

Ditton Primary School Pupil Premium Grant Report to Parents September 2022

The pupil premium was introduced in April 2011 and is allocated to schools in addition to their main budgets to support schools across the country in reducing the attainment gap that currently exists between disadvantaged pupils and their peers. The Pupil Premium is paid to each school by a specific grant based on school census figures for pupils registered as eligible for FSM in reception to Year 11. Schools receive funding for pupils who have been registered for free school meals at any point in the last six years; children who have been looked after continuously for more than six months, and children of service personnel (this service premium is designed to address the emotional and social well-being of service personnel pupils).

Funding Allocations

The Pupil Premium is additional to main school funding and is allocated on a financial year (September to August) basis. Although schools are funded on a financial year basis, we operate and plan how to use our resources around the academic school year (September to August). It will be used by our school to address any underlying inequalities between children eligible by ensuring that funding reaches these pupils and other pupils who need it most.

Use Of The Grant

Although schools are funded on a financial year basis, we operate and plan how to use our resources around the academic school year (September to August).

Our academic year funding for the past two years has been as follows:

- **2019-2020: £ 194,040**
- **2020- 2021: £223, 270**
- **2021- 2022: £227, 250**

Objectives for Ditton Primary

- 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.

Strategy for using this funding

- Providing one to one and/or small group work for pupils entitled to PP funding with an experienced teacher/teaching assistant and/or experienced tutor focussed in diminishing the differences in learning to help them make improved progress and to raise their standards of achievement.
- Acquired effective materials for pupils entitled to PP funding aimed at raising standards, particularly in reading, writing and mathematics and SPAG.
- All our work through the pupil premium will be aimed at accelerating progress moving pupils entitled to PP funding to at least age-related expectations. Initially this will be in Literacy and Numeracy. This also includes moving more pupil premium children to greater depth in each year group.
- To use specialist consultancy/ specialised teacher support to develop staff teaching strategies for targeted support.

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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.

Attainment made by Pupils eligible for Pupil Premium Funding (Summer 2022)

	Reading	Writing	Maths
Year 1	*	*	*
Year 2	+35%	+65%	+15%
Year 3	+27.2%	+33.8%	+26%
Year 4	+42%	+39.2%	+35%
Year 5	+54%	+40.6%	+44.2%
Year 6	+52%	+64%	+20%

Y1 data unavailable due to no baseline.