

Pupil premium strategy statement

Before completing this template, you should read the guidance on [using pupil premium](#).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

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 CE Junior School
Number of pupils in school	206
Proportion (%) of pupil premium eligible pupils	47 = 22%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	
Pupil premium lead	
Governor / Trustee lead	Keith May

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£63180 (Made up as £60525 FSM / £310 Service / £2345 LAC PP)
Recovery premium funding allocation this academic year	£1667.50 received being 3/12ths, therefore, total £6670 expected.
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

<p>Total budget for this academic year</p> <p>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</p>	<p>£63180+£1667.50 =£69850 (School led tutoring not included in above - expect £5670)</p>
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Part A: Pupil premium strategy plan

Statement of intent

- For PP pupils to have stamina for reading and to be able to use language confidently in a variety of contexts.
- To have improved outcomes in reading and writing through Quality First Teaching (QFT) and TA/teacher led interventions leading to diminishing the difference in pupils between PP and non PP pupils.
- Specific barriers to learning are identified and personal provision is planned to meet the individual needs of PP pupils.
- Pupils who have multi-vulnerabilities (MV) to make accelerated progress.
- Pupils to be happy in school and have developed strategies for dealing with emotional and academic setbacks.
- A well-planned bank of interventions prepared for incidents involving PP children.
- Support in place for those families who struggle with attendance. Inclusion Manager, AHT and Attendance Officer.
- Stronger relationships built with families to increase engagement and access to learning.
- Raised aspirations for disadvantaged pupils. Pupils understand the wide range of options available to them and the steps they can take to achieve their dream.
- PP Pupils understand why life-long learning is important

Challenges

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

Challenge number	Detail of challenge
1	Poor oral language skills (including speech and language) which impact on attainment and progress in all areas of the curriculum. (Vocabulary development – oracy, application included)
2	Low basic literacy skills (reading, phonics, writing, spelling and vocabulary).
3	Many PP pupils also belong to other vulnerable groups which impacts their attainment (e.g. SEND, EAL, poor attendance)
4	Wellbeing of PP pupils which manifests as a lack of resilience and self-belief.
5	Attendance of disadvantaged pupils: 19 of the 48 (39.6%) pupils with persistent absence are disadvantaged. They are only 23% of the school population.
6	Some parents lack confidence/equipment to support their child's learning at home. For higher attaining PP pupils this also affects PESE aspirations

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
<p>Specific S&L assessments show improvement for PP pupils. Developing stamina for reading and opportunities for talking including subject specific and tier 2 vocabulary throughout KS2. Children to have more confidence using language confidently in a variety of contexts</p>	<ul style="list-style-type: none"> • Improved language link scores. (Smaller steps) • Reading progress scores in line with national expectations. • Accelerated Reading – range of reading materials accessed. • Pupil's attitudes and engagement to texts. • Increased access through choice of the library. • Use and understanding of subject specific vocabulary in context by the pupils.(Oracy and written)
<p>Improved outcomes in reading and writing through Quality First Teaching (QFT) and TA/teacher led interventions leading to diminishing the difference in pupils achieving Age Related Expectations (ARE) between PP and non PP pupils nationally</p>	<ul style="list-style-type: none"> • Percentage of PP pupils at ARE to be in line with national expectations. • Percentage of PP pupils at Greater Depth to be in line with national expectations. • Progress in books from starting points and being ready for the next stage of their learning has improved. • Year 6 being Year 7 ready.
<p>Specific barriers to learning identified with personal provision planned to meet the individual needs of the pupils. Pupils who have multi-vulnerabilities (MV) to make accelerated progress.</p>	<ul style="list-style-type: none"> • Progress and attainment of PP with MV in line with national. • Teachers understand the specific barriers to learning. • Teachers have the skills to adapt learning opportunities to assist in overcoming the barriers.
<p>Pupils are happy in school and have developed strategies for dealing with emotional and academic setbacks. A well-planned bank of interventions prepared for incidents involving PP children.</p>	<ul style="list-style-type: none"> • Results of wellbeing surveys show a reducing gap between PP and non-PP pupils. • Behaviour incidents reduce. • Attendance. • Levels of engagement of remote learning increase.
<p>Support in place for those families who struggle with attendance. Inclusion Manager, DHT, AHT and Attendance Officer. Relationships built with families to increase engagement and access to learning.</p>	<ul style="list-style-type: none"> • Attendance of PP to be the same or better than non-PP pupils nationally. • Percentage of persistent absentees to be below 5%. • Other agency referrals in place and followed up to provide extra support.

Raising aspirations for disadvantaged pupils. Pupils understanding the wide range of options available to them and the steps they can take to achieve their dream. Pupils understanding of why life-long learning is important?

- Pupils can speak with confidence about their future life choices.
- Pupils know the steps they need to take to reach their goals.
- Pupils supported to develop their talents.
- Higher attaining pupils entered into 11+

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: £25000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>SLT allocated time to support classroom teachers in the implementation of Quality First Teaching practices for PP eligible children with SEND. Common understanding of terminology amongst staff. CPD for staff to support the understanding and overcoming of barriers.</p>	<p>When investigating PP barriers to learning it was revealed that <i>“The proportion of pupils who are eligible for Pupil Premium with SEN is higher than amongst non-disadvantaged pupils within the school”</i> In the ‘Features of Practice in Schools’ document provided by Ofsted it was stated that, <i>“Quality first provision, including teaching, is the key”</i> Furthermore, the Education Endowment Foundation Guide to Pupil Premium states, <i>“Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils.”</i> A highly trained practitioner such as a IM/DHT/HT will assist in identifying gaps in learning and helping to put in place strategies for in-class support. Currently the Education Endowment Foundation describes the impact of teaching assistants as <i>‘Low impact and high cost’</i>. We firmly believe that in order increase the impact that TAs can have on the progress of PP eligible children with SEN, we need to provide them with enhanced training opportunities. The IM will play a key role in facilitating such training.</p>	<p>1 2 3</p>
<p>To implement strategies designed to improve oral fluency in all KS2 classrooms. Embed QFT of reading through consistent protocols. Teaching of subject specific vocabulary including pre teaching where appropriate.</p>	<p>When investigating PP barriers to learning it was revealed that, <i>“Many pupils who are eligible for Pupil Premium have lower language proficiency than their non- disadvantaged peers.”</i> Furthermore, The Education Endowment Foundation identified ‘Oral Language Interventions’ as an area with the potential for achieving significant progress for a minimal cost. The CPRT/IEE Education Endowment Foundation project on dialogic teaching 2014-17 led by Robin Alexander and Frank Hardman identified that over 2 terms, pupils made on average 2 months accelerated progress in Science and</p>	<p>1 2 3</p>

	English and 1 month accelerated progress in Maths. In its guide to KS1 and KS2 Literacy, the EEF stated ' <i>Speaking and listening skills are at the heart of language, not only as foundations for reading and writing, but also as essential skills for thinking and communication.</i> ' We will aim to improve PP children's oral fluency as a means of driving forward further academic progress across the curriculum.	
To effectively integrate emotional wellbeing into the curriculum. PSHE curriculum. Assemblies linked to PSHE curriculum, school values and current affairs. Behaviour policy to	When investigating PP barriers to learning it was revealed that, " <i>Some pupils who are eligible for Pupil Premium do not yet possess learning attributes such as self-confidence, perseverance and resilience.</i> " and " <i>Some pupils eligible for Pupil Premium live in an environment not conducive to school readiness.</i> " We will provide a programme of social and emotional education designed to address these issues.	3 4 5 6

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

Budgeted cost: £32850

Activity	Evidence that supports this approach	Challenge number(s) addressed
To provide 1:1 or small group speech and language intervention to targeted PP eligible children. Speech and language link assessments BPVS vocabulary assessments CPD – increasing capacity within school to support with speech and language develop	When investigating PP barriers to learning it was revealed that, "Many pupils who are eligible for Pupil Premium have lower language proficiency than their non-disadvantaged peers." The Education Endowment Foundation identified 'Oral Language Interventions' as an area with the potential for achieving significant progress for a minimal cost. The EFF concluded that "on average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year." Furthermore, it was added that, "some studies show slightly larger effects for younger children and pupils from disadvantaged backgrounds." We will start oral language interventions target	1 2 3 4

	pupils throughout the school (and use handover information from the infant school).	
Carefully planned and regularly reviewed bank of intervention programmes and strategies, e.g. Building Reading Stamina Precision Teaching CPD support – common understanding of barriers and how to overcome them.	EEF toolkit tells us that regular, accurate and detailed feedback will accelerate progress. Enriching the sequences of learning across our bespoke, broader curriculum will increase engagement and boost comprehension through interest. Improved learning environments (classrooms, outdoor areas) to stimulate learning more effectively and promote high-quality outputs from children. Learning walls, display boards, technology (touch screens, iPads). PP pupils often have lower levels of engagement in reading as well as lower levels of resilience in terms of their own learning. Small group work with teachers / support staff has been proven to have the biggest positive impact on progress of more vulnerable children. PP pupils often have gaps in prior maths learning which impact on progress and current year group attainment. Targeted group work and QFT will ensure that opportunities to consolidate / revise prior learning are available.	1 2 3 4
Small group, teacher led intervention groups to ensure those further disadvantaged by Covid are able to 'catch up'. Based on gaps identified during assessment for learning and gaps from tests and formal assessments	National data suggests that those who were disadvantaged prior to the Covid pandemic, have been further disadvantaged as a result of lockdowns and restrictions.	1 2 3 4

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

Budgeted cost: £12000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Personalised provision for children who are having specific issues, e.g. zones of regulation, daily check ins	When investigating PP barriers to learning it was revealed that, " <i>Some pupils who are eligible for Pupil Premium do not yet possess learning attributes such as</i>	1 2 3 4 5

bereavement	<i>self- confidence, perseverance and resilience.</i> ” and “ <i>Some pupils eligible for Pupil Premium live in an environment not conducive to school readiness.</i> ” We will provide a programme of social and emotional education designed to address these issues.	
To support vulnerable families and ensure the attendance and school readiness of Pupil Premium eligible children. To ensure PP children arrive at school fully prepared for learning. Fegans counselling Wellbeing programme	When investigating PP barriers to learning it was revealed that, “ <i>Some pupils who are eligible for Pupil Premium do not yet possess learning attributes such as self-confidence, perseverance and resilience.</i> ” and “ <i>Some pupils eligible for Pupil Premium live in an environment not conducive to school readiness.</i> ” Attendance data for the period 2017-19 also reveals that PP eligible pupils’ attendance is lower than their disadvantaged peers. Furthermore, some PP children arrive at school unfed and/or without the required equipment. We will aim to meet the individual needs of these pupils to ensure that they arrive at school ready to learn.	3 4 5 6
To offer bespoke programmes of support to individual families based around their specific needs. Selected PP eligible children to take part in parent-teacher- pupil conferences. To provide opportunities for the parents of PP eligible children to take a more active role in their child’s education. Class dojo To support families with homework/remote learning To provide inspirational speakers to show children the opportunities available to them.	When investigating PP barriers to learning it was revealed that, “ <i>Some of the parents of pupils eligible for Pupil Premium struggle to engage with their child’s education in a meaningful and positive way.</i> ” As a result, “ <i>Pupils eligible for Pupil Premium often have less parental support than their non-disadvantaged peers.</i> ” The Education Endowment Foundation identified ‘Parental Engagement’ as an area which had the potential to positively impact pupil attainment. The EEF concluded that on average, programmes designed to promote parental engagement resulted in 3 months accelerated progress over an academic year. Previous endeavours based around the provision of a programme of parent workshops have had limited impact on PP families. Therefore, a more family-specific and bespoke approach is to be adopted.	1 2 3 4 5 6
Promote extra-curricular activities – sport, art, forest school, residential trips etc	An evaluation into Forest schools which was carried out by the New Economics foundation showed how children having access to forest school can increase confidence, social skills, communication as well as knowledge and understanding.	4 5 6

Total budgeted cost: £69850

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.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of online resources such as those provided by Oak National Academy as well as daily timetabled online teaching and 1:1 support groups.

We also worked hard, when the children did return to school at full opening, to understand what gaps had arisen because of the prolonged period of enforced absence. Children were assessed and an analysis of gaps was carried out and discussed in the end of year handover so that the term 1 starting points for each child were understood and planning and teaching can be used to address these gaps moving forward. An additional teacher is directed two days per week to work specifically on these gaps with years 5 and 6.

Mental health and well-being were of a particular focus (and continue to be). Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

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