# Pupil Premium Strategy Statement: Ditton Lodge Primary School

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## 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

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| Detail | Data |
| School name | Ditton Lodge Primary School |
| Number of pupils in school | 198 |
| Proportion (%) of pupil premium eligible pupils | 10.1% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2021 - 2024 |
| Date this statement was published | September 2021 |
| Date on which it will be reviewed | July 2022 |
| Statement authorised by | Mrs Melanie Moore |
| Pupil premium lead | Mrs Amanda Banks |
| Governor / Trustee lead | Mrs Lisa King |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £30555 |
| Recovery premium funding allocation this academic year | £2610 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0.00 |
| **Total budget for this academic year**  If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £33165 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| At Ditton Lodge Primary school our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.  We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.  High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils’ attainment will be sustained and improved alongside progress for their disadvantaged peers.  Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:   * ensure disadvantaged pupils are challenged in the work that they’re set * act early to intervene at the point need is identified * adopt a whole school approach in which all staff take responsibility for disadvantaged pupils’ outcomes and raise expectations of what they can achieve   Our aim is to use pupil premium funding to help us improve the outcomes of disadvantaged pupils so that their progress and attainment can be compared nationally with those of non-disadvantaged pupils. A priority is placed on Reading, Writing and Maths along with Social, Emotional and Mental Health (SEMH) to ensure that pupils can access all curriculum areas and are prepared for each stage of their educational journey. The school is passionate about engendering a lifelong love of reading, investing in a new, well stocked library through our Success For All English curriculum. The rich literature spine ensures pupils learn about different cultures and the wider world around them. This combined with the focus on vocabulary that underpins all subjects, aims to grow articulate, curious young learners who perceive no barriers to their dreams and ambitions. |

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| Challenge number | Detail of challenge |
| 1 | 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. |
| 2 | 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). |
| 3 | 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. |
| 4 | 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. |
| 5 | Our children do not all have an enthusiasm for, and achievement in, reading and writing. |

## 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.

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| Intended outcome | Success criteria |
| Speech, language and communication skills are secure throughout the school.  Pupils will be able to articulate their thoughts, needs and learning confidently, by drawing on a wide vocabulary bank. | Children speak clearly to adults and their peers.  Children use good language.  Pupils communicate clearly with confidence.  Ambassadors can confidently talk to visitors.  Children answer in full sentences.  Pupils will learn and retain subject specific vocabulary (Tier 2 and 3) across all areas of the curriculum, evidencing breadth and depth of understanding.  Reading sits at the heart of a language rich curriculum, engendering a life-time love of books.  Pupils will leave the primary phase of their education with an extensive bank of vocabulary that will support the successful transition to secondary school.  From starting reception, high quality NELI intervention will be in place with early assessment of those in need. |
| Pupils are resilient learners with good self-esteem. | Children follow the Ditton Lodge High 5.  Children have good behaviours for learning.  Children confidently approach the curriculum and have strategies in place if they are unsure what to do.  Behaviour is good. |
| Pupils are independent with good self-regulation skills.  Pupils will be able to identify and regulate their emotions | Children have good behaviour for learning.  Children follow the school’s behaviour and relationships policy.  Pupils will be able to engage in their learning, developing happy, healthy relationships with their peers.  ELSA supports children with their self-regulation. |
| Parents can confidently support their children at home. | Parents are confident and are involved in their child’s learning.  Parents understand phonics in KS1 and the school’s calculation policy.  The website has useful information for parents.  Google classroom provides a supportive role for parents. |
| Children to enjoy and value Reading | Children to have a voice surrounding their favourite authors and books.  Disadvantaged and non-disadvantaged pupils’ Reading outcomes to be at or above national average.  Standards and progress evident. |

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| 1. **Aim** | 1. **Target** | 1. **Target date** |
| 1. Progress in Reading in KS2 | 1. Achieve above national average progress scores in KS2 Reading (>0) | 1. July 2022 |
| 1. Progress in Writing in KS2 | 1. Achieve above national average progress scores in KS2 Writing (>0) | 1. July 2022 |
| 1. Progress in Mathematics in KS2 | 1. Achieve above national average progress scores in KS2 Maths (>0) | 1. July 2022 |
| 1. Progress in Phonics in Year 1 | 1. Achieve at least national average expected standard in PSC | 1. July 2022 |
| 1. KS1 attainment | 1. Achieve above national average for combined Re, Wr, Ma at the end of KS1 | 1. July 2022 |

## 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: £ *16,565*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Success for All approach to English  Embed reciprocal reading across the school. This will include professional development, instructional coaching and teacher release time working with external specialists. | Staff training for teachers and TAs  SFA monitoring  SfA Associate to provide high quality training  <https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/success-for-all?utm_source=/projects-and-evaluation/projects/success-for-all&utm_medium=search&utm_campaign=site_search&search_term=success> | 1, 2, 3 and 5 |
| Co-operative learning approach to promote excellent behaviour for learning | STEPs training as part of staff meeting time  STEPs training for TAs  Behaviour policy shared with community  All 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.  <https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/success-for-all?utm_source=/projects-and-evaluation/projects/success-for-all&utm_medium=search&utm_campaign=site_search&search_term=success>  <https://fft.org.uk/fft-sfa-coop-learning/>  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches> | 1, 2, 3 and 5 |
| Explicit vocabulary teaching across the curriculum using the Curriculum with Unity Schools Partnership (CUSP) curriculum  Embedding the teaching of Tier 2 and Tier 3 vocabulary across KS1 and KS2 | Vocabulary Module training  Training with Alex Bedford  Planning scrutiny  Lesson observations  <https://educationendowmentfoundation.org.uk/public/files/Publications/Literacy/Preparing_Literacy_Guidance_2018.pdf> | 1, 2, 3 and 5 |
| Developing oracy skills through weekly oracy assemblies and the use of the CUSP vocabulary modules | Weekly oracy assemblies  Weekly vocabulary lessons linked to CUSP modules  <https://educationendowmentfoundation.org.uk/public/files/Publications/Literacy/Preparing_Literacy_Guidance_2018.pdf> | 1, 2, 3 and 5 |
| 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.  Ensure staff feel confident and happy to deliver quality teaching in terms of vocabulary, reading, writing and developing the whole child’s social & emotional self | 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  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies> | 1, 2, 3, 4 and 5 |
| Training on CUSP Writing | <https://educationendowmentfoundation.org.uk/news/eef-blog-improving-literacy-in-key-stage-2> | 1 and 5 |
| Development of subject leaders to ensure high quality teaching and planning across all subject areas and staff retention | Programme of in-house training linked to CUSP curriculum for core and foundation subjects. Subject Leads to work with Trust leads and take part in reviews across the academic year to review and evaluate rate of progress.  iAbacus to be used as an evaluation tool to strengthen judgements and action planning  <https://educationendowmentfoundation.org.uk/guidance-for-teachers/leadership?utm_source=/guidance-for-teachers/leadership&utm_medium=search&utm_campaign=site_search&search_term=leadership> | 1,2,3,4 and 5 |

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

Budgeted cost: £ *15,000*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| 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.  <https://www.pixl.org.uk/>  <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths?utm_source=/education-evidence/guidance-reports/early-maths&utm_medium=search&utm_campaign=site_search&search_term=maths%20inter>  <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3?utm_source=/education-evidence/guidance-reports/maths-ks-2-3&utm_medium=search&utm_campaign=site_search&search_term=maths%20inte> | 3 and 4 |
| Lightning Squad intervention/Precision teaching/use of Phonics Tracker | Children will all go into KS2 being able to read fluently. Children will pass the Year 1 Phonics Screening  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions>  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics> | 3 and 4 |
| 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.  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback> | 3 and 4 |
| Pre-teaching across the school | <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback> | 3 and 4 |
| 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.  <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years?utm_source=/education-evidence/guidance-reports/literacy-early-years&utm_medium=search&utm_campaign=site_search&search_term=reading> | 3 and 4 |
| 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.  <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years?utm_source=/education-evidence/guidance-reports/literacy-early-years&utm_medium=search&utm_campaign=site_search&search_term=reading>  <https://educationendowmentfoundation.org.uk/guidance-for-teachers/mathematics?utm_source=/guidance-for-teachers/mathematics&utm_medium=search&utm_campaign=site_search&search_term=maths> | 3 and 4 |
| Nuffield Early Language Intervention (Neli) in EYFS and Year 1 | Improved vocabulary, speaking and communication – Early intervention the key to future success  <https://www.nuffieldfoundation.org/impact/nuffield-early-language-intervention>  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions>  <https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches> | 1 2 and 5 |
| 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.  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition> | 3 and 4 |
| Personalised curricular for specific children | Teachers to plan personalised curricular for children with EHCP  <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send?utm_source=/education-evidence/guidance-reports/send&utm_medium=search&utm_campaign=site_search&search_term=send> | 3 and 4 |
| Speech and Language interventions for language development in EYFS and Key Stage 1 | TAs to deliver Speech and Language interventions daily  Training from Anna Knowles  Resources provided by Anna Knowles  Support from Veronica Casey as part of EHCP objectives.  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions> | 1 and 2 |

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

Budgeted cost: £ *1,600*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Emotional Literacy Support Assistant (ELSA) for all pupils needing emotional mental health support | Three 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.  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation>  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions>  <https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/self-regulation-strategies> | 2, 3 and 4 |
| Subsidised trips and visitors | Parents can request support with funding for trips (including residential trips) and uniform if they are experiencing financial difficulties  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity> | 2, 3 and 4 |
| Subsidised sports clubs | Parents can request support with funding for clubs if they are experiencing financial difficulties  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity> | 2, 3 and 4 |
| Subsidised music tutoring | Parents can request support with funding for music lessons if they are experiencing financial difficulties  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity> | 2, 3 and 4 |
| Lunchtime clubs to support vulnerable pupils | ELSA to deliver lunchtime clubs inside.  Sport’s TA to deliver lunchtime clubs outside.  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity> | 2, 3 and 4 |
| Motional Assessments based on Jaak Panksepp seven emotional systems | <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3181986/> | 2 and 3 |

**Total budgeted cost: £** *33,165*

# 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.

At Ditton Lodge Primary School, across Unity Schools Partnership and across schools nationally, the period from mid-March 2020 until the end of the academic year has been dominated by the outbreak of COVID-19.  The much-reduced opening of all Unity Schools Partnership Academies in March, followed by the period of widening opening of Academies from 1st June has had a profound impact on the ability to implement the actions and strategies outlined in their current pupil premium strategy and/or planned expenditure. Consequently, it has not been possible to implement and evaluate all planned strategies, with plans being amended and provision adapted to support our most disadvantaged pupils and families. Across the Partnership, we have continued to address the challenges faced by pupils who experience social disadvantage. Ditton Lodge Primary School Academy has put in place the following measures to support all families, including those eligible for the pupil premium grant:

Teaching:

* A commitment to the EYFS curriculum to build the foundations for learning
* A united approach to the Ditton Lodge vision and values throughout the school with high quality teaching in every year group, with relationships at the core
* A consistent approach to teaching reading, writing and maths to ensure maximum progress for all
* A developing whole school curriculum to scaffold the ethos and vision of the school

Targeted Support

* Focussed phonics booster sessions for Year 1 children with the development of catch up in Years 2 and 3.
* Emotional Literacy Support Assistant for all children needing emotional, mental health support
* Early Language support for EYFS pupils to support early language development (NeLI)
* Introduction of Motional assessments to support children with SEMH difficulties.
* The introduction of Lightning Squad for children in Years 2-5
* Easy Read intervention used for children in Years 3-6.

Wider Strategies

* Lunch time nurture and provision for vulnerable pupils
* Subsidised trips, visitors, clubs and school uniform,
* Specialised staffing to support Emotional and Social Needs including, school nurse, Family Support Worker

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| *Pupil Premium 2020-2021* | | |
| **Aim** | **Outcome** |
| All teachers to be teachers of SEND | All teachers aware of their duty of care to SEND.  Teachers writing passports and compiling APDR.  Teachers attending meetings with external professionals. |
| Begin to embed SfA across the school | Introduce SfA Kinder roots, Roots, Wings and Quest across the school. |
| To train TA in ELSA role | ELSA to be fully trained in supporting the emotional literacy of our vulnerable children. |
| To develop Foundation Stage with new teacher and TAs. | EYFS to be supported by Lisa Tweed to develop Foundation stage provision in terms of planning, resources and the classroom setting. |
| Introduce White Rose Maths across the school | Training delivered by Zoe Lewis following meetings by Anna Tapper in Autumn 2021  Staff training around Fantastic Four  Staff training around My turn, our turn, your turn. |

## 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*

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| Programme | Provider |
| White Rose Maths subscription | White Rose Maths |
| Motional Assessments | Motional |
| KS2 Sandwell Assessment | GL Assessment |
| Annual subscription to PiXL | PiXL |
| Annual subscription to SfA | Success For All |
| Lightning Squad | Success For All |
| Neli | Elklan |

## Service pupil premium funding (optional)

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| Measure | Details |
| How did you spend your service pupil premium allocation last academic year? | Last academic year we have 3 service children in our school. The pupil premium allocation was spent on intervention time to fill the gaps in learning for these children to be at the expected standard or at greater depth in Reading, Writing and Maths. |
| What was the impact of that spending on service pupil premium eligible pupils? | All 3 children working at or above expected standard in Reading, Writing and Maths |