

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	Ditton Primary School
Number of pupils in school	379
Proportion (%) of pupil premium eligible pupils	47%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2020-23
Date this statement was published	October 2022
Date on which it will be reviewed	July 2023
Statement authorised by	J. Pyne
Pupil premium lead	D. White
Governor / Trustee lead	J. Bacon

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 249, 300
Recovery premium funding allocation this academic year	£ 25,520
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£274, 820

# Part A: Pupil premium strategy plan

## Statement of intent

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. This alongside re-search conducted by the EEF.

Common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”. We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

### Principles

- We ensure that teaching and learning opportunities meet the needs of all the pupils
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

### Demography and School Context

This is a larger-than-average-sized primary school. The proportion of disadvantaged pupils is above the national average. The majority of pupils are of White British heritage. The school has been through a period of turbulence, converting to an academy in

June 2019. The school underwent a restructure and a new head of school was appointed in September 2020. They are supported by an experienced head teacher from a high performing school within the trust.

### Ultimate Objectives

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils nationally and also within internal school data.
- For all disadvantaged pupils in school to exceed nationally expected progress rates in order to reach Age Related Expectation at the end of Year 6 and thus achieve GCSE's in English and Maths.

### Achieving those objectives

The range of provision the Governors consider making for this group include and would not be limited to:

- 1-1 support
- Use of the NTP Tutors
- Additional teaching and learning opportunities provided through trained LSAs or external agencies
- All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations.
- Pupil premium resources are to be used to target able children on Free School Meals to achieve Age Related Expectations.
- Transition from primary to secondary and transition internally and into EYFS.
- Additional learning support.
- Pay for all activities, educational visits and residentials. Ensuring children have firsthand experiences to use in their learning in the classroom.
- Support the funding of specialist learning software.
- Behaviour and nurture support during lunchtimes by providing activities to engage and promote Ditton's values and thus enhance learning.

This list is not exhaustive and will change according to the needs and support our socially disadvantaged pupils require.

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Low attendance and poor punctuality
2	Poor level of vocabulary
3	Social Service involvement in dysfunctional families
4	Children enter Early Learning with low oracy levels
5	Mental health and wellbeing have been impacted by social and economic problems

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improve all pupil attendance, with a focus on PP attendance and punctuality.	End of year figures to display improved level of attendance across school (above 96%)
Improve rates of progress in Literacy	Achieving above national average progress in Reading and Writing
Progress in children passing Phonics Screening Check	Improved KS1 scores and children passing at faster rate in KS2
Improve rates of progress in Numeracy	Achieving above national average progress in Mathematics.
Support pupils' mental/emotional wellbeing, to enable them to access the curriculum	Improvement in English and Maths scores for children accessing therapy/pastoral care

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 32,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff CPD (£30,800)	High quality staff CPD is essential to follow EEF principles. This is followed up during Staff meetings and INSET. All teachers receive bespoke CPD for English and Maths once a term to ensure QFT All staff to lead effectively are released once a term	1, 2, 3, 4, 5,
Implement a more robust Phonics scheme to ensure progress and attainment (£2,000)	Internal data suggests that there has historically been a lack of fidelity to a phonics approach. Retraining all staff will ensure consistency and rigour (Early reading guidance 2021)	2, 4

## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 155, 220

Activity	Evidence that supports this approach	Challenge number(s) addressed
Year 6 Tutors (£40,000)	<p>EEF Small group tuition findings – “Small group tuition has an average impact of four months’ additional progress over the course of a year.”</p> <p>The average impact of the small group tuition is four additional months’ progress, on average, over the course of a year.</p> <p>Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or work which is more closely matched to learners’ needs explains this impact.</p>	1, 2, 4
Year 2 Tutor (0.4) (£20,000)	Please see above	1, 2, 4

After School Tutors – Years 1 to 6 (£275 per week = £10,000)	Please see above	1, 2, 4
Daily intervention tutors (Phonics, Comprehension, Maths) – Years 1-6 (68,000)	Please see above Calculated at 25% of Teaching Assistant’s salary as interventions take up this amount of time.	1, 2, 4
Year 1 and 2 Level 3 Phonics Teacher (0.5) (10,000)	From the EEF - Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds	1, 2, 4
Reading Plus (£7,000)	<i>From ies.ed.gov:</i>  <i>Reading Plus® was found to have potentially positive effects on comprehension</i>  Reading Plus® is a web-based reading intervention that uses technology to provide individualized scaffolded silent reading practice for students in grades 3 and higher. Reading Plus® aims to develop and improve students’ silent reading fluency, comprehension, and vocabulary. Reading Plus® is designed to adjust the difficulty of the content and duration of reading activities so that students proceed at a pace that corresponds to their reading skill level. The intervention includes differentiated reading activities, computer-based reading assessments, tools to monitor student progress, ongoing implementation support, and supplemental offline activities.	1, 2, 4
TT Rockstars (£220)	An estimated 370,000 disadvantaged children are benefitting from Times Tables Rock Stars. The most recent speed data on more than 327,000 children shows that on average, students are 38% faster at answering times tables questions after using Times Tables Rock Stars than when they started using it. (From Shine trust)	1, 2, 4

**Wider strategies (for example, related to attendance, behaviour, wellbeing)**

Budgeted cost: £86, 800

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral Lead (£41,000)	Govnet.uk - Pastoral initiatives: The provisions of care an education provider gives to children to ensure their physical and emotional wellbeing. A successful pastoral initiative means children and young people are cared for and can integrate well with the education system.	1, 3, 5
Attendance Lead (27,000)	Education and Training Inspectorate - If you don't attend, you can't attain is a slogan adopted by more than one school to promote their policy and practice in raising standards through improved attendance. In the Department of Education's (DE) regional strategy for improving attendance at school, Miss School = Miss Out1 , the data reported on the relationship between attendance and attainment makes the case clear.	1, 3, 5
Chatty Therapy (14,800) - a 16 place speech and language additional support	EEF – On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress.	2, 4
Residential Costs (£2,000)	Accommodation and meals to be covered for disadvantaged pupils.	1, 5
National Breakfast Programme (£2,000)	A previous EEF impact evaluation of the Magic Breakfast programme found that offering pupils in primary schools a free and nutritious meal before school can boost their reading, writing, and maths attainment by an average of two months' additional progress in Key Stage 1.	1, 2, 3, 4, 5

**Total budgeted cost: £ 32,800 + £155, 220 + £86,800 = £274, 820**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

#### **Impact of Funding 2021/2022**

The percentage of Y1 achieving in the Phonics Screening Check is 76%. Last year's Y1 took the PSC check in Autumn term of Y2 and achieved 90%.

Little Wandle is proving more robust in terms of pace, assessment, identification of children at risk of falling behind and implementing specific support. The "Group Reading" element (3 times per week) has had a positive impact on ability to decode, read fluently and comprehend in EYFS, Y1 and Y2.

English consultants have worked with staff throughout the year to plan writing for each half term and supported staff with writing moderation. This has improved standards in writing books across the school. This will continue in the next school year. The focus initially will be on new members of staff and teachers who are moving to a new year group.

"Happy Lunch Time" training earlier in the year has been a success. Lunch times are much more organised. Staff are timetabled on different activities in different zones of the playground and field. Time in the hall to eat is staggered daily so that the children are split between being inside and outside. This has had a positive impact on children's behaviour, play and enjoyment of lunchtime. As a result, there have been fewer incidents and less disruption when returning to class.

In Maths, we have seen a shift from fluency-based learning to problem solving, reasoning and deeper thinking due to work with First4Maths. This has ensured that children are not learning merely simple tasks or maths activities; they are learning in depth and also making links between mathematical ideas. Recently we have seen a shift from support with planning to quality assuring planning by teachers. This shows an improvement in teaching standards. F4M have also conducted TA training to ensure our TAs are more secure in their maths knowledge and ability to support and conduct interventions.



## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

<b>Programme</b>	<b>Provider</b>
Speech and language Therapy	Chatty Therapy
Multiplication and division skills	Times Table Rockstars
Reading Fluency and Comprehension	Reading Plus

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*