

# Pupil premium strategy statement:

1. Summary information					
School	Downs View Infant School				
Academic Year	2017/18	Total PP budget	April 18- March 19 - estimated £60,375	Date of most recent external PP Review	25 <sup>th</sup> November 2016
				Date of most recent internal PP Review	July 2017
Total number of pupils	264	Number of pupils eligible for PP	49 chn = 18.56% of cohort	Date for next internal review of this strategy	April 2018

2. Current attainment		
<b>Attainment for: 2016-2017 end of KS1(23 children)</b>	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (your school(2017)national Y2(2016))</i>
% achieving expected standard or above in reading, writing and maths	73.9%	71.3%/63.9%
% achieving expected standard or above in reading	82.6%	84.3% / 77.2%
% achieving expected standard or above in writing	78.2%	76.6% / 69%
% achieving expected standard or above in maths	86.9%	82.8% / 75.9%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
<b>A.</b>	Low levels of wellbeing and involvement – Some disadvantaged children have low levels of wellbeing and involvement slowing progress in all curriculum areas, low levels of resilience, confidence and self esteem
<b>B.</b>	Oral language skills in Reception are lower for disadvantaged children. This slows reading progress in subsequent years
<b>C.</b>	Poor fine motor control is hindering progress of some disadvantaged children with their writing
<b>D.</b>	Poor speech and language skills – children have difficulty to articulating there ideas/needs and limited understanding of expectations and curriculum
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>E.</b>	Low Attendance- This reduces school hours and can cause pupils to make limited progress towards end of year expectations.
<b>F.</b>	Family vulnerability –Impacts on children’s levels of wellbeing and involvement, social and emotional needs, attendance

<b>G.</b>	Limited literacy support at home- children do not read at home or complete home learning tasks, slowing progress in English and lowering the child's personal expectations of their possible achievement.		
<b>4. Desired outcomes</b>			
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>	<i>Evidence</i>
<b>A.</b>	Desired Outcomes: Disadvantaged children will have high levels of wellbeing and enjoyment and are able to access the curriculum and make at least expected progress from their baseline Measure: Wellbeing and involvement scores – Leuven scale	PP children with low levels of wellbeing and involvement will have high levels of wellbeing and involvement Pupils eligible for PP are able to access the curriculum and make at least expected progress from their baseline	<ul style="list-style-type: none"> <li>Wellbeing and involvement scores for all children eligible for PP.</li> <li>Termly Target Tracker data</li> <li>End of year/Key stage data</li> </ul>
<b>B.</b>	Desired outcome: Disadvantaged children's reading improves in line with other children nationally Measure: Target Tracker , Interim frameworks  2016/17 data Downs View disadvantaged expected + <b>82.6%</b> National other expected(2015/16) + 77.2% GAP 10.5%	Pupils eligible for PP make better progress in reading so that their writing is influenced by this Pupils eligible for PP achieve 80% pass in and phonics tests in Year 1.- 78.6% in 2016 Pupils enjoy reading and can talk enthusiastically about a book they are enjoying 85% Pupils eligible for PP achieve at least expected in reading compared to 'other' nationally – 82.6 % in 2016	<ul style="list-style-type: none"> <li>End of KS1 reading data</li> <li>End of EYFS reading data</li> <li>Reading assessments</li> <li>Termly Target Tracker data</li> <li>Year 1 phonic screening test results</li> </ul>
<b>C.</b>	Desired outcome: PP children's writing improves in line with non-pp children nationally Measure: Target Tracker , Interim frameworks 2016/17 data Downs View disadvantaged expected + <b>78.2%</b> National other expected(2015/16) + 69% GAP 9.7%	Pupils eligible for PP write with confidence and enjoyment Pupils eligible for PP can achieve well in SPAG Pupils eligible for PP have good fine motor control impacting on handwriting pupils eligible for PP achieve in line with 'other' children nationally in 2017/18	<ul style="list-style-type: none"> <li>End of KS1 writing data</li> <li>End of EYFS reading data</li> <li>Termly Target Tracker data</li> </ul>
<b>D.</b>	Desired outcome: PP children's speech and language skills improve Measure: Language Link scores	Pupils eligible for PP speech improves, children can be understood and articulation improves Language link scores improve The percentage of children requiring speech and language support reduces by 40%	<ul style="list-style-type: none"> <li>Language Link Scores</li> <li>Speech Assessments</li> </ul>
<b>E.</b>	Desired Outcome: To close the attendance gap between the percentage of Pupil Premium and 'other' children	Reduce the number of persistent absentees among pupils eligible for PP Attendance for Pupils eligible for PP is in line with national at least 95% Lateness of Pupils eligible for PP improves The attendance difference between the percentage of Pupil Premium and 'other' children will have closed to 1.5%- 2016/17 figure 2.48%	<ul style="list-style-type: none"> <li>Weekly/Termly attendance percentage data</li> </ul>
<b>F.</b>	Desired outcomes: Children are able to talk about their feelings in a controlled way and acknowledge problems can be solved. Measure: wellbeing and involvement scores, Play therapy SDQ scores	Children retain more friendships Children have less fall-outs Children need less support in class time to resolve friendship issues 0% of children have low levels of Wellbeing and involvement by the end of Term 6	<ul style="list-style-type: none"> <li>Wellbeing and involvement scores for all children eligible for PP.</li> </ul>

<b>G.</b>	Desired Outcomes: Parents of children eligible for PP are engaged in their children's learning, attend workshops delivered by school and have higher expectations for their children. Measure: Attendance at workshops	Parents of children who are eligible for PP are engaged in their children's education and support their children at home by assisting with home learning, attending workshops and listening to their children read regularly.	<ul style="list-style-type: none"><li>• Workshop feedback forms and registers</li></ul>
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<b>5. Planned expenditure</b>					
<b>Academic year</b>		<b>2017/18</b>			
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.					
<b>i. Quality of teaching for all</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>Review 4<sup>th</sup> May 2018</b>
Improve provision in class - speech and language – Strategies embedded to develop all children's language/speech and communication skills. Greater confidence when reading and writing. Improved grammar.	Whole school - Language for Thinking Training Language through colour to support learning in the classroom in the following areas: Understanding and using vocabulary Using sentence structure Understanding and using narrative	Language through colour has been a implemented throughout a number of local Ashford and Kent schools with good results. The Speech& Language is promoting this strategy as a way of improving language skills.	Monitoring of lessons, book scrutinies, talk with pupils, strategy review.	Inclusion Leader	EYFS have incorporated 'Language through Colour ' into their teaching of writing – Currently 58.3% of children eligible for PP are on track to achieve the ELG for writing, compared to 66.7% of 'other' children. Difference is -8.4% Year 1 will begin to use Language through Colour with this cohort in 2018/19.
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>Review 4<sup>th</sup> May 2018</b>
<b>A.</b> PP children will have high levels of wellbeing and enjoyment and are able to access the curriculum and make at least expected progress from their baseline	Forest School	Forest School aims to promote the holistic development of all those involved, fostering resilient, confident, independent and creative learners. Forest School aims to develop, where appropriate, the physical, social, cognitive, linguistic, emotional, social and spiritual aspects of the learner. These principles of Forest School will provide children with opportunities that engage and enthuse and raise levels of wellbeing.	Monitoring of wellbeing and involvement scores Join in/observe Forest School session to monitor progress of individuals Discussion with Forest School Lead	PP champion Forest School Leader Inclusion TA	60% of the children eligible for pupil premium whom have attended Forest School in Year 1 are on track to attain the expected standard by the end of Year 1 60% of the children eligible for pupil premium whom have attended Forest School in Year 2 are on track to attain the expected standard in reading and Maths by the end of KS1 and 50% in writing.

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review 4 <sup>th</sup> May 2018										
<p><b>B.</b> Disadvantaged children's reading improves in line with other children nationally</p>	<p>Volunteer helpers to read regularly read with children who are not supported with reading at home.</p>	<p>The more practise and opportunity children have to read the greater progress they will make. Through reading 1:1 with an adult and with personalised support this will help to build confidence and hopefully develop enjoyment for reading, and raise attainment and progress.</p>	<p>Teachers to monitor reading within class Discussions at pupil progress meetings.</p>	<p>All teachers</p>	<p>Volunteers regularly read with children eligible for PP</p> <table border="1" data-bbox="1805 252 2125 496"> <thead> <tr> <th>Year</th> <th>subject</th> <th>% PP on track</th> </tr> </thead> <tbody> <tr> <td>EYFS</td> <td rowspan="3">reading</td> <td>42%</td> </tr> <tr> <td>Year 1</td> <td>43%</td> </tr> <tr> <td>Year 2</td> <td>53%</td> </tr> </tbody> </table> <p>Percentage of PP children with SEND in each year group is : EYFS 8%, Year 1 36%, Year 2 16%</p>	Year	subject	% PP on track	EYFS	reading	42%	Year 1	43%	Year 2	53%
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<p><b>C.</b> Disadvantaged Children's writing improves in line with 'other' children.</p>	<p>Provision of the following Interventions 'Jump Ahead' SPAG group Rocket Writers ELS Phonics groups</p>	<p>All of the interventions listed have been used as a strategy previously to accelerate progress for individual and groups of children with success. At the end of KS1 2017 – a higher percentage of disadvantaged children attained expected+ in writing compared to 'other' children within the school. Difference 1.7%+ 78.2% disadvantaged children achieved at least the expected standard</p>	<p>Ensure trained staff lead intervention programmes supported by the inclusion leader. Observe sessions and monitor entry and exit data for the groups and individuals.</p>	<p>Inclusion leader Intervention TAs</p>	<p>Interventions have taken place but strategy has changed to provided more targeted support in class.</p> <table border="1" data-bbox="1805 762 2125 1007"> <thead> <tr> <th>Year</th> <th>subject</th> <th>% PP on track</th> </tr> </thead> <tbody> <tr> <td>EYFS</td> <td rowspan="3">Writing</td> <td>58%</td> </tr> <tr> <td>Year 1</td> <td>43%</td> </tr> <tr> <td>Year 2</td> <td>42%</td> </tr> </tbody> </table>	Year	subject	% PP on track	EYFS	Writing	58%	Year 1	43%	Year 2	42%
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<p>D. PP children's speech and language skills improve</p>	<p>1:1 speech support(1/2 20mins x per week) 1:1 language enrichment support (1/2 20mins x per week)</p>	<p>A personalised speech or language enrichment support programme will help the children with their communication, confidence and accessing the curriculum.</p>	<p>Liaise with outside agencies that may be involved. Continue with targets set by outside agencies if appropriate. Inclusion to lead planning of intervention support and monitor progress.</p>	<p>Inclusion leader Intervention TA</p>	<p><b>This support is still running Impact :</b> <b><u>Year 2 (3/5 SEND)</u></b> Reading 2.8 points progress Writing 3.6points progress Maths 4 points progress Overall 3.5 <b><u>Year 1(7/10 SEND)</u></b> Reading 2.5 points progress Writing 1.3 points progress Maths 2.6 points progress Overall 2.5 <b><u>EYFS(5/15 SEND)</u></b> Reading 6.5 points progress Writing 6.8 points progress Maths 6.3points progress Overall 6.5</p>
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<p><b>E. The attendance of disadvantaged children improves</b></p>	<p>Project 95 The FLO/ attendance officer will lead Project 95 and work with families whose attendance is below 95%.</p> <p>If travel is an issue for families they will be offered ways to help.</p> <p>Homes will be visited if children with a history of low attendance are absent.</p> <p>Change the attendance reward policy so that a greater number of children can be rewarded for outstanding attendance – 99% and over – change rewards given Term 2 stickers – film and popcorn Term 4 – Certificate and party Term 6 – Medal and Forest School</p>	<p>When children attend school regularly without constant breaks, they make more progress. Evidence shows that children who attend school make better friendships, take more ownership in their learning and are more confident.</p> <p>Children enjoy receiving awards and will often try harder when an award is being offered.</p> <p>Supporting parents of children with low attendance helps to raise attendance. Providing means for children to get to school if alternatives are unavailable ensures that children get the education they deserve.</p>	<p>Attendance will be monitored weekly. Any absence will be addressed immediately.</p> <p>Rewards will be given out for 99% school attendance within a term and most improved attendance during term 2,4 and 6.</p>	<p>FLO/Attendance officer PP Champion HT</p>	<p>At the end of term 4 the attendance figure for disadvantaged children was 93.3% Compared to 96.2 % for 'other' children.</p> <p>Strategies in place to raise the % attendance of PP children include:</p> <ol style="list-style-type: none"> <li>1. Families identified with attendance under 95, 90 and 85%. Letters sent to inform parents of attendance and invite persistent absentees to meeting</li> <li>2. Continue to monitor attendance – first calling following absence/ collect chn as necessary/ challenge/ support</li> <li>3. Formally meet with any parent with child's attendance is below 90%/ persistent absentee historically. Involve Early Help/ SLO if necessary.</li> </ol> <p>Rewards have been given to most improved attendance during a term – a new strategy.</p>
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<p><b>F.</b> Children are able to talk about their feelings in a controlled way and acknowledge problems can be solved.</p>	<p>Art Therapy, Play Therapy and Socio-emotional groups</p>	<p>Art therapy is a form of psychotherapy that uses <b>art</b> media as its primary mode of expression and communication. Within this context, art is used as a medium to address emotional issues which may be confusing and distressing. Play therapy provides a way for children to express their experiences and feelings through a natural, self-guided, self-healing process. As children's experiences and knowledge are often communicated through play, it becomes an important vehicle for them to know and accept themselves and others. Socio-emotional groups provide children with opportunities to develop their understanding of their feeling and how to express them appropriately with their peers.</p>	<p>Termly Progress meetings Inclusion leader to liaise with therapists and monitor progress.</p>	<p>HT Inclusion leader Play, Art therapists</p>	<p><b>Review 4<sup>th</sup> May 2018</b> Provision of Socio-emotional groups including Art and Play therapy are reviewed at every pupil progress meeting. Children are targeted for this support according to their emotional needs. <b><u>Points of Progress by end of Term 4</u></b> <b>EYFS Art Therapy</b> Reading 7.5, Writing 8, Maths, 6.4 –Overall 6.4 <b>Year 1 Play Therapy</b> R- 3.5, W 1.8, M- 3.5, Overall -2.9 <b>Year 2 Art Therapy</b> R 3.7, W3.8, M 4.0, Overall 3.8 <b>Year 2 Lego Therapy</b> R, 3.9, W- 4, M4.6 overall 4.1 <b>Year 1 socio- emotional group</b> R- 2.1, W1.9, M2.3. Overall 2.1 <b>Year 2 Socio-emotional</b> R3.2, W3.7, M 4.1 – Overall 3.6</p>
<p><b>G.</b> Parents of children eligible for PP are engaged in their children's learning, attend workshops delivered by school and have higher expectations for their children.</p>	<p>FLO support for families</p>	<p>Part of the role of the FLO is to work with families, accessing resources, to help increase their involvement in the education and welfare of their children. With this support and increased involvement in children's learning children should make greater progress.</p>	<p>Regular updates with the FLO. Signposting of families so none are missed. Provision of training for parents e.g. workshops to see how children learn in school and parenting skills.</p>	<p>FLO HT DHT</p>	<p><b>Review 4<sup>th</sup> May 2018</b> The FLO supports parents by informing them of raining for parents and the positive impact this has on pupil progress.</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?</b></p>	<p><b>Staff lead</b></p>	<p><b>Review May 2018</b></p>

Disadvantaged children will have high levels of wellbeing and enjoyment and are able to access the curriculum and make at least expected progress from their baseline	Payment of extracurricular club attendance for a term during the academic year  Payment of school trips for disadvantaged children	There is strong evidence that extracurricular activities increase self-esteem and positive social behaviour among children. With greater self-esteem children will develop higher levels of wellbeing and involvement when learning at school. Payment of an extracurricular clubs will contribute to the improvement of confidence and self-esteem	Keep a record of the club attendance by all children eligible for pupil premium. Ensure through monitoring that all children are able to have the opportunity to attend a club that they are interested in attending. Administrator to send letters to disadvantaged families regarding payment of school trips. The Business manager is to ensure payment.	PP Champion Staff who lead a club Business manager	Up until the end of Term 4 53% of disadvantaged pupils had attended an after school or lunch time club.
Disadvantaged children will have high levels of wellbeing, enjoyment and good self esteem	Support with payment of uniform and equipment when required.	Children have higher levels of wellbeing and self-esteem when they are like their peers, for example wearing the correct uniform, have appropriate footwear	FLO to liaise with vulnerable families' signposting those families that require support. Teachers and TAs to signpost families to the FLO.	FLO Business manager Teachers and TAs	The school continues to support disadvantaged when required with the purchase/provision of uniform and shoes.

### Review of expenditure

Previous Academic Year: 2016/17

#### i. Quality of teaching for all

Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost
<b>Quality First Teaching provision for all pupils</b>				
<b>C</b> Disadvantaged children's reading improves in line with 'other' children' nationally	Purchase of Benchmark assessment scheme	This strategy has been successful at accurately assessing reading attainment – with a focus on comprehension skills in other schools within our collaboration.. Whilst moderating end of KS1 SATs DHT – saw evidence of this scheme working effectively at other schools within the county.	This scheme has helped to provide a consistent approach to reading assessments – reviews of the scheme have taken place and adaptations made to improve assessment further.  82.6% Disadvantaged achieved expected + at the end of KS1	£262

Disadvantaged children have high levels of wellbeing and behaviour at lunchtime	Employment of Senior Midday Supervisor	Outstanding systems are in place to create effective lunchtime provision. New roles, routines and training has been provided and all MDS have knowledge about the children and their needs and strategies to support individuals. Play has been developed and a new lunchtime behaviour reward system along with the raised profile of the star table for good manners and behaviour.	The creation of a Senior Midday Supervisor role has led to improved provision and behaviour at lunchtimes. Outstanding Leadership of the lunch time provision is highly effective. In a Pupil Premium review by Marc Rowland he stated that “Structured, well led, inclusive and well organised lunchtimes provide a model of high quality excellence for all children”	£3500
Pupil Premium Champion has up to date current knowledge to lead PP effectively	PP Champion attends PP training to network and keep update to with new initiatives and strategies that could possibly be implemented at Downs View and improve outcomes for disadvantaged children.	Strategies are implemented to support wellbeing, progress and attainment of all pupils including those eligible for PP. Strategies are implemented to break down barriers to learning for individual children.	Not all strategies are appropriate for all schools and need to be adapted for own setting. Networking is vital to share practise. Analysis of the barriers that individual children have is key to ensure that personalised strategies take place to diminish these barriers and the differences between disadvantaged and other pupils.	£375
EYFS outdoor area is set up daily to enhance learning and enrich vocabulary	EYFS outdoor area play enhancer is employed	Language rich opportunities are created in the outdoor are to stimulate talk, vocabulary and learning.	This is an extremely successful way of providing a creative, stimulating learning environment that changes regularly and offers many opportunities for children to explore, develop their curiosity and language skills.	£2650
EYFS indoor provision is accessible to all-children have greater independence in accessing resources for learning.	EYFS team are part of the Early Excellence Transformation project that focuses on the indoor environment- Year long project.	The EYFS environment is accessible to the children. Resources are colour coded and storage units are open and accessible. Developing the independence of learners.	This approach has developed children’s independence and enabled children to make more informed choices through easier access to resources.  76.4% children achieved GLD compared to 70.7% nationally at end of 2016/17	£163 –rest financed by other budget areas
Children develop have high levels of wellbeing and develop strategies to cope with transition to Year 3.	A week project with a ‘Chinese’ theme to ease transition between Year 2 and 3 culminating in a film being made.	Children’s concerns about transition were eased. Teamwork was key and the children developed support networks which they would be able to rely on when moving school. Resilience and strategies for coping with change were taught.	This is a very successful project- it has been run for 6 years and will continue to be run in the next academic year.	£1300

ii.Targeted support				
Desired outcome	Chosen action/approach	Estimated impact:.	Lessons learned	Cost
To diminish the attainment gap between disadvantaged children and all other children nationally.	Needs led intervention programmes and in class support established for disadvantaged children to diminish the attainment and progress gaps with other pupils nationally.	<p>See school summary for impact. Disadvantaged pupils achieved better than all pupils nationally in</p> <ul style="list-style-type: none"> <li>• Year 2 phonics retakes</li> <li>• KS1 maths- expected +</li> <li>• KS1 writing –expected +</li> <li>• KS1 writing,reading and maths combined</li> </ul>	Impact of group or support is not as effective if TA/ Inclusion leader needed to cover sickness possibly employ a cover TA to avoid this situation.	<p>2 day per week Inclusion leader – £16,000</p> <p>Full time TA – £ 15,200 TA – 80% of time £11,500 TA- £8, 122</p>

Children attend extra-curricular clubs	Out of the dark/out of our tree Multi-skills Karate Football Science Craft clubs	Rising of levels of wellbeing and involvement. Development of resilience, confidence, self-esteem, social skills and strategies to manage behaviour.	This strategy needs to continue to ensure these children receive experiences that challenge and develop resilience.	£900
Development of resilience, confidence and self-esteem.	G&T children eligible for Pupil Premium to attend enrichment days in a range of curriculum areas.	Development of social skills, resilience and ability to face challenges.  To build confidence, self-esteem and talents, raising children's own expectations and aspirations.	More opportunities like this would benefit children eligible for PP. Possibly provide these experiences in school if unavailable elsewhere.  These creative experiences are wonderful opportunities for children to express themselves and their talents in the safety of a small group environment and develop confidence for the future. This strategy is to continue. See feedback forms for evidence of success.	£300
Children have the uniform/ equipment required.	Payment of equipment and uniform. Ensuring all children eligible for PP have the uniform/equipment required for school.	Equality for all. Children have higher levels of wellbeing and self-esteem and are able to access all areas of the curriculum.	To continue this strategy as it is currently managed.	£150
To reduce lateness and low attendance.	To pay for the attendance at Breakfast club for children eligible for PP	Attendance and has lateness improved for children. Levels of wellbeing have risen, greater engagement in learning and progress. Children are not hungry. Parents wellbeing is improving.	To continue this strategy as it is currently managed.	£200
The school to have its own Play Therapist to support the needs of vulnerable children.	Play Therapist training	This role is just being developed- the play therapist is completing training and is currently working with a small number children. This provision will increase as training furthers and will have a positive impact on the wellbeing of a greater number of children.	Training is to be completed and more children will be able to access the resource when signposted through Pupil progress meetings.	Training -£4,000 Salary- £3500

All children eligible for pupil premium funding attend educational visits	School educational visit payment	Additional pressures are not put on families. Attendance of educational visits improves wellbeing and involvement and stimulates curiosity and engagement in learning.	To continue this strategy as it is currently managed. To complete wellbeing and involvement scores for children eligible for PP before and after educational visits to monitor impact.	£450
Raising of low levels of wellbeing and involvement	One afternoon per week Forest school attendance	Wellbeing scores demonstrated that Forest School had a positive impact on levels of W&I. Social skills, confidence improved through attendance.	To continue this strategy as it is currently managed.	Forest School Teacher- £4600 Resources £500

## 6. Additional detail

N/A