

Pupil premium strategy statement

Ditchheat Primary School Year 3 of 2022-2025

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	89
Proportion (%) of pupil premium eligible pupils	13.5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2023-2025
Date this statement was published	Reviewed December 2023 Reviewed and amended December 2024. Reviewed and amended December 2025
Date on which it will be reviewed	December 2025
Statement authorised by	Rachael Bisset
Pupil premium lead	Elaine Cosser
Governor / Trustee lead	Brian Lippett

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£17,015
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0.00
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£17,015

Part A: Pupil premium strategy plan

Statement of intent

At Ditchat Primary School, we provide a high quality of education for all of our pupils regardless of ability or background. We acknowledge, however, that the educational outcomes for children eligible for the Pupil Premium Grant are not as good nationally as the attainment of children who do not receive the grant.

Objectives

To provide a high quality of education for all our pupils regardless of ability or background and offer an inspirational and inclusive learning environment, focussed support, curriculum enrichment and pastoral care.

To ensure all children are equipped with the phonic knowledge, language rich vocabulary and fine motor skills to be an independent writer.

To narrow the attainment gap between PPG and non-PPG pupils.

For all PPG children to make expected progress or more.

To build resilience to enable children to be confident in all areas of learning and have a “can do” attitude when faced with new challenges.

To support all children’s health and wellbeing to enable them to access learning at an appropriate level.

To build supportive relationships with families.

To offer a variety of opportunities for all children to develop a culture of aspiration and to make the most of every learning opportunity.

We aim to do this by:

Providing all teachers with high quality CPD to ensure children access high quality teaching.

To provide high quality targeted support to address any gaps in learning.

Ensuring teaching and learning opportunities meet the needs of all pupils.

Ensuring that appropriate provision is in place for all pupils including those who belong to vulnerable groups.

Challenges

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

Challenge number	Detail of challenge
1	A lack of experiences to build cultural capital amongst some of our Pupil Premium Grant children has impacted regarding Speech and language, vocabulary acquisition and understanding, knowledge and understanding of the world and practical skill development.
2	Social, Emotional concerns impact children's ability to learn effectively and demonstrate and develop independence, resilience and determination. These attributes are pivotal for successful learning and must be addressed to secure positive progress for all our children including Pupil Premium Grant children.
3	Some of our Pupil premium Grant cohort are impacted by Special Educational Needs, which are an additional barrier to progress and attainment.
4	The involvement of parents in activities such as reading at home and wider learning opportunities at home has a negative impact on some of our Pupil premium Grant children.
5	Attendance of a small number of our PPG children has a negative impact on progress and attainment.

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
To continue to improve attainment in Reading, Writing and Maths throughout the school and improve progress further.	Teachers and pupils adapt previous gaps of curriculum disruption to ensure children's attainment is unaffected. All children are engaged in academic challenges such as: Spelling shed, Numbots, Accelerated Reader. Enriched curriculum with wider learning opportunities including links with the local community. Interventions are personalised to the pupil's needs and swiftly implemented to ensure gaps are closed in line with national expectations. A professional dialogue between class teachers and SLT regarding vulnerable groups through termly pupil progress meetings. Rigorous monitoring of interventions delivered to ensure the provision is suitable and achieving the intended outcomes for the child. Pupils are encouraged to become independent learners and develop the skills required to achieve the desired educational and social outcomes.

	Teachers and Teaching Assistants to continue to receive high quality CPD, coaching and mentoring to deliver successful intervention programmes alongside quality first teaching.
To continue to improve the learning culture within the school, ensuring the quality of teaching is consistently good and better in order to improve outcomes for children further.	High quality teaching and learning is evident through the monitoring of lessons, work scrutiny and academic progress and attainment. Teachers ensure strong links and encourage parental engagement throughout the year. For example: Family Learning sessions. Clear, ambitious expectations are set for pupils, teachers and parents to ensure children are achieving national expectations and better.
To enhance provision in a variety of ways to increase the capacity of the school, including further development of the staff team.	Pupils to develop and maintain healthy peer relationships and networks and improve social communication skills through a range of curriculum and enriched curriculum activities. Targeted interventions and support to ensure that barriers to learning are overcome. For example: The use of ELSA, Speech and Language intervention, Unlocking Letters and Sounds intervention. The use of School Ambassadors foster a sense of pride and develop social relationships across the school. A wide range of extra-curricular clubs offered. A contribution for PP families with trips such as residential.

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.

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continuing to develop staff awareness and understanding of the National Curriculum across Early Years, EYFS, KS1 and KS2.	Through staff CPD, Federation INSETs, school INSETs, Staff meetings, TLC moderation meetings and Teaching Assistant CPD meetings. Staff will gain a better understanding and knowledge of their year groups curriculums; this will include the year groups above and below the year group they teach. This enhanced knowledge will ensure high aspirations for all pupils and a deep understanding regarding English and Maths. Peer drop in's will be actively encouraged across the federation to observe in own year group as well as other year groups to develop individuals understanding and to put pedagogy into practice. Subject leader CPD to ensure knowledge remains current.	1,2,3
To further develop the teaching of key vocabulary across the curriculum in specific subjects.	Medium term map of curriculum with key knowledge, skills and vocabulary identified being taught across the whole school including pre-school. Ensure pupils are using the correct terminology in all areas of the curriculum when speaking and writing. Pupils to feel confident in using a variety of subject specific vocabulary in their learning in context when speaking. This will be seen from pupil's discussions and reflected in their attainment.	1,2,3

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

Budgeted cost: £13,623

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Reading, Writing and Maths TA led interventions.	Where identified, children will be offered rapid intervention programmes to meet their needs, address barriers to learning and make accelerated progress across the curriculum. +4 months	1,2,3,4,
Pupil progress meetings with teachers, TA's and SLT	Time for ongoing professional dialogues regarding further support for PP children will help to keep this a priority. A collected responsibility is in place for PPG children 's progress to make accelerated progress. Barriers to learning will be identified and strategies put in place to support both educational and emotional needs.	1,2,3,4
Strong engagement with families.	Provide a range of high-quality learning opportunities for children to help further their learning and close attainment gaps for PPG pupils. This will include family learning sessions as well as curriculum enrichment opportunities such as Outdoor Learning. +4months	1,2,3,4
Subscriptions- Numbots and Accelerated Reader	A programme used to support the teaching of number and times tables.	1,2,3,4

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

Budgeted cost: £3,392

Activity	Evidence that supports this approach	Challenge number(s) addressed
To ensure that Children with emotional needs have an opportunity to regular, timetabled ELSA sessions with a qualified ELSA.	Interventions which target social and emotion learning seek to improve pupils' interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. Pupil voice has shown that children look forward to their ELSA sessions and they have positive impact.	1,2,3,4
To ensure that children have the opportunity to access the full range of curriculum activities	Outdoor learning provides opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging	2,3,4

	physical and emotional activities outdoor learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation which are key attributes to become a successful learner.	
To ensure all children have the opportunity to be involved with in class and whole school wellbeing activities as part of the enriched curriculum being delivered.	Social and emotional learning approaches, have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. (EEF)	2,3,4
All pupils to experience exciting trips, visits and visitors which is carefully planned to enhance the curriculum including year 6 residential.	Children who are exposed to these have an enhanced knowledge and understanding of the world. Social and emotional learning approaches have a positive impact, on average of 4 months additional progress over the course of an academic year. (EEF)	3
To provide a hot and nutritious free school meal.	A healthy and nutritious meal makes a huge difference on wellbeing, education and health. Supports children being alert and ready to learn.	3
Attendance Monitored	Attendance will be monitored and the policy of letters being sent home will be followed in line with the school's Attendance Policy. A discussion with parents to find strategies to improve attendance will take place.	5

Total budgeted cost: £3,392

£13,623

= 17,015

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Year 1 phonics 0% passed the phonics screening. (1 pupil)

KS2 Year 6 (3 pupils)

KS2 Reading 20% ARE+ 10% GDS, 100% (3/3) PPG ARE

KS2 GPS 10% ARE+ 20% GDS 100% (3/3) PPG ARE

KS2 Maths 10% ARE+ 10% GDS 66.6% (2/3) PPG ARE

Attendance of PPG is lower than attendance of other pupils.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Number Sense	Number Sense Maths Ltd
Numbots	Maths Circle Ltd
Spelling Shed	Edshed
Accelerated Reader	Pearson