# Pupil premium strategy statement

Ditton Lodge Primary 2024-25

This statement details our school’s use of pupil 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

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| Detail | Data |
| Number of pupils in school | 203 |
| Proportion (%) of pupil premium eligible pupils | 10.3% |
| 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)** | 2024 - 2027 |
| Date this statement was published | 21.10.24 |
| Date on which it will be reviewed | 5.7.25 |
| Statement authorised by | Lisa Tweed |
| Pupil premium lead | Sarah Eaton |

## Funding overview

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| --- | --- |
| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £28,785 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| **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 | £28,785 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| At Ditton Lodge we focus on a series of targeted strategies that will have the greatest impact.  1. **Teaching and whole school strategies** | the transformative power of an effective teacher is something almost all of us have experienced and understand. We also know that these effective teachers have a direct influence in enhancing children’s learning. Years of research on teacher quality supports the fact that effective teachers not only make children feel good about school and learning, but also that their work actually results in increased achievement. Through our daily procedures of leadership our aim is to raise the quality of teaching to excellence through explicit instructional coaching. We ensure we are creating a distributed and collaborative approach to leadership that inspires all to drive the standards of teaching and learning.  2. **Targeted approaches** | evidence consistently demonstrates the positive impact targeted academic support can have. We use a variety of support mechanisms be they one-to-one or small group interventions as a key component to sit alongside direct teacher input. We regularly review and discuss the interventions we use and have created flowcharts and field guides that allow us to understand the best ways forward for all children.  3. **Wider strategies** | the final element of our approach is to provide support in tackling the most significant, non-academic, barriers to success at school, including attendance, behaviour and social and emotional support. Our work is advancing on approaches and impact of a sense of ‘belonging’. We aim to remove barriers for all children with our work on the use of technology in the classroom. Our curriculum ensures that all children are exposed to the world around them and are equipped with the life-skills required to thrive.  Our aim is to use pupil premium funding to help us work towards and improve the outcomes of disadvantaged pupils at our school so they can be compared with those of non-disadvantaged pupils nationally.  Our plan focusses on the challenges that our disadvantaged pupils face and aims to get to the causes of the issues. |

Challenges

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

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| Challenge number | Detail of challenge |
| 1 | Attendance for disadvantaged pupils is lower than that of others. There is persistent absence and lateness for some pupils. |
| 2 | Our children and families do not all have an enthusiasm for, and achievement in, Reading and Writing. |
| 3 | There are barriers, including language barriers, that can be lessened with a better understanding of technology. |
| 4 | Our disadvantaged pupils have lower outcomes than others. |
| 5 | Some of our pupils have not travelled outside of town they live in. |

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## 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 |
| A rigorous and systematic way to improve attendance, persistent absences and create a deeper feeling of ‘belonging’ in our school environment. (See school development plan) | -Attendance systems, flowcharts and processes in place.  -Teacher ownership of class attendance.  -Improved parent and pupil awareness of the importance of  -Every child offered the chance to join us until 4pm on Tuesdays to attend a club.  -Meetings with parents and good attendance praised through systems |
| A research informed and data driven approach to raising the assessment outcomes of children. | -Effective instructional coaching in place for every member of staff that allows discussion and growth surrounding best practice.  -Teach Like a Champion techniques introduced thorough group coaching in staff meetings and seen in teaching practice daily. |
| Knowledgeable and expert approach to using technology to aid children with accessibility needs | -All staff to complete Apple badges to become experts in their use.  -Trust CPD surrounding accessibility features throughout the year.  -In school CPD using these features.  -Staff briefing that remind and extend the thinking using these.  -Increased SENCo knowledge and support using these features.  -Ensure this is in all areas of the school. |

## Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ [insert amount]

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| --- | --- | --- |
| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Improve collaboration, vocabulary, reading and writing through the our CUSP curriculum. | Raised confidence, enthusiasm and standards in reading and writing. All children leaving KS1 able to read fluently, communicate effectively and flourish  CUSP Reading and Writing is an **evidence informed**, carefully sequenced English curriculum, which maps core content in Reading and Writing across the primary journey, ensuring that learning is taught and revisited over time so that pupils commit their understanding to the long-term memory.  **All CUSP subjects have been built around evidence-led practice.**  1. Sweller’s cognitive load theory  2. Rosenshine’s principles of instruction guided by Cain and Oakhill’s vocabulary instruction  3. Fiorella and Mayer’s generative learning practice  We have also used evidence from the EEF on small group tuition for our PP children to help provide them with a more personalised and adapted curriculum offer.  <https://fft.org.uk/fft-sfa-coop-learning/>  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches>  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches> | 4  2 |
| Excellent teaching across the school that is guided by coaching and Teach Like a Champion techniques. | We will have a working group that meets together to further discuss and inform our Teach Like a Champion work.  We follow a See It, Name It, Do it Approach to ensure there is a real consistency across the ways in which we expect classes to be taught.  <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development>  <https://teachlikeachampion.org/blog/levels-evidence-thoughts-teaching-students-stretch/> | 4 |
| Using technology to ensure accessibility for all pupils. | Apple coach that helps staff to upskill and improve how iPads are being used in our school.  All staff to complete apple learning badges to they can become more familiar with the platforms we are using each day in school.  Trust and school level CPD that empowers all staff to have an expert understanding of the devices we have on offer. Input from SENCo to ensure the best possibilities are being explored for each pupil.  Front facing teaching so additional modelling can be given each day in school.  iPads in continuous provision in EYFS to model and encourage independence.  <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital> | 3  4 |

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

Budgeted cost:

|  |  |  |
| --- | --- | --- |
| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Accurate assessment of all pupils to provide additional tuition for impact ‘less is more’ approach | Children’s gaps will be identified and proven intervention put in place to ensure they can access the curriculum (EEF)  This will be through interventions such as Soundswrite Keep Up and Catch Up and Herts for Learning Reading Fluency.  Over 2,200 pupils have taken part in the Project. On average, in just 8 weeks, pupils have made 2 years and 3 months progress in reading comprehension age and have gained an increase in accuracy of 13 months measured using the YARC Assessment tool.  In 2018, SATs data was collected for 292 project pupils. 74% of these pupils achieved 98+ scaled score in the 2018 SATs reading test – all of these pupils were judged as being ‘not on track’ at the start of the project; 60% of these pupils achieved the Expected Standard (this equates to 175 pupils); 5% of this cohort achieved the Greater Depth Standard.  When appropriate, PIXL therapies will be used once gaps have been identified through assessments and analysing QLAs.  <https://www.hfleducation.org/reading-fluency>  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics>  <https://sounds-write.co.uk/> | 2 and 4 |
| Post and pre teaching before and after lessons | Gaps will be identified immediately and quality targeted teaching provided.  Records will be made daily of how the pupils have performed in Phonics and Maths lessons then acted on that day through use of past teaching.  It will also highlight the children that will be selected each day for Keep Up and Catch Up interventions.  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition> | 2 and 4 |

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

Budgeted cost:

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| --- | --- | --- |
| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| To improve attendance through creating a sense of belonging | We know that attendance has a direct effect on outcomes, belonging and attitudes towards subjects such as Reading.  Our work over the next few years on ‘belonging’ will improve these sues whilst ensuring all pupils and parents feel part of the school community.  We will use positives like attendance passports and individual praise to let pupils and parents know how well they are doing with attendance. We will increase responsibility on class teachers to improve attendance by completing daily records of attendance calls they make in absent pupils.  Fortnightly attendance meetings with attendance leads to highlight next steps and where we can improve next.  <https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance> | 1  4  2 |
| To continue developing social skills and language using the Play pod and loose parts approach at lunchtimes | Children talk to a range of peers in a range of year groups, creating stories, rehearsing vocabulary, taking risks, communicating and enhancing social skills. Parents see us as approachable and talk to us and we offer early support  How not to Cheat Children – A theory of loose parts. | 4 |
| Use of Voice 21 Oracy | We use a detailed and systematic way of improving the way in which our children speak to each other.  They are given sentence stems to use each week and encourage to put them into practise during weekly Oracy Assemblies.  These sessions also give pupils a chance to consider the wider world as well as improve listening skills.  <https://voice21.org/oracy-across-the-curriculum-the-evidence/> | 5 |
|  |  |  |
| To use Zones of Regulation to improve the self-regulation of the children. | The Zones of Regulation, written by L. Kuypers and published by [Social Thinking](https://www.socialthinking.com/zones-of-regulation?utm_source=zoneswebsite&utm_medium=website&utm_campaign=zones-marketing&utm_content=-&utm_term=-) in 2011, has sold over 260,000 copies and counting, and has been widely implemented in homes, schools, districts, and clinical practices all over the world to address social emotional learning (SEL). The creation of The Zones of Regulation was based off clinical experience, seeing a need in the field to teach skills in the realm of regulation in a way learners could connect to and apply in context, all while layering together many theories, best practices and evidence as the foundation to inform and build The Zones' framework and lessons.  <https://zonesofregulation.com/research/> |  |

**Total budgeted cost:**