

Pupil premium strategy statement

Before completing this template, you should read the using pupil premium guide and the appropriate example statement available [on the pupil premium page](#).

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 Junior School
Number of pupils in school	211
Proportion (%) of pupil premium eligible pupils	22%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021,2022,2023
Date this statement was published	July 22
Date on which it will be reviewed	July 23
Statement authorised by	Sue Tunnicliffe- Interim HT
Pupil premium lead	Graham Ward
Governor / Trustee lead	Keith May

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£54,015
Recovery premium funding allocation this academic year	£1111.67 received to date, £2054 expected for financial year
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£ 56,069

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
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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: 15 of the 25 (60%) of pupils with persistent absence are disadvantaged.
6	Some parents lack confidence/equipment to support their child's learning at home. For higher attaining PP pupils this also affects secondary school 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
The gap which currently exists for disadvantaged children in Reading, Writing and Maths is narrowed termly	Pupil progress meetings and termly progress data evidence more children are achieving at the expected standard
Barriers to learning are identified and removed through Quality First Teaching and targeted short term interventions	All disadvantaged children have made good progress by the end of the academic year
Families experiencing disadvantage feel well supported by the school and aspirations for their children are high	Parent survey results show the majority of families feel supported by school and have high aspirations for their children
Disadvantaged children have high aspirations for their future	Children understand the wide range of opportunities that are available to them and know the steps they can take to achieve their dreams Visits to school from a wide range of professional people will have taken place to enable children to think about options in the future
The number of disadvantaged children who are persistently absent reduces	Weekly monitoring and support to get children fully engaged in school shows a termly improvement for this vulnerable group

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: £ 20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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.	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> " The experienced HT will coach members of the SLT to 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.	1 2 3
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.	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	1 2 3

	<p>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. Curriculum Knowledge organisers will ensure teaching of subject curriculum vocabulary.</p>	
<p>To effectively integrate emotional wellbeing into the curriculum. PSHE curriculum. Children eligible for PP will be included in celebration worship time. PP children to attend all external trips and residential activities</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 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, including liaison with families to ensure all children eligible attend extra-curricular activities</p>	3 4 5 6
<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>"</p> <p>The HT will assist SLT 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</p>	1 2 3

	opportunities. The HT will ensure the SENCo plays a key role in facilitating such training.	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To provide 1:1 or small group speech and language intervention to targeted PP eligible children.</p> <p>Speech and language link assessments</p> <p>BPVS vocabulary assessments</p> <p>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>Provision mapping will ensure regular interventions with trained staff.</p>	1 2 3 4
<p>Carefully planned and regularly reviewed bank of intervention programmes and strategies, e.g.</p> <p>Phonics and early reading</p> <p>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.</p> <p>Learning walls, display boards, technology (touch screens, iPads).</p>	1 2 3 4

	<p>PP pupils often have lower levels of engagement in reading as well as lower levels of resilience in terms of their own learning.</p> <p>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>Small group, teacher led intervention groups to ensure those further disadvantaged by Covid are able to 'catch up'.</p> <p>Based on gaps identified during assessment for learning and gaps from tests and formal assessments</p>	<p>National data suggests that those who were disadvantaged prior to the Covid pandemic, have been further disadvantaged as a result of lockdowns and restrictions.</p>	1 2 3 4
<p>To provide 1:1 or small group speech and language intervention to targeted PP eligible children.</p> <p>Speech and language link assessments</p> <p>BPVS vocabulary assessments</p> <p>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>	1 2 3 4

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

Budgeted cost: £25,000

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 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.	1 2 3 4 5
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.	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 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	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	1 2 3 4 5 6

To support families with homework	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.	
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: £ 60,000

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 many changes in senior leadership the impact of pupil premium activity on outcomes for children has been mixed. Improving the impact of the funding is a whole school improvement priority for the next academic year. This will happen through termly progress meetings where the progress of individual children is discussed, precise interventions to address gaps in learning and staff being held to account for the progress of all children.

Subject	Year 3 (9 children)	Year 4 (15children)	Year 5 (11 children)	Year 6 (14 children)
Sustained progress in reading	56%	67%	36%	73%
Sustained progress in writing	44%	47%	64%	60%
Sustained progress in maths	67%	53%	27%	73%

Children in receipt of pupil premium have benefitted from wider school opportunities and all children have accessed trips and in school additional curriculum events such as the Living History Day events. All children in Year 6 attended the residential. This was subsidised for pupil premium children with staff transporting some children to and from the venue daily to ensure any potential barriers were removed and they did not miss out.

Targeted intervention groups took place with Year 6 being a priority.

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

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

Further information (optional)

During the academic year 2022-2023 teachers will receive a great deal of CPD in formative and summative assessment. Moderation activities will take place regularly with AAAT schools and through this activity expectations will be raised.

The IEB member responsible for oversight of the PP strategy visits school at least termly and provides challenge about the progress the children with PP are making.

PP children will be considered as individuals and as a specific group at pupil progress meetings which will be each term.