

Pupil premium strategy statement

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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

Detail	Data
School name	Ditchingham Primary
Number of pupils in school	71
Proportion (%) of pupil premium eligible pupils	20%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	October 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Heather Brand
Pupil premium lead	Maria Adcock
Governor / Trustee lead	Alan Larkin

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	23,280
Recovery premium funding allocation this academic year	£0
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	£23,280

Part A: Pupil premium strategy plan

Statement of intent

At Ditchingham Primary School we want all children to have the best educational opportunities and to achieve to the best of their potential. We want all children to make expected progress in reading, writing and maths. We believe in offering the same opportunities to all children and this includes our extra-curricular activities and visits that enhance the learning experience.

Our ultimate objectives for disadvantaged pupils are:

- To make expected progress in reading, writing and maths
- To narrow the attainment gap
- To fully embrace the whole curriculum offer, with funding support for extra-curricular activities

We aim to meet these objectives in the following ways:

- Ensure children have quality first teaching that is scaffolded to support children where necessary
- Ensure appropriate scaffolding and interventions are in place to support children's learning and help to close the gaps in their knowledge.
- Thorough question level analysis of assessments to ensure we are targeting the correct gaps.
- Supporting families with payments to extra-curricular clubs and enrichment where needed

Challenges

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

Challenge number	Detail of challenge
1	Poor engagement with reading for pleasure, especially at home
2	Speech and Language
3	Some of our pupil premium children do not have the varied experiences as non-pupil premium children seem to have meaning knowledge of the world and vocabulary is limited
4	Children do not always remember the content of what they have been learning and apply it to other areas of learning.
5	

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 improve engagement with reading for pleasure.	Children will engage with Kingfisher Reading Wings – our weekly class reward for reading at home. Parents will be more aware of the importance of reading at home and sharing books together.
For children to be able to express themselves clearly	Children will be able to express themselves and make themselves understood.
For PP children to have access to extra-curricular activities and visits to enhance learning	PP children will take up opportunities with extra-curricular activities and attend visits and 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.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £10000

Activity	Evidence that supports this approach	Challenge number(s) addressed
PiXL to help identify learning gaps by using summative questions formatively. Enables reliable benchmarking using ready-made assessments.	EEF states that: Small group tuition has an average impact of four months' additional progress over the course of a year. Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support.	1, 2, 3, 4
Read Write Inc. synthetic phonics programme	Education Endowment Foundation (EEF) Phonics. The average impact of the adoption of phonics approaches is about an additional five months' progress over the course of a year. Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months' progress. Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. This is likely to be due to the explicit nature of the instruction and the intensive support provided.	1, 2
KS1 Reading for pleasure, inviting parents of EYFS/KS1 in once a term to share books with their children.	EEF Approaches that focus on speaking, listening and a combination of the two all show positive impacts on attainment.	1,2
NCETM TRG membership including CPD courses Curriculum Leader networks and Association	Extensive research has shown that improved quality of teaching is most effective in supporting all children, but will	4

	disproportionately benefit those with less support or access to educational resources at home.	
Use of Ed Shed for the specific teaching of spelling	Ed Shed says spelling and word knowledge are key components in the process of learning to read and write. Spelling Shed makes the acquisition of these key skills fun and engaging for students and easy for teachers to implement. Our approach follows the Science of Reading	

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

Budgeted cost: £7280

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group support Reading and maths additional intervention Investment in TA provision enables targeted support, for example, pre teaching and specific interventions to take place	EEF Small group tuition (+4 months progress, on average, over the course of a year) EEF Teaching Assistant interventions (+4 months progress on average, over the course of a year)	1
Splingo speech and language app	<i>EEF</i> Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average. On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low attainment or are struggling in particular areas.	2, 4
Dyslexia Gold to support and improve spelling	Dyslexia Gold is an evidence-based programme to help pupils progress with spelling and reading	2, 3, 4

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

Budgeted cost: £6000

Activity	Evidence that supports this approach	Challenge number(s) addressed
To support children to attend extra-curricular clubs and visits to enhance learning School pays 50% of a club and visit each half term.	EEF – sports participation increases educational engagement and attainment. EEF – outdoor adventure learning shows positive benefits on academic learning and self -confidence.	3
Contingency fund for any issues that may arise during the course of the year.	Based on previous experiences we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	

Total budgeted cost: £ 23280

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 2021 to 2022 academic year.

Teaching:

KS2 Cohorts	Cohort Size	E2+ EXS+ Reading	E2+ EXS+ Writing	E2+ EXS+ Maths	E2+ EXS+ Combined	A2+ HS/GDS Reading	A2+ HS/GDS Writing	A2+ HS/GDS Maths	A2+ HS/GDS Combined	%/Score
2019 KS2 National		73	78	79	65	27	20	27	11	
2022 KS2 National		74	69	71	59	28	13	22	7	
2022 KS2 School	19	64	58	63	53	37	0	21	0	
2023 Current KS2										
Year 6	16	81	63	63	50	38	0	13	0	
Year 5	13	85	63	85	62	15	15	54	15	
Year 4	14	53	80	67	47	33	6	33	7	
Year 3	12	66	58	50	50	42	8	42	8	
MTC Y4 average score										17
MTC Y4 25/25										7%
KS1 Cohorts										
2019 KS1 National		75	69	76	65	25	18	22	11	
2022 KS1 National		68	58	68	54	18	8	15	6	
2022 KS1 School	12	58	58	67	58	17	0	25	0	
2023 Current KS1										
Year 2	17	59	65	71	59	12	12	18	6	
Year 1	6	67	67	67	67	0	0	0	0	

Phonics Y2 Retakes	6											67%
Phonics Y1	6											67%
EYFS												
2023 GLD	7											86%

The table below compares our school to the national Pixl results and shows the difference between the two.

Subject/Paper	Year 5 PiXL	Year 5 School	Year 5 Difference	Year 4 PiXL	Year 4 School	Year 4 Difference	Year 3 PiXL	Year 3 School	Year 3 Difference	Year 1 PiXL	Year 1 School	Year 1 Difference	Paper Average
Reading School	59%	69%	10%	57%	54%	-3%	59%	58%	-1%	57%	74%	17%	6%
GPS School	56%	65%	10%	56%	55%	-1%	60%	56%	-4%				2%
G & P School	55%	62%	7%	55%	57%	2%	60%	56%	-4%				2%
Spelling School	57%	74%	17%	58%	52%	-6%	60%	55%	-5%				2%
Maths School	52%	60%	7%	54%	53%	-1%	50%	47%	-3%	60%	77%	17%	5%
Paper 1 School	62%	65%	3%	68%	65%	-3%	57%	52%	-5%	60%	77%	17%	3%
Paper 2 School	46%	55%	9%	45%	45%	0%	43%	42%	-1%				3%
Paper 3 School	47%	58%	11%	43%	44%	1%							6%
Average School	56%	65%	9%	56%	54%	-2%	56%	54%	-3%	59%	76%	17%	4%

Disadvantaged attainment on its own

Year 2	Reading		Writing		Maths		Combined	
<u>4 CHILDREN</u>	Exp	GD	Exp	GD	Exp	GD	Exp	GD
National % (2019)	75	25	69	15	76	15	65	11
National % (2022)	68	18	58	8	68	15	54	6
Norfolk PP % 2019	56		47		59		43	
National PP % 2022	51		41		52			
School Autumn Term	33	33	33	0	67	0	33	0
School Spring Term	33	33	67	0	67	0	33	0
School Summer Term	25	0	25	0	25	0		
Difference to PP 2022	-26		-16		-27			

Year 6	Reading		Writing		Maths		Combined	
<u>5 CHILDREN</u>	Exp	GD	Exp	GD	Exp	GD	Exp	GD
National % (2019)	73	27	78	20	79	27	65	11
National % (2022)	74	28	69	13	71	22	59	7
National PP % 2019	68	0	68	0	67	0	46	0
National PP % 2022	62		55		56		42	
School Autumn Term	50	0	75	0	75	25	60	0
School Spring Term	60	0	60	0	60	20		
School Summer Term	60	20	40	0	40	0	40	
Difference to PP 2022	-2		-15		-16		-2	

		Reading	Writing	Maths	RWM Combined
Year 5 2 cbu	National PP % 2022	62	55	56	42
	School Autumn term	50	50	50	0
	School Spring Term	50	50	50	0
	School Summer Term	50	50	50	0
	Difference	-12	-5	-6	-42

Year 4 4 ընթ	National PP % 2022	62	55	56	42
	School Autumn term	50	100	100	50
	School Spring Term	50	100	100	50
	School Summer Term	50	75	75	50
	Difference	-12	+20	+19	-42

Year 3 3 ընթ	National PP % 2022	62	55	56	42
	School Autumn term	50	0	50	0
	School Spring Term	50	0	50	0
	School Summer term	33	33	33	33
	Difference	-29	-22	-23	-9

EYFS		GLD
1 child	National % (2019)	72
	National % 2022	65
	National PP % 2022	49
	School Autumn Term	0
	School Spring Term	0
	School Summer Term	100
	Difference to PP 2022	+51

Teaching and learning

As these outcomes show, results when comparing our school to the national Pixl schools are broadly in line. We have seen improvements in the cohorts throughout the year as a result of quality first teaching and the careful analysis of assessments to ensure when we use interventions we are targeting the specific gaps for those children. Where we are just below Pixl schools we would only need one more child to reach expected to bring us in line and this is down to our small cohorts of children so each child is worth a high percentage. With regards to our disadvantaged data we again have very small numbers in cohorts when comparing to the national data. From monitoring that has taken place over the academic year, we have seen evidence of the progress children have made from their starting points. We have carefully planned staff CPD throughout the year, which in turn has meant we have quality first teaching in every class and the records of interventions for each class has shown an impact on learning.

Targeted Support

In reading within KS2 we had maintained the number of children at greater depth and this demonstrates that our targeted teaching and support is having an impact on the children.

Our spelling and grammar scheme has had an impact on outcomes for children, as evidenced in the higher percentage of children at expected in writing at the end of year 6.

Children made good progress across the curriculum, evidenced through use of low stakes quizzes at key points and use of other assessment tools. Pupils were able to speak confidently about the knowledge they had learnt and demonstrate this in the work that they produced. Clicker 8 has been used successfully to support children with their writing and has enabled them to produce some quality writing.

Wider Strategies

A range of experiences were offered to all children, with excellent engagement in clubs offered at different points in the day. We plan to continue to look at the variety of this offer.

All children took part in our residential trips at KS2 and those disadvantaged were given support financially. The children were able to build their social skills by working with other children.

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