**Pupil Premium Strategy Statement and Expenditure 2019-20**

**What is Pupil Premium funding?**

Nationally, there is a gap between the achievement of pupils from families in challenging circumstances and other families; 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:

* Have been registered for free school meals at any time in the past six years;
* Have been ‘Looked After’ continuously for more than six months;
* Are children of Service personnel, or have been registered as such in the past four years.

Schools currently receive:

* £1320 for each pupil who is eligible for Pupil Premium funding as a result of having, or having had, free school meals;
* £2300 for each adopted Child who is eligible for Pupil Premium funding;
* £300 for each pupil who is eligible for Pupil Premium funding as a result of being, or having been, recorded as 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:

* The amount of Pupil Premium funding received;
* How it has been/will be spent;
* The impact of the funding in closing the achievement gap.

**How much Pupil Premium funding will the school receive this year?**

• Based on our most recent pupil numbers, we estimate that we will receive £28,420 in Pupil Premium funding this year.

To compensate for the effects of deprivation on the progress and attainment of children from low income families, the government provides schools with additional funding with the proviso that this money is used to support these children.  
  
Schools receive a set amount of money for each pupil who meets the criteria. The criteria are based on eligibility for free school meals. The calculation is based on census data over the last 6 years. The funds are received during the financial year, but the pupil data is based on the academic year.  
  
The money is intended to be used to reduce the achievement gap between pupils receiving free school meals and the rest of the school population. It is up to individual schools to decide how best to achieve this.  
  
Governors and parents need to know how much money the school receives, how it is spent and what impact it has had on bridging the attainment gap.  
  
For full details on Pupil Premium funding at Ditton Lodge Primary School, how it is spent, the targets we have, and how the effects of it are measured, please read below.

A Pupil Premium Review was conducted by colleagues from Unity Schools Partnership and Marc Rowland in December 2019 (available below).

|  |  |
| --- | --- |
| School name | Ditton Lodge Primary School |
| Pupils in school | 206 |
| Proportion of disadvantaged pupils | 9% |
| Pupil premium allocation this academic year | £28,420 |
| Academic year or years covered by statement | 2020 - 2023 |
| Publish date | September 2020 |
| Review date | September 2021 |
| Statement authorised by | Mrs Melanie Moore |
| Pupil premium lead | Mrs Amanda Banks |
| Governor lead | Mrs Lisa King |

At Ditton Lodge school we have adopted a tiered approach to Pupil Premium spending which allows us to focus on a series of targeted strategies which will have the greatest impact. These are as follows:

**1. Teaching**

• Developing pupils’ oracy skills

• Ensuring that all pupils are accessing ‘Quality First Teaching’

**2. Targeted Academic Support**

• Targeted PiXL interventions

• Booster sessions for Year 2 pupils in Maths

• Booster sessions for Year 6 pupils in Reading, Writing and Maths

• Pre and post teaching across the school

• Phonics interventions across EYFS and Key Stage 1

**3. Wider strategies**

• Emotional Literacy Support Assistant for all pupils needing emotional mental health support

• Subsidised trips and clubs

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Pupil Premium Report 2019-2020** | | | | | | |
| **Criteria for eligibility:**  Pupil Premium - Ever 6;  Ever 4 (Service Children);  LAC  Adopted from care Premium | | | **Led by:**  Mrs Melanie Moore Head teacher  Mrs Amanda Banks SENDCo | | **Others Involved:**  Mrs Sheena Datson Business Manager  Ms Kim Bramley Deputy Head teacher  Mrs Carla Nicholson Learning mentor  Outside Agencies  Governing Body | |
| **Key Priority:**  To ensure equality of provision by raising achievement and narrowing the gap of children entitled to Pupil Premium funding. | | | **Expectations:**  Targeted strategic support which improves outcomes for children who are in receipt of PP and potentially vulnerable and therefore improve outcomes in both academic and social aspects of school life for pupils to narrow the gap. | | | |
| **Budget Available: Total: £28,420**  16 Ever 6 - £21,120  5 Ever 4 - £1,500  2 LAC - £3,500  1 Post LAC - £2,300 | | | **Source:** Corporate Finance – budget figures. | | | |
| **Main issues to be addressed:**  Identify children, evaluate and monitor their progress to ensure they are making good or better progress. Provision mapping to ensure children access the support they need and measure the impact. Provide a wealth of social and educational activities that inspire and raise aspirations. Provide/subsidise financial support to allow children to experience visits, visitors or activities with a cost. Provide resources to support learning beyond the school. | | | **How the improvement will be monitored and evaluated:**  Head teacher  SENDCo  School Business Manager  Governing Body | | | |
| **What actions are required in 2019-20, and how will Pupil Premium funding be spent?**  • We ensure that all teachers are aware of which pupils in their class are eligible for Pupil Premium funding, so that they can target support and intervention appropriately.  • We offer extra opportunities for pupils to develop skills in core areas - reading, writing and maths.  •We continue to have a Learning mentor for our pupil premium children.  • We continue to review and buy in our most successful interventions, in line with our half termly teacher assessments in pupil progress meetings, so that we can respond promptly when a vulnerable pupil requires additional support.  • We continue to expand the use of funding for extra-curricular clubs and activities to encourage vulnerable pupils to fully engage with opportunities both at school and in the wider community, promoting their physical and mental wellbeing and raising their self-esteem.  • We continue to offer free places at Discover Club (After School) to any eligible pupil, in order to support their learning and attendance. | | | | | | |
| **Provision** | **Cost** | **Action Required** | **Resources** | **Expected Impact** | | **Actual Impact** |
| Additional TA to set up monitoring system and nurture groups. Extra hours also allocated to support pp at lunchtimes by holding targeted clubs.  Additional Teaching Assistant to support PP children in the afternoons  Additional TA to track PP children | £24906 | Devise and deliver programmes under the direction of the Head teacher, SENDCo and class teachers.  Teaching Assistant to utilise time to guide groups, update records, track children and monitor impact.  TA to provide support in Reading, Writing and Maths for PP children. | A comprehensive set of resources | To ensure equality of provision by raising achievement and narrowing the gap of children entitled to PP funding. | | Majority of pupil premium children are performing as well as or better than their peers.  Teaching Assistant is able to devote the whole of the afternoon sessions to teaching and admin tasks are completed outside of the school day.  Teaching Assistant to work with small groups of children providing interventions. |
| **Provision** | **Cost** | **Action Required** | **Resources** | **Expected Impact** | | **Actual Impact** |
| Clubs including events to widen experience | £264 | N/A | Clubs established in school and when appropriate clubs outside of school, such as drama clubs.  School organised trip. | Children to be exposed to a range of experiences to widen and raise aspirations.  Children to have a sense of belonging and to develop a positive attitude which should also impact on their learning. | | Pupil premium children were able to participate in a variety of clubs, building up their confidence and self-esteem which has a positive impact on their learning in class. Pupil Premium children were able to participate fully in all school trips last year that were planned to extend and enhance the curriculum. |
| **Provision** | **Cost** | **Action Required** | **Resources** | **Expected Impact** | | **Actual Impact** |
| Improve reading | £865.00 | Purchase of Success For All (SfA) materials  Creation of new Library | Range of reading books | Enjoyment in reading progress increasing in PiRA testing.  Increasing number of children attaining Greater Depth in reading. | | At the end of KS1, the pupil premium children were below national expectations.  At the end of Year 6 pupil premium children were in line with national expectations. Appealing reading books and a greater range of reading books have been purchased that give weaker readers more willing to engage with reading |
| Improve writing | Purchase of teacher resources for SFA | Teacher resources | Accelerated progress in writing. | | At the end of KS1, the pupil premium children were below national expectations. At the end of Year 6 pupil premium children were above national expectations for Writing. |
| **Provision** | **Cost** | **Action Required** | **Resources** | **Expected Impact** | | **Actual Impact** |
| Improve maths | £240 | Purchase of the Sandwell test in KS2  Purchase Whiterose Maths scheme of learning | Copies of 1:1 resource  Sandwell test in KS2  White Rose Maths log ins for all class teachers | Accelerated progress in Maths. | | At the end of KS1, the pupil premium children were below national expectations. At the end of Year 6 pupil premium children were above national expectations for Maths. |
| General Curriculum resources | £1505 | Purchase of resources in response to class teacher, learning mentor or SENDCo requests | Classroom resources | To enhance and extend learning in maths and literacy | | Additional resources purchased. |
| CPD and staff Training | £640 | Head teacher and SENDCo to identify relevant courses throughout the school year (ELSA, SEMH for TAs, Lego Therapy) | Trust training opportunities for ELSA, SEMH, lego therapy | Improved understanding of teaching learning needs. | | Teachers have a stronger understanding of the range of features that can impact on underachievement. |
| **Provision** | **Cost** | **Action Required** | **Resources** | **Expected Impact** | | **Actual Impact** |
| Wrap Around Care  Not supported this year |  | Wrap around care  embedded in  school.  Breakfast club and  Discovery (after  school) club | Range of play and  social interaction  opportunities to  develop confidence,  well-being and sense  of belonging. | Wrap around care  provision supported  pupil premium | | children’s wellbeing  and social  interaction  opportunities. |

The progress and attainment of all pupils, including disadvantaged pupils and others who are at risk of underachievement, is analysed at least quarterly and is reported to Governors and reported on the school website.

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# Ditton Lodge Primary School

# Pupil Premium Strategy Review

**Autumn 2019**

**Context**

Ditton Lodge Primary School has 208 pupils on roll. 7.7% of these are from disadvantaged backgrounds. 6.7% of pupils speak English as an additional language.

In 2019, 87% of *all* pupils reached age related expectations at the end of Key Stage 2. The small numbers of disadvantaged pupils at the school attained in line with their more fortunate peers.

**Review**

The review involved meetings with the Headteacher, senior leaders, teachers, academic and pastoral support staff and pupils. There was a series of classroom observations, a documentation review and a books analysis.

**Strategy**

1. The school has adopted a tiered approach that aligns with DfE and Education Endowment Foundation. The tiers, and priorities within the tiers, adopted by the academy are as follows:

* **Teaching and Learning:** Success for All approach to literacy, Cooperative Learning to support behaviour for learning, explicit vocabulary instruction across the curriculum, and evidence-informed professional development. The Focus on professional development which will impact on pupils’ outcomes is a key vehicle for raised expectations. This will ensure a more consistent approach to the teaching of English and vocabulary.
* **Targeted academic support:** Structured, evidence based interventions in reading and arithmetic, booster sessions in English and Maths (KS2) and Phonics (KS1). Personalised curriculum offers for the most vulnerable pupils.
* **Wider strategies**: ELSA support, trips / clubs, music tuition, lunchtime clubs.

1. Adopting the tiered approach should help address the following:

* A more consistent approach to the teaching of English and vocabulary.
* Addressing historic inconsistencies in teaching and learning
* Ensuring a more evidence based approach to teaching and learning
* Pre teach so that pupils can access whole class lessons
* Collaborative learning to ensure equality of participation
* Building relationships with pupils and families, in particular to improve wellbeing, attendance, punctuality. The headteacher also spoke impressively about creating a sense of belonging for all pupils at the school.

1. There has historically been an issue where staff across the academy did not feel an ownership of / responsibility for the strategy and expectations were not high. A collective responsibility for the strategy, where all staff understand their role within that strategy is key to success.
2. The headteacher and her leadership team spoke passionately about the importance of being a school rooted in its community. There is a recognition that the vast majority of families at the school do not experience entrenched poverty, but rather low incomes, time poor and financially insecure families can experience high levels of stress. This can be coupled with a sense of feeling ‘outside’ of the local community.

**Classroom visits and book ‘look’**

1. During classroom visits, some high quality, inclusive practice was observed. However, there were also some inconsistencies. As ever, lesson observations are ‘a still image from a reel of film’, so these reflections have limitations.

* The high quality use of ‘Success for All’ in lessons meant that there were very few opportunities for pupils to ‘opt out’ of their learning.
* Pupils writing diary entries receiving high quality live verbal feedback, with immediate opportunities to respond and adjust.
* Some high quality language modelling.
* The use of worked examples and modelling in classrooms was mostly very good.
* Some inconsistencies in the effectiveness of evidence-based vocabulary instruction. There was some excellent practice, but pupils needed to be given ‘child friendly’ examples and definitions at times.
* A TA talking to pupils over the teacher whilst they were addressing the whole class
* In a small number of cases, the pupils with the greatest need not following teacher instructions.
* In reception, a small number of pupils flitting between activities.
* A small number of disadvantaged pupils opting out of whole class activities. There was a discussion about the importance of assigning pupils roles within group tasks to avoid this.
* Whilst much of the feedback in books was positive and constructive, there were a small number of cases where it was unhelpful: ‘I expected more…’. It is worth remembering that pupils may interpret written comments differently to how they were indented. Feedback needs to be personal to the individual to be effective, with clarity over how to do it better.

**Pupils**

1. Pupils spoke positively about school. They spoke of how teachers helped them, and how adults are kind: ‘They help you if you are nervous’. They spoke very clearly about how Success for All had supported their learning.
2. Pupils had a very good language for learning. They were able to describe what they needed to do to be successful in their learning, and how they knew that they had been. They talked about how they used resources in the class to plan out an approach to problem.
3. When asked what they would do when they ‘got stuck’, pupils did tend to focus on ‘asking the teacher’, but one pupil did say ‘they wouldn’t just give you the answer, they’d tell you to think hard’.
4. The responses to ‘getting stuck’ may be worth further investigation by senior leaders to see if responses are representative of disadvantaged pupils. Teachers can then plan for these pupils appropriately to help them overcome difficulties and be independent.

**Support staff**

1. Staff spoke enthusiastically about their role in the school. They spoke about how training (academic and pastoral had improved their ability to support vulnerable learners. They particularly spoke about Success for All as an effective strategy for supporting the least successful learners at the school. Support staff were impressive in describing how they had moved away from sympathy for vulnerabilities beyond school leading to lower expectations: ‘we can’t allow that’. They spoke of the importance of positive interactions in the classroom.
2. As with many schools around the country, staff noted that the biggest challenge to their roles was redeployment at short notice, meaning that urgent need usurped their work with the most vulnerable pupils.

**Implementation**

1. A well set up implementation plan is in place. Implementation should form the main focus of the next review. As per the school’s self-evaluation, Barriers to implementation at present are as follows:

* Expectations of disadvantaged pupils are not always sufficiently high
* Some complacency about standards, with a small number of pupils ‘slipping through the net’.
* Quality of vocabulary instruction
* Punctuality
* Multiple vulnerabilities
* Focussing on labels rather than pupil need, and that pupils who may not be ‘Pupil Premium’ may still be vulnerable.
* The need for a collective responsibility for disadvantaged pupils across the school, in all aspects of school life.

1. The effective embedding of Success for All provides a model for implementation of other strands of the school’s Pupil Premium strategy.

**Sources of research evidence / resources for key priorities**

Conversation more important than word exposure: <http://www.beib.org.uk/2018/03/conversation-important-word-exposure-literacy-language-development/>

Looping and the power of relationships: <https://hechingerreport.org/two-studies-point-to-the-power-of-teacher-student-relationships-to-boost-learning/>

EEF Implementation guidance: <https://educationendowmentfoundation.org.uk/tools/guidance-reports/a-schools-guide-to-implementation/>

Deepening knowledge through vocabulary learning: <https://impact.chartered.college/article/beck-deepening-knowledge-through-vocabulary-learning/>

**Marc Rowland**

**December 2019**