

**Ditton Lodge Primary School**

**Pupil Premium Strategy Statement**

**September 2020 – July 2021**

**Section 1:**

**What is Pupil Premium Funding?**

• Nationally, there is a gap between the achievement of pupils from disadvantaged backgrounds and other pupils; therefore, the government provides additional funding to schools to close this gap.

• This funding is known as the Pupil Premium, and it is given to support pupils who:

o Have been registered for free school meals at any time in the past six years;

o Have been ‘Looked After’ continuously for more than six months;

o Are children of Service personnel, or have been registered as such in the past four years.

• Schools currently receive:

o £1345 for each pupil who is eligible for Pupil Premium funding as a result of having, or having had, free school meals;

o £2345 for each Looked After Child who is eligible for Pupil Premium funding;

o £310 for each pupil who is eligible for Pupil Premium funding as a result of being, or having been, a Service Child.

• It is up to schools to decide how to use this money to close the achievement gap, but we must report to parents and governors:

o The amount of Pupil Premium funding received;

o How it has been/will be spent;

o The impact of the funding in closing the achievement gap.

**Section 2: Contextual Information**

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| **School Name** | Ditton Lodge Primary School |
| **Pupils in school** | 208 |
| **Proportion of disadvantaged pupils** | 12.9% |
| **Pupil premium allocated this year** | £28,485 |
| **Publish date** | September 2020 |
| **Review date** | July 2021 |
| **Statement authorised by** | Mrs Melanie Moore |
| **Pupil Premium Lead** | Mrs Amanda Banks |
| **Pupil Premium Governor** | Mrs Lisa King |

Barriers

• Speech, language and communication skills are poor throughout the school: we are helping children through the early identification and intervention through the use of Speech and Language assessments. We will be embedding the vocabulary units from the CUSP curriculum which aims to improve the oracy and vocabulary skills of pupils across the school.

• Pupils are not resilient learners and they have poor self-esteem: we support pupils through whole school initiatives such as training for all staff on understanding trauma and the impact of Adverse Childhood Experiences (ACEs) on children. We offer more targeted support to pupils through the use of our Emotional Literacy Support Assistant (ELSA).

• Independent learning skills are not embedded and pupils’ self-regulation is poor in relation to both cognition and emotions: we expect our teaching assistants and teachers to apply principles embedded in the Education Endowment Foundation (EEF) research when supporting learners. We are helping children to develop independent learning skills by ensuring that learning walls are used effectively in all classrooms across the school.

• Parental confidence in supporting pupils with their learning at home: we offer booster groups as well as other targeted cohorts as required, and information sessions for parents prior to national assessments.

**Key Stage Two Outcomes**

Disadvantaged pupil progress measure 2019 – 2021.

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| --- | --- | --- | --- |
| Measure | 2018 | 2019 | 2020 |
| Reading | 3.80 | 4.44 | N/A |
| Writing | 2.49 | 1.49 | N/A |
| Maths | 4.00 | 3.38 | N/A |

Disadvantaged pupil attainment 2019 – 2021.

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| --- | --- | --- | --- |
| Measure | 2018 | 2019 | 2020 |
| Meeting KS2 expectations at the end of KS2 | 80% | 100% | N/A |
| Exceeding KS2 expectations at the end of KS2 | 20% | 25% | N/A |

**Section 3 Pupil Premium Strategy Tiered Approach**

At Ditton Lodge Primary School, we have adopted a tiered approach to Pupil Premium spending which allows our school to focus on a series of targeted strategies which will have the greatest impact.

These are:

**1. Teaching**

* Success for All approach to English
* Co-operative learning approach to promote excellent behaviour for learning
* Explicit vocabulary teaching across the curriculum using the Curriculum with Unity Schools Partnership (CUSP) curriculum
* High quality research-based professional development opportunities for all teaching staff
* Developing oracy skills through weekly oracy assemblies and the use of the CUSP vocabulary modules
* Ensuring that all pupils are accessing Quality First Teaching through appraisal, coaching, pupil progress meetings and staff CPD delivered by senior and middle leaders and the Unity Research School

**2. Targeted academic support**

* Targeted interventions, such as PiXL and Success@arithmetic
* Post-teaching across the school
* Targeted reading interventions
* Booster sessions for KS2 pupils for English and Maths
* Booster sessions for KS1 pupils for phonics
* Personalised curricular for specific children
* Speech and Language interventions for language development in EYFS and Key Stage 1

**3. Wider strategies**

* Emotional Literacy Support Assistant (ELSA) for all pupils needing emotional mental health support
* Subsidised trips and visitors
* Subsidised sports clubs
* Subsidised music tutoring
* Lunchtime clubs to support vulnerable pupils
* PAT dog reading volunteer

## Strategy aims for disadvantaged pupils

1. **Teaching**

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| **Measure** | **Activity** |
| * Success for All approach to English
 | Staff training for teachers and TAsSFA monitoringSfA Associate to provide high quality training |
| * Co-operative learning approach to promote excellent behaviour for learning
 | Melanie Moore and Amanda Banks to be trained as STEPs trainers.STEPs training as part of staff meeting timeSTEPs training for TAsBehaviour policy shared with communityAll staff are consistent in using collaborative learning techniques eg hand up=all listening, 1…2…3… transition, think - pair -share, cheers, team points and random reporter feedback. |
| * Explicit vocabulary teaching across the curriculum using the Curriculum with Unity Schools Partnership (CUSP) curriculum
 | Training with Alex BedfordPlanning scrutinyLesson observationsPupil book study  |
| * Developing oracy skills through weekly oracy assemblies and the use of the word of the week
 | Weekly oracy assembliesWord of the week shared amongst the school community. |
| * Ensuring that all pupils are accessing Quality First Teaching through appraisal, coaching, pupil progress meetings and staff CPD delivered by senior and middle leaders and the Unity Research School
 | All teachers to have termly appraisal meetings, and all support staff to have biannual meetings, with targets linked to the School Improvement Plan. All teachers to have termly pupil progress meetings and coaching sessions linked to their classroom practice and/or leadership responsibilities. Senior and middle leaders to deliver weekly CPD for teachers and weekly CPD for TAs. All staff to attend PD days as appropriate, including trust-wide PD day led by Unity Research School.High quality research-based professional development opportunities for all teaching staff |
| Projected spending  | £9,726 |

1. **Targeted academic support**

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| **Measure** | **Activity** |
| * Targeted interventions, such as PiXL and Success@arithmetic
 | Senior leaders, teachers and TAs to deliver PiXL therapies and intervention programmes during the school day (outside of English and maths lessons) in order to accelerate the progress of targeted pupils towards the expected standard and the expected standard in greater depth. |
| * Post-teaching across the school
 | TAs to deliver post-teaching in afternoons in order to address misconceptions from English and maths lessons that morning, under the direction of teachers. |
| * Targeted reading interventions
 | Senior leaders, teachers and TAs to deliver weekly booster sessions in order to accelerate the progress of targeted pupils towards the expected standard and the expected standard in greater depth. |
| * Booster sessions for KS2 pupils for English and Maths
 | Senior leaders, teachers and TAs to deliver weekly booster sessions in order to accelerate the progress of targeted pupils towards the expected standard and the expected standard in greater depth. |
| * Booster sessions for KS1 pupils for phonics
 | Senior leaders, teachers and TAs to deliver phonics interventions for KS1 children with gaps in their phonemic knowledge. |
| * Personalised curricular for specific children
 | Teachers to plan personalised curricular for children with EHCP |
| * Speech and Language interventions for language development in EYFS and Key Stage 1
 | TAs to deliver Speech and Language interventions dailyTraining from Anna KnowlesResources provided by Anna KnowlesSupport from Veronica Casey as part of EHCP objectives. |
| Projected spending  | £4172 |
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## Wider strategies

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| **Measure** | **Activity** |
| * Emotional Literacy Support Assistant (ELSA) for all pupils needing emotional mental health support
 | Five afternoons per week for ELSA to support targeted pupils under the direction of the SENDCo and Pupil Premium Lead, plus time for her to attend quarterly supervision meetings.Carla Nicholson to complete her ELSA training in July 2021. |
| * Subsidised trips and visitors
 | Parents can request support with funding for trips (including residential trips) and uniform if they are experiencing financial difficulties |
| * Subsidised sports clubs
 | Parents can request support with funding for clubs if they are experiencing financial difficulties |
| * Subsidised music tutoring
 | Parents can request support with funding for music lessons if they are experiencing financial difficulties |
| * Lunchtime clubs to support vulnerable pupils
 | ELSA to deliver lunchtime clubs inside.Sport’s TA to deliver lunchtime clubs outside. |
| * PAT dog reading volunteer
 | Reading volunteers to listen to vulnerable children weekly. |
| Projected spending  | £15,707 |

## Monitoring

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| **Aim** | **Target** | **Target date**  |
| Progress in Reading in KS2 | Achieve above national average progress scores in KS2 Reading (>0) | July 2021 |
| Progress in Writing in KS2 | Achieve above national average progress scores in KS2 Writing (>0) | July 2021 |
| Progress in Mathematics in KS2 |  Achieve above national average progress scores in KS2 Maths (>0) | July 2021 |
| Progress in Phonics in Year 1 | Achieve at least national average expected standard in PSC | July 2021 |
| KS1 attainment | Achieve above national average for combined Re, Wr, Ma at the end of KS1 | July 2021 |

## Review: last year’s aims and outcomes

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| **Aim** | **Outcome** |
| All teachers to be teachers of SEND | All teachers aware of their duty of care to SEND. Teachers writing pupil passports, meeting parents and compiling APDR with TAs input too. Teachers attending meetings with external professionals – many online in lockdown.TAs trained in PHaB and Sandwell assessments for children with SEND.EHCPs and advice shared through Cpoms. |
| Introduce SfA across the school | Introduced SfA Kinder roots, Roots, Wings and Quest across the school.SfA is continually monitored and developed by Kim Bramley. |
| To research the ELSA role and introduce to Carla Nicholson | Sign up Carla Nicholson for the ELSA role. |
| To continue to develop Foundation Stage with new teacher and TAs. | EYFS supported by Lisa Tweed to develop Foundation stage provision in terms of planning, resources and the classroom setting.Purchase new furniture for the setting.Developed the quiet room in lockdown. |
| Introduce Motional across the school | Training by Amanda Banks in September 2019Staff training around SEMH.Incorporate interventions into provision map.Motional baseline set up for children in lockdown. |
| Introduce and embed CPoms across the school  | Melanie Moore trained staff.All staff Cpom parental contact, pupil observations, external interactions, emails, documentations to develop a full picture of each of our children in school. |
| To enhance the quality of teaching and learning in KS2. | New teaching staff appointed in Year 3 and Year 4 (Mrs Knock and Ms Kavanagh). |