

## Pupil premium strategy statement:

1. Summary information					
School	Downs View Infant School				
Academic Year	2018/19	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	October 2018
Total number of pupils	263	Number of pupils eligible for PP	35 chn = 13.5% of cohort	Date for next internal review of this strategy	February 2019

2. Current attainment		
Attainment for: 2017-2018 end of KS1(23 children)	Pupils eligible for PP (your school)	Pupils not eligible for PP (your school(2018)national Y2(2017))
% achieving expected standard or above in reading, writing and maths	73.9%	71.3%/63.9%
% achieving expected standard or above in reading	70%	81.4% / 72%
% achieving expected standard or above in writing	55%	81.4% / 79%
% achieving expected standard or above in maths	70%	80% / 79%

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

4. Desired outcomes			
	<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> <li>Pupil progress minutes</li> </ul>
<b>B.</b>	Desired outcome: Disadvantaged children's reading improves in line with other children nationally Measure: Target Tracker , Interim frameworks  2017/18 data Downs View reading disadvantaged expected + <b>70%</b> National other expected + ( disadvantaged FSM 2016/17) 79%	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 Pupils enjoy reading and can talk enthusiastically about a book they are enjoying 66% Pupils eligible for PP achieve at least expected in reading	<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>Pupil progress minutes</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 2017/18 data Downs View writing disadvantaged expected + <b>55%</b> National other expected(disadvantaged FSM 2016/17) 72%	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 66% Pupils eligible for PP achieve in line with 'other' children nationally in 2018/19	<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> <li>Work in books</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 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% 2017/18 figure 2.48%	*Weekly/Termly attendance percentage data
<b>F.</b>	Desired outcomes: Children are able to talk about their feelings in a controlled way and acknowledge problems can be solved. Children attend breakfast club if required. Measure: wellbeing and involvement scores, Play therapy SDQ scores	Children retain more friendships Children need less support in class time to resolve friendship issues All children eat breakfast and have a good start to the school day 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>

5. Planned expenditure					
Academic year		2018/19			
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?	Staff lead	Review
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 training in how to improve pupil's language. Introduce a whole school programme of study to develop language enrichment  Use of the writing toolkit created by the EYFS leader across all year groups to support storytelling and writing.	There is 'word gap' that exists between disadvantaged children and their better off peers at age five, and there is evidence that shows this has a long term effect on educational outcomes. There a whole school approach to language is key to enrich language. The writing toolkit combines language through colour and ..... and enables children to have the tools to be creative oral storytellers first and then provides the scaffold for sequencing their ideas and writing.	Monitoring of language in school-complete learning walks with a language and vocabulary focus.  Looking at evidence in books Observing the use of the writing toolkit	English Leader DHT Inclusion leader	
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?	Staff lead	Review
<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 Forest school TA	

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
<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><b>C.</b> Disadvantaged Children's writing improves in line with 'other' children.</p>	<p>Provision of the following targeted Interventions in class. SPAG ELS Phonics Fine motor</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.</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><b>D.</b> 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>E. The attendance of disadvantaged children improves</p>	<p>Project 97 The FLO/ attendance officer will lead Project 97 and work with families whose attendance is below 97%.</p> <p>If travel is an issue for families they will be offered ways to help their child come to school.</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 – 97% and over – change rewards given – school council to have an input in the selection of possible rewards.</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>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 97% school attendance within a term and most improved attendance during term 2,4 and 6.</p>	<p>FLO/Attendance officer PP Champion HT</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>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>	

<b>iii. Other approaches</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</b>
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	<p>Payment of extracurricular club attendance for a term during the academic year</p> <p>Payment of school trips for disadvantaged children</p>	<p>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.</p> <p>Payment of an extracurricular clubs will contribute to the improvement of confidence and self-esteem</p>	<p>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.</p> <p>Administrator to send letters to disadvantaged families regarding payment of school trips. The Business manager is to ensure payment.</p>	PP Champion Staff who lead a club Business manager	
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	
<b>Review of expenditure</b>					
<b>Previous Academic Year: 2017/8</b>					
<b>i. Quality of teaching for all</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b>	<b>Lessons learned</b>	<b>Cost</b>	

<b>Quality First Teaching provision for all pupils</b>	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	The EYFS leader used the basis of language through colour to create a writing toolkit to support language development and reluctant boy writers in the EYFS. This has resulted in a whole school approach to using the toolkit and with 77% of children in receipt of pupil premium achieving at least the expected standard at the end of the EYFS compared to 79 % 'other' children.	That this toolkit is an extremely effective strategy to use to develop confidence in reluctant writers and that it should be developed and adapted as a whole school approach next year.  Results from EYFS research project in adapting language through colour to provide a writing toolkit2017/18 demonstrates the impact on progress and attainment.  Data analysis at end of research project <ul style="list-style-type: none"> <li>62% of children came in well below / below typical within writing</li> <li>41% of those children were reluctant writers</li> <li>27% made less than 6 points of progress from Baseline</li> <li>46% made 6 points of progress from Baseline</li> <li>27% made 6+ points of progress from Baseline</li> </ul> Gender gaps diminished to bring differences in line with national figures: <ul style="list-style-type: none"> <li>R- diminished by 5% Writing diminished by 2%</li> </ul>	£490
<b>B</b> Disadvantaged children's reading improves in line with other children nationally	Volunteer helpers to read regularly read with children who are not supported with reading at home.	Disadvantaged children get greater opportunity to read with adults in school, developing confidence and engagement in reading.  End of 2018 reading for FSM disadvantaged 72.2% Compared with 79% (national other 2016/17)	To continue this strategy next year as the children build good relationships over the year with the volunteer helpers and are keen to read with them. They have the opportunity to compensate for missed reading at home.	£30 DBS check per volunteer Total cost £150
<b>D.</b> PP children's speech and language skills improve	1:1 speech support(1/2 20mins x per week) 1:1 language enrichment support (1/2 20mins x per week)	2017/18 data demonstrates the impact this support has on PP children. Year 1 average progress 4.2 pts(pp language) in reading ( expected 4 pts) EYFS average progress 7 pts( pp language ) in reading ( expected 5 pts) Year 2 – 4/5 chn in language group made at least expected progress.	To continue this strategy as it enables PP children to make accelerated progress in reading.	TA – 80% of time £11,500
<b>E.</b> The attendance of disadvantaged children improves	Project 96 The FLO/ attendance officer will lead Project 96and work with families whose attendance is below 96%. If travel is an issue for families they will be offered ways to	End of year attendance for disadvantaged children was 93.42% compared to 96.1% of 'other' pupils.	The FLO is vital in her role at supporting vulnerable families to try to reduce the number of absences that disadvantaged children have. Even though their attendance was 93.42% it would probably have been lower without her support in bringing children to school. The rewards for outstanding attendance are to be changed in 2018/19 following the results of a school survey and a single equality group meeting.	Attendance medals  Rewards  FLO/attendance officer salary

	<p>help. Homes will be visited if children with a history of low attendance are absent. 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><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>Rising of levels of wellbeing and involvement. Development of resilience, confidence, self-esteem, social skills and strategies to manage behaviour.</p>		<p>£6380</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>The FLO's support with families has helped them to access resources, to help increase their involvement in the education and welfare of their children.</p>	<p>The FLO is a vital support for developing relationships with sometimes hard to engage families. This role will continue to be key in engaging hard to reach families in the next year.</p>	<p>£20,808</p>
<p><b>ii.Targeted support</b></p>				
<p><b>Desired outcome</b></p>	<p><b>Chosen action/approach</b></p>	<p><b>Estimated impact:.</b></p>	<p><b>Lessons learned</b></p>	<p><b>Cost</b></p>

Children attend extra-curricular clubs	Out of the dark/out of our tree Multi-skills Tennis 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  £450 school trips
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	This role is has been expanded – now qualified the play therapist supports 6 children with the social-emotional needs.	This role is key in our school to help support the wellbeing of individual children. This role needs to continue to support vulnerable children next academic year.	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.	£540
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-£5162

## 6. Additional detail

N/A