

# Pupil premium strategy statement

This statement details our school's use of pupil 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 Academy
Number of pupils in school	377
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> )	2023-26
Date this statement was published	October 2023
Date on which it will be reviewed	October 2024
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	£ 257, 535
Recovery premium funding allocation this academic year	£ 24, 725
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	£282, 260

# Part A: Pupil premium strategy plan

## Statement of intent

At Ditton Primary Academy we are passionate about meeting the needs of disadvantaged children and appropriate provision being made for pupils who belong to vulnerable groups.

We aim to narrow the attainment gap between disadvantaged and non-disadvantaged pupils nationally and also within internal school data. Additionally, we will strive to help disadvantaged pupils exceed nationally expected progress rates in order to reach age-related expectations at the end of Year 6 and thus progress and achieve in secondary education.

Our work through the pupil premium will be aimed at accelerating progress. We will also support transition from primary to secondary, transition internally, and into EYFS. We will support and pay for activities, educational visits and residential trips. We will ensure that children have first-hand experiences to use in their learning in the classroom.

We shall support the funding of specialist learning software, and provide behaviour and nurture support during lunchtimes by providing activities to engage and promote Ditton's values and thus enhance learning. Importantly, we will provide emotional and therapeutic support both internally and through recommended external agencies, prioritising the mental health and emotional well-being of our pupils.

We aim to ensure that no child is left without the support they need to meet their needs, and will regularly assess these needs, while updating the governing body of any changes.

## Challenges

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

Challenge number	Detail of challenge
1	Attendance and punctuality. On analysis of in-school data, Free School Meals (FSM)/PPG groups have lower attendance, and a small number of pupils are persistently late for school, affecting the attendance figures. Some pupils in this group have also had a higher percentage of absence due to illness.

2	Speech and language – children enter the setting with low oracy levels which are significantly below the national average in this area.
3	Social Service involvement in dysfunctional families/ negative family relationships and arguments impact the mental health and behaviour of PP children.
4	Disadvantaged pupils low on entry attainment compared to all pupils.
5	Mental health and well-being have been impacted by social and economic problems. Children are adversely impacted by the cost of living crisis – deprivation and inflation is causing hunger, and an inability to afford school uniform and PE/swimming kit.

## 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 for PP pupils (+ 1%) and persistent absentees (+ 5%).
Improve rates of progress in Reading and Writing	Achieving above national average progress in Reading and Writing.
Diminish the gap between attainment of PP pupils and non-PP pupils	To reduce gap to less than 2%.
Improve rates of progress in Numeracy	Achieving above national average progress in Mathematics.
Support pupils' mental/emotional well-being, to enable them to access the curriculum	Improvement in English and Maths scores for children accessing therapy/pastoral care. Pupil surveys demonstrate an improvement in pupil well-being.

## 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: £ 33,850

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff CPD (£31,350)	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.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a>	1, 2, 3, 4, 5,
Implement a more robust Phonics scheme to ensure progress and attainment (£2,500)	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)  <a href="https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy">https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy</a>	2, 4

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

Budgeted cost: £ 160,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Year 6 HLTA (£25,000)	EEF Small group tuition findings – “Small group tuition has an average impact of four months’ additional progress over the course of a year.”  The average impact of the small group tuition is four additional months’ progress, on average, over the course of a year.  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.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>	2, 4

Year 2 Tutor (0.4) (£20,000)	Please see above <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>	2, 4
After School Tutors – Years 1 to 6 (£275 per week = £10,000)	Please see above <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>	2, 4
Daily intervention tutors (Phonics, Comprehension, Maths) – Years 1-6 (88,000)	Please see above Calculated at 25% of Teaching Assistant's salary as interventions take up this amount of time. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>	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.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics#:~:text=Phonics%20has%20a%20positive%20impact,for%20children%20from%20disadvantaged%20backgrounds.">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics#:~:text=Phonics%20has%20a%20positive%20impact,for%20children%20from%20disadvantaged%20backgrounds.</a>	2, 4
Reading Plus (£7,000)	<i>Reading Plus</i> ® was found to have potentially positive effects on comprehension  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.  <a href="https://ies.ed.gov/">https://ies.ed.gov/</a>	1, 2, 4

<p>TT Rockstars (£200)</p>	<p>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.</p> <p><a href="https://shinetrust.org.uk/case-study/times-tables-rock-stars/#:~:text=How%20it%20works,badges%20as%20their%20times%20improve.">https://shinetrust.org.uk/case-study/times-tables-rock-stars/#:~:text=How%20it%20works,badges%20as%20their%20times%20improve.</a></p>	<p>1, 2, 4</p>
------------------------------------	--	----------------

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

Budgeted cost: £88, 200

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Pastoral Lead (£23,000)</p>	<p>Social and emotional skills' are essential for children's development— they support effective learning and are linked to positive outcomes in later life.</p> <p><a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/3-wider-strategies">https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/3-wider-strategies</a></p>	<p>1, 3, 5</p>
<p>Attendance Lead (24,000)</p>	<p>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 Out , the data reported on the relationship between attendance and attainment makes the case clear.</p> <p><a href="https://www.etini.gov.uk/sites/etini.gov.uk/files/publications/part-one-attendance-in-schools-eti-good-practice-report_0.PDF">https://www.etini.gov.uk/sites/etini.gov.uk/files/publications/part-one-attendance-in-schools-eti-good-practice-report_0.PDF</a></p>	<p>1, 3, 5</p>
<p>Chatty Learning (15,000) - Speech and language additional support</p>	<p>On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions#:~:text=On%20average%2C%20oral%20language%20approaches,of%206%20months'%20additional%20progress.">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions#:~:text=On%20average%2C%20oral%20language%20approaches,of%206%20months'%20additional%20progress.</a></p>	<p>1, 2, 3, 4, 5</p>
<p>Residential Costs (£4,000)</p>	<p>Accommodation and meals to be covered for disadvantaged pupils. Social and emotional skills' are essential for children's</p>	<p>1, 5</p>

	<p>development— they support effective learning and are linked to positive outcomes in later life.</p> <p><a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/3-wider-strategies">https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/3-wider-strategies</a></p>	
<p>National Breakfast Programme (£2,000)</p>	<p>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.</p> <p><a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast</a></p>	<p>1, 2, 3, 4, 5</p>
<p>School uniform/swimming kit/other sports kit £1000</p>	<p>Physical activity has important benefits in terms of health, wellbeing and physical development.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</a></p>	<p>1, 5</p>
<p>Military Style Education (confidence building and Forest School)  £10,200</p>	<p>Social and emotional skills' are essential for children's development— they support effective learning and are linked to positive outcomes in later life.</p> <p><a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/3-wider-strategies">https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/3-wider-strategies</a></p>	<p>1, 2, 3, 4, 5</p>
<p>ELSA (Emotional Literacy Support Assistant) training and TA time to deliver sessions (£16,000)</p>	<p>Social and emotional skills' are essential for children's development— they support effective learning and are linked to positive outcomes in later life.</p> <p><a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/3-wider-strategies">https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/3-wider-strategies</a></p>	<p>1, 2, 3, 4, 5</p>

**Total budgeted cost: £ 33,850 + £160, 200 + £88,200 = £282, 250**

## 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 2022 to 2023 academic year.

#### **Impact of Funding 2022/2023**

The percentage of Y1 achieving in the Phonics Screening Check is 86%. Last year's Y1 achieved 76%. This represents significant progress and provides evidence of the impact of the now embedded Little Wandle programme.

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.

Eight children received full marks in the Year 4 Multiplication test. Last year two children received full marks. This evidences the impact of Maths, fluency and pre and post teach sessions.

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.

Lunch times are much more organised and behaviour has improved. 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 with leaders monitoring behaviour. 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. While KS2 Phonics Screening Check and SATS scores demonstrate



good progress, and KS2 Reading scores were high, KS2 Maths SATs scores showed a drop from the previous year. However, these scores reflected good progress when comparing the cohort with their KS1 scores. Nevertheless, Mathematics is a key focus in the new pupil premium strategy moving forward.

## Externally provided programmes

<b>Programme</b>	<b>Provider</b>
Speech and Language Therapy	Chatty Learning
Mathematics training and resources	First4 Maths
Literacy training and resources	Literacy Counts
Multiplication and Division skills	Times Table Rockstars
Reading Fluency and Comprehension	Reading Plus