

Pupil Premium strategy statement (primary)

1. Summary information						
School	Ditton CE Junior School					
Academic Year	2020-2021	Total PP budget	£60,455	Date of most recent PP Review	Sept 2020	
Total number of pupils	211	Number of pupils eligible for PP	48	Date for next internal review of this strategy	April 2021	

Context of School							
% of PP	22.7%	PP who are SEN	39.6%	PP who are GR	8.3%	PP mobility	8%

2. Current attainment – No national data due to Covid-19, in school attainment data (SEPT/OCT 2020 BASELINE DATA)						
	Pupils eligible for PP (in school)		Pupils not eligible for PP (in school)		All Pupils (in school)	
	EXP+	EXC	EXP+	EXC	EXP+	EXC
% achieving expected standard or above in reading, writing and maths	33%	2%	67%	8%	60%	7%
% achieving expected standard or above in reading	52%	9%	76%	23%	71%	20%
% achieving expected standard or above in writing	47%	4%	73%	16%	67%	13%
% achieving expected standard or above in maths	51%	4%	77%	22%	71%	18%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (issues to be addressed in school, such as poor oral language skills)	
A.	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)
B.	Low basic literacy skills (reading, phonics, writing, spelling and vocabulary).
C.	Many PP pupils also belong to other vulnerable groups which impacts their attainment (e.g. SEND, EAL, poor attendance)
D.	Wellbeing of PP pupils which manifests as a lack of resilience and self-belief.

External barriers (*issues which also require action outside school, such as low attendance rates*)

E.	Attendance of disadvantaged pupils: 19 of the 48 (39.6%) pupils with persistent absence are disadvantaged. They are only 23% of the school population.
F.	Some parents lack confidence/equipment to support their child's learning at home. For higher attaining PP pupils this also affects PESE aspirations.

4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	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.	<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. Pupils 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)
B.	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.	<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.
C.	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.	<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.
D.	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.	<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.
E.	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.	<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.
F.	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?	<ul style="list-style-type: none"> 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+

5. Planned expenditure

Academic year **2020-21**

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality First Teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>All pupils are supported to fully engage and access the learning opportunities available for that cohort of pupils.</p> <p>A, B & D</p>	<p>SLT allocated time to support classroom teachers in the implementation of Quality First Teaching practices for PP eligible children with SEND.</p> <p>Common understanding of terminology amongst staff.</p> <p>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></p> <p>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>HT to work closely with IM to plan in class provision for PP-SEN pupils. Use of assessment materials to diagnose gaps in learning. This will be reviewed termly to ensure progress is made.</p> <p>Effective use of provision mapping to plan, measure and review impact. IM to facilitate CPD opportunities for TAs who work in classrooms with PP eligible children with SEND Additional TA support in class to deliver interventions. TAs to work more across the year group. iTrack to focus on data tracking Laptops/tablets available in class to support learning.</p> <p>Specific adaptations to QFT made explicit in provision maps.</p>	<p>HT DHT IM</p>	<p>January 2021 March 2021 May 2021 July 2021</p>

<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> <p>A & B</p>	<p>To implement strategies designed to improve oral fluency in all KS2 classrooms.</p> <p>Embed QFT of reading through consistent protocols.</p> <p>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 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.</p>	<p>Introduction of whole class and guided reading in KS2. Sets of whole class reading books to be purchased for all KS2 classrooms. Purposeful speaking and listening activities introduced into all classrooms including:</p> <ul style="list-style-type: none"> - reading books aloud and discussing them; - activities that extend pupils’ expressive and receptive vocabulary; - collaborative learning activities where pupils can share their thought processes; - structured questioning to develop reading comprehension; - additional TA support - teaching and exploring new vocabulary and its applications. - Strong modelling of vocabulary use 	<p>HT IM DHT Eng. Lead.</p>	<p>January 2021 March 2021 May 2021 July 2021</p>
<p>To promote social and emotional wellbeing for PP eligible pupils across the school.</p> <p>D & E</p>	<p>To effectively integrate emotional wellbeing into the curriculum.</p> <p>PSHE curriculum.</p> <p>Assemblies linked to PSHE curriculum, school values and current affairs.</p> <p>Behaviour policy to include self-regulation.</p>	<p>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 Pupils 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.</p>	<p>Curriculum review designed to integrate social and emotional wellbeing across the curriculum. Counselling sessions available for all pupils if referred. Promote mental health and wellbeing with a focus during Children’s mental health week promoting emotional literacy and self-confidence.</p>	<p>IM Wellbeing hub</p>	<p>March 2021 July 2021</p>
Total budgeted cost					£
ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

<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. (Speech and language)</p> <p>A, B & C</p>	<p>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</p>	<p>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 pupils throughout the school (and use handover information from the infant school).</p>	<p>Meetings between class teachers, TAs and IM to identify targeted pupils. Entry, progress and exit data collected. Review of speech and language programme to ensure effectiveness. Additional TA support Volunteer reading support Train HLTA to support with assessments and provision.</p>	<p>DHT IM HLTA</p>	<p>January 2021 April 2021 July 2021</p>
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<p>Close the gap in combined attainment and progress between PP and Non-PP peers.</p> <p>B & C</p>	<p>Carefully planned and regularly reviewed bank of intervention programmes and strategies, e.g.</p> <p>Building Reading Stamina Precision Teaching</p> <p>CPD support – common understanding of barriers and how to overcome them.</p>	<p>EEF toolkit tells us that regular, accurate and detailed feedback will accelerate progress.</p> <p>Enriching the sequences of learning across our bespoke, broader curriculum will increase engagement and boost comprehension through interest.</p> <p>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.</p> <p>PP pupils often have gaps in prior maths learning which impact on progress and current year group attainment.</p> <p>Targeted group work and QFT will ensure that opportunities to consolidate / revise prior learning are available.</p>	<p>Meetings between class teachers, TAs and IM to identify targeted pupils. Entry, progress and exit data collected. CPD for TAs. Review of support programme to ensure effectiveness. Additional TA support Volunteer reading support Train HLTA to support with assessments and provision.</p>	<p>HT DHT IM</p>	<p>January 2021 March 2021 May 2021 July 2021</p>
<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 pupils.</p> <p>D & E</p>	<p>Personalised provision for children who are having specific issues, e.g.</p> <p>zones of regulation, daily check ins bereavement</p>	<p>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 Pupils 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.</p>	<p>Pupil wellbeing questionnaire. Regular review meetings with parents. Liaise with Early Help workers and other professionals. How pupils self regulate and are able to discuss cause and effect and own responsibilities.</p>	<p>IM Wellbeing hub</p>	<p>March 2021 July 2021</p>

					Total budgeted cost	£
iii. Other approaches						
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	
To ensure PP eligible children and their families are provided with the emotional and social support required to attend and succeed at school. D, E & F	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 Pupils 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.	IM/DHT to liaise and support families in need of support. Practical support offered to ensure pupils get to school. Snacks provided for PP children who arrive at school unfed. Case studies to demonstrate impact. To deliver a nurture group for KS2 pupils to promote social wellbeing and school readiness. Phased return for anxious families. Termly review of PP attendance – attendance officer Free school jumpers Additional lunch time supervisor for vulnerable pupil support?	HT DHT IM Wellbeing hub	March 2021 July 2021	
To increase the engagement of the parents of PP eligible children. E & F	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 Pupils 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.	Structured conversations with the parents of PP eligible children to establish need. Bespoke support put in place to support the needs of individual families. Review of programme of parental engagement activities. Parent workshops held to promote supporting anxiety and resilience during mental health week Online questionnaires for parents to provide feedback on engagement and if support is needed Parental partnership award.	HT DHT IM AHT PE lead		
To develop motivation to learn and improve attendance.	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	Monitoring of forest school Review of club attendance Motivation bags – a range of	HT DHT AHT		

		access to forest school can increase confidence, social skills, communication as well as knowledge and understanding.	resources and equipment to support pupils for remote learning		
Total budgeted cost					£

6. Review of expenditure

Previous Academic Year		To be completed in July 2021		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
iii. Other approaches				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.