

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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
Number of pupils in school	388
Proportion (%) of pupil premium eligible pupils	
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2020 - 2023
Date this statement was published	October 2021
Date on which it will be reviewed	July 2022
Statement authorised by	J. Pyne
Pupil premium lead	G. Bourque
Governor / Trustee lead	

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£227,250
Recovery premium funding allocation this academic year	£25.085
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	£252335

# 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 research 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 first-hand 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	Weak Language and Communication skills
2	Low attainment on entry to the Early Years Foundation Stage in all areas.
3	Attendance and Punctuality issues. Persistent absenteeism historically has been high, with FSM/PPG children having lower attendance than other groups. FSM/PPG punctuality is also higher than other groups. This leads to disjointed/disrupted learning.
4	Behaviour at home and family relationships. Some families report that they struggle with the behaviour of children at home, high instances of Domestic violence and social care involvement.
5	Social and Emotional needs requiring additional pastoral care and guidance
6	Historic low performance

## 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
At least in line with NPP children, with more PPG attaining GD reading in attainment and progress	Progress and attainment of PPG children by the end of Key Stage 2 is at least in line with national. More PPG children attain greater depth
Attendance of the group of PPG children continues to improve. Punctuality also improves so that the children are not missing any learning.	Reduce the number of pupils whose absence falls below 10%. Improve overall PPG attendance and ensure children are on time for school.
Provide emotional and social support for PPG children and their family to enable families and children have access to support outside the school setting e.g. Early help	Parents feel supported and gain access to support if needed. Children are more prepared for school and the school have effective engagement with parents.

## 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: £ 79,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>HLTA for Year 4 (£20000)</i>	<p>Small group provision, TA intervention, individualised in lesson feedback (EEF Teaching and Learning Toolkit)</p> <p>Due to historic low performance in this year group, reducing class sizes by using an additional adult as well as pre and post teach interventions to ensure that children's individual needs are addressed and any attainment gaps are addressed. This year group has the highest number of PPG eligible children and a high number of SEND and pastoral needs.</p>	6
<i>Staff CPD (£30000)</i>	<p>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</p> <p>All staff to lead effectively are released once a term</p>	1,2,3,4,5
<i>Member of staff for EYFS/Year 1 three days a week (£25000)</i>	<p>On entry to Reception, most children have low Language and Communication skills. Due to poor socio-economic and disadvantaged upbringing, children are unlikely to have the breadth of vocabulary, knowledge and skills required that 'typical' Reception children have</p>	1, 2
<i>Implement a more robust Phonics scheme to ensure progress and attainment</i>	<p>Internal data suggests that there has historically been a lack of fidelity to a phonics approach. Retraining all</p>	2, 6

£2000	staff will ensure consistency and rigour (Early reading guidance 2021)	
TA CPD Write Away (£2500)	Small group provision, TA intervention, individualised in lesson feedback (EEF Teaching and Learning Toolkit) Writing has been identified as weak attainment areas and an area TAs felt less equipped to impact upon. Specific intervention training and follow up coaching develops TA subject and pedagogical knowledge resulting in an impact on children's learning	6

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

Budgeted cost: £ 143000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Maths Tutor (£10000)	Homework, 1:1 Tutoring identified as high impact strategies by EEF Individualised programme based on children's prior knowledge to support their mathematics learning both in school and at home. Feedback is personal and learning programme adapts to performance.	2, 4, 6
TTrockstars (£2000)	Supports engagement in learning and home learning	2, 4, 6
Reading Plus (£5000)	Individualised reading programme supporting stamina and comprehension strategies	2, 4, 6
Phonics resources (£3000)	New reading materials to support the teaching of phonics in line with the Early Reading Guidance Audit completed by English Hub identified need to supplement	1, 2, 6
Tutors Y6 (£35000)	Small group provision, TA intervention, individualised in lesson feedback (EEF Teaching and Learning Toolkit) Following on from using assessment information, individual pupils will be identified and targeted for support.	1, 2, 6

	The intervention is delivered in groups of 5/6 for 3 x 60 minute sessions weekly. The intervention will be carried out over a ten week period and then reviewed.	
<i>Pre and Post teach interventions</i> (£73000)	Teaching Assistant interventions (EEF) Each class had access to an identified TA who is directed for part of their time to pre and post teach interventions. These interventions react to the needs of the children at the point of learning.	1,2,5,6
<i>After school booster clubs</i> £15000	Teaching Assistant interventions (EEF) Small group interventions to take place out of normal school hours	6

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

Budgeted cost: £ 29900

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>National Breakfast Programme</i> (£4000)	Research shows hungry children do not perform as well. Provides an incentive to attend school on time.	1,2,3,4
<i>Residential Costs</i> (£1500)	Allows children to access experiences they may otherwise not have.	1, 2, 3, 5, 6
<i>Enrichment Activity Costs</i> (£10000)	Enriches the curriculum through experiences, developing language and vocabulary and a passion for learning	1, 2, 3, 5, 6
<i>Attendance Lead</i> (0.5FTE) (£10000)	Dedicated to first day response, working with vulnerable or identified families. Liaises with EWO to ensure children attend school consistently.	2, 3, 4, 5, 6
<i>Happy Lunchtime CPD for lunchtime staff plus resources</i> (£4000)	Social and emotional learning (EEF) And physical activity (EEF) Training to ensure that lunchtimes are a positive experience that allows children to socialise appropriately and access appropriate play.	1, 3, 5

**Total budgeted cost: £252400**

## 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.

The number of PP Premium (non- SEND) children achieving A.R.E for Reading and Writing has increased across key stage 1 and 2.

- The number of PP Premium (non- SEND) children achieving A.R.E for Maths has increased in the vast majority of year groups.
- The Gap between Non PP children and PP children has decreased in reading across the school. This is due to the whole school focus on reading over the year.
- In most year groups the gap between Non PP and PP children has decreased in Maths

### 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*

Programme	Provider
TTrockstars	
Reading Plus	