EYFS and year 2 made accelerated progress and 75% of the Year FSM children made accelerated progress. • All of children are making at least expected progress in FRED over the year and the majority are making more than expected progress.

				<p>one FRED level progress per term</p> <ul style="list-style-type: none"> The majority of children to increase their Salford reading age score by more than a year between the Autumn and end of summer term 	<ul style="list-style-type: none"> The Salford test was not used this year .
Reading comprehension	<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 20 mins</p>	£110 approx	<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 more 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 	<ul style="list-style-type: none"> 100% of year 2 children made at least expected progress in Year 2 with 80% making accelerated progress. 90% of year 2 children achieved ARE in the national SATs in reading in comparison to 89% of the cohort . Only 66.7% of the Y2 PP children achieved the phonics check in 2016 (44% of them achieved a GLD in 2015) and by 2017 90% achieved ARE in reading . This group have significantly narrowed the gap. <i>The Salford test was not used this year</i>
Precision Teaching (Over the year, at least 12 children in total from KS1 &	<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 12 FSM children over the year.</p>	£ 4000 approx	<ul style="list-style-type: none"> Staff are confidently and independently using the precision teaching format and assessment process. 	<p>In reading Year 2 children -</p> <ul style="list-style-type: none"> 100% of made at least expected reading progress 80% made accelerated

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 	<p>progress.</p> <ul style="list-style-type: none"> • 90% achieved ARE in the reading SATs in comparison to 89% of the cohort . • Only 66.7% of the Y2 PP children achieved the phonics check in 2016 and by 2017 90% achieved ARE in reading . This group have significantly narrowed the gap. <p>Year 1 children-</p> <ul style="list-style-type: none"> • 75% made at least expected progress • 75% made accelerated progress • in 2016 100% achieved a GLD in reading while only 75% achieved the phonics check and 75% achieved ARE (one child did not) <p><i>EYFS children-</i></p> <ul style="list-style-type: none"> • 100% of made at least expected reading progress • 100% made accelerated progress. • 80% achieved a GLD (compared to 50% for the 2016 cohort and 44% for the 2015 cohort) <p><i>The Salford test was not used this year .</i></p>
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>	<p>In the EYFS and KS 1, any FSM children over the year who need it The children dip</p>	£600 (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 	<p>Year 2 children –</p> <ul style="list-style-type: none"> • 100% made at least expected progress with 70% making accelerated progress

	<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. 	<ul style="list-style-type: none"> 80% achieved ARE in the SATs compared with 82% of the cohort. 44% of them achieved a GLD in 2015 with 80% now achieving ARE in maths - this gap has narrowed. <p>Year 1 children –</p> <ul style="list-style-type: none"> 100% made accelerated progress 50% met ARE expectations <p>EYFS children –</p> <ul style="list-style-type: none"> 100% made accelerated progress in number and SS& M 80% achieved a GLD (compared to 50% for the 2016 cohort and 44% for the 2015 cohort)
Home School Link Worker	<p>This provides an independent support service for parents to use about any matter concerning them either at home or at school. 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 	Currently 5 KS1 and EYFS families have requested or been referred to this service and it is available to all families.	£3100	<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 	<ul style="list-style-type: none"> The large majority of parents attended parent consultations Well being scores increased by at least 10% The majority of children are making the same amount of progress as their peers and a significant number are making accelerated progress. Attendance –this increased slightly over the year for both EYFS and Year 1 PP children and decreased slightly for Year

				and next steps	2. Attendance decreased when the family chose not to attend breakfast club.
Small group work for phonics and reading (19 FSM)	<p>Some children need specific support with aspects of their phonics and reading development. By organising phonics teaching across the school by development rather than by classes or age, we can offer smaller groups for those children who need it . As a result we can ensure FSM children receive targeted help.</p> <ul style="list-style-type: none"> • 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 • Children feel equipped to tackle unknown words using their phonic skills • Children have more opportunities to independently practise a range of strategies in a supported group • Children increasingly enjoy and value reading • Children develop their comprehension skills • Children develop their range of vocabulary 	<p>EYFS and KS1 (3x 30 minutes / or equivalent weekly)</p> <p>The whole staff are fully trained and involved in the RWI scheme.</p>	£5500 (approx.)	<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 large majority of children 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 	<p>In reading</p> <p>Year 2 children -</p> <ul style="list-style-type: none"> • 100% of made at least expected reading progress • 80% made accelerated progress. • 90% achieved ARE in the reading SATs in comparison to 89% of the cohort . • Only 66.7% of the Y2 PP children achieved the phonics check in 2016 and by 2017 90% achieved ARE in reading . This group have significantly narrowed the gap. <p>Year 1 children-</p> <ul style="list-style-type: none"> • 75% made at least expected progress • 75% made accelerated progress • in 2016 100% achieved a GLD in reading while only 75% achieved the phonics check and 75% achieved ARE (one child did not) <p>EYFS children-</p> <ul style="list-style-type: none"> • 100% of made at least expected reading progress • 100% made accelerated progress. • 80% achieved a GLD (compared to 50% for the 2016 cohort and 44% for the 2015 cohort)

					<ul style="list-style-type: none"> • <i>The Salford test was not used this year</i>
ELSA	<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 	Open to all children FSM children given priority	£4100 approx	<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 well being 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 	<ul style="list-style-type: none"> • Mental wellbeing has a high profile throughout the school. • All staff have developed a better understanding of the factors impacting emotional /mental well being and strategies to improve it. • Children's well being score have increased , and in some cases the scores have increased significantly and parents have reported improved mental /emotional well being at home. • See above for the data reflecting the good progress
Draw and talk	<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 	Open to all children FSM children given priority At least 3 FSM per year	£1375	<ul style="list-style-type: none"> • The large majority of children will increase their well being 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 • Children will feel there 	<ul style="list-style-type: none"> • Well being scores have been increased. • Improved confidence and a willingness to seek help / talk to an adult have been observed.

	<ul style="list-style-type: none"> • Develop their resilience • Reduce the emotional barriers getting in the way of their learning 			is a designated, guaranteed time when they can discuss anything they want to	
<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 senior leaders.</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>	All FSM children	£3000 approx	<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 well being 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 	<ul style="list-style-type: none"> • Not only are all of the children making expected progress in reading , writing and maths , the great majority are making accelerated progress and narrowing the gap between them and their peers. (see data above) • Staff have high expectations for the children and they are proactive in finding ways to overcome their barriers to learning.
<p>Holiday play packs (reading, listening tapes, puzzles) Summer 19 children</p>	<p>During longer school holidays children need opportunities to practise and apply their learning in fun ways.</p> <p>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 	All FSM children	Approx £500	<ul style="list-style-type: none"> • The large majority of children have increased their well being 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 	<ul style="list-style-type: none"> • Due to staff sickness this did not happen and is in the plan to resume in the next academic year
<p>Informal meetings with parents e.g. coffee mornings,</p>	<p>Good home / school relationships and parental engagement has a recognised positive impact on children's learning . As a</p>	All FSM children	Approx £375	<ul style="list-style-type: none"> • All parents of children eligible for FSM will be invited to at least one 	<p>Due to staff sickness the workshops did not happen</p>

<p>individual support, small curriculum workshops . 19 children</p>	<p>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>informal meeting a term.</p> <ul style="list-style-type: none"> • 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 well being scores by at least 10%in every area • The large majority of children making at least the same amount of progress as their peers 	<p>and they are planned for in the next academic year .</p> <p>Parents did attend meetings with class teachers and received support with their children's learning at these individual meetings.</p>
<p>Attending breakfast and after school clubs Daily Milk</p>	<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 well being so they are better able to take risks with their learning and move out their comfort zones. 	<p>Breakfast club – During each of 5 sessions per week. 3 attendees are FSM</p> <p>In KS1 and EYFS all FSM can attend after school clubs 1 x week depending on availability</p>	<p>£ 4000 approx</p>	<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"> • There was direct correlation between going to breakfast club and attendance & late marks. Attendance decreased and late marks increased when the family chose not to attend breakfast club. • When the child was brought to breakfast club, the child had a calmer start to the day and was in school when intervention groups were run.
<p>School trips</p>	<p>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</p>	<p>All FSM children</p>	<p>£ 500 approx.</p>	<ul style="list-style-type: none"> • Children do not feel disadvantaged as they have had the same learning experiences as their peers • Children feel more 	<ul style="list-style-type: none"> • All the children felt included in school events and part of the school community .

	financial constraints.			<ul style="list-style-type: none"> confident and resilient Children more willing to move out of their comfort zone and take risks with challenging learning 	
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	<ul style="list-style-type: none"> Children feel the same as their as their peers. Children feel more confident and resilient 	<ul style="list-style-type: none"> All the children felt included in school events and part of the school community .
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.		£30,440		