Pupil premium strategy statement

Before completing this template, you should read the guidance on using pupil premium.

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

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 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	66 (based on academic year 2023/2024)
Proportion (%) of pupil premium eligible pupils	29.4% (based on academic year 2023/2024)
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2024-2027
Date this statement was published	October 2024
Date on which it will be reviewed	September 2025
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	22000
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	22000

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	Poor vocabulary – expressive and receptive
3	Academic progress may be slower for disadvantaged pupils
4	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
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 and use a wider range of vocabulary.	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: £13,000

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, 3
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, 3, 4
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	2,3

	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	3

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

Budgeted cost: £7000

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)	1,2,3
Wellcomm assessment package and intervention	*EEF* 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, 3, 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
RWI fast track tutoring	*EEF* 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	3

	are identified as having low attainment or are struggling in particular areas.	

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

Budgeted cost: £2000

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: £ 22000

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.

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 Differ-ence	Year 4 PiXL	Year 4 School	Year 4 Differ-ence	Year 3 PiXL	Year 3 School	Year 3 Differ-ence	Year 1 PiXL	Year 1 School	Year 1 Differ-ence	Paper Aver-age
Reading	59%	56%	-3%	56%	46%	-10%	58%	58%	0%	54%	48%	-6%	-5%
GPS	55%	46%	-8%	55%	41%	-14%	60%	49%	-11%				-11%
G & P	54%	49%	-5%	54%	37%	-17%	59%	47%	-12%				-11%
Spelling	56%	39%	-17%	57%	49%	-8%	61%	53%	-8%				-11%
Maths	52%	50%	-2%	53%	45%	-8%	51%	41%	-10%	58%	47%	-11%	-8%
Paper 1	63%	62%	-1%	68%	59%	-9%	58%	49%	-9%	58%	47%	-11%	-7%
Paper 2	46%	43%	-3%	44%	35%	-9%	43%	32%	-11%				-8%
Paper 3	47%	44%	-3%	42%	37%	-5%							-4%
Average	55%	51%	-4%	55%	44%	-10%	56%	49%	-7%	56%	48%	-9%	-8%

Disadvantaged attainment on its own

Pupil Premium Data Report 2023-2024
Blue text = Spring term notes
Purple text – Summer Term

Year 6	Reading		Writing		Maths		Combined	
	Exp	GD	Exp	GD	Exp	GD	Exp	GD
National % 2023	73	29	71	13	73	24	59	8
National PP % 2023	60		58		59		44	
Autumn Term 3 chn	67	33	67	0	33	0	33	0
Spring Term 2 chn	100		100		100	50 (A2 – could get greater depth)	100	
Summer Term 2 chn	100		100		100	50	100	
Difference to PP 2023	+40		+42		+41		+56	
Notes	One child joined just before October half term and are on the SEN record for dyslexia, the previous school said there were lots of gaps in learning. They are unlikely to sit their SATS in May. One child is close to greater depth in maths. There are class based interventions in place to support. We will be beginning SATS clubs again in the Spring Term. The one child who joined October half term has since left the school, so we now have 2 children who are PP. Both children are on track to get combined at the end of year 6. Both children reached expected standard across the board in SATS which is excellent. One child reached Greater depth in maths.							

Year 2	Reading		Writing		Maths		Combined	
	Exp	GD	Exp	GD	Exp	GD	Exp	GD
National % 2023	68	19	60	8	71	16	56	6
National PP % 2023	54		44		56			
Autumn Term 2 chn	0		0		0		0	
Spring Term 0 chn								
Summer Term								
Difference to PP 2023	-54		-44		-56			
Notes	Both children are also on the SEN record. There have been significant safeguarding concerns with the family over the autumn term. We are beginning to see some more progress from their starting points. Interventions and small group work are in place for both children. Both children left school at the end of autumn term.							

		R – Exp	R – GD	W – Exp	W – GD	M – Exp	M – GD	C – Exp	C - GD
	National % 2023	73	29	71	13	73	24	59	8
Year 5	National PP % 2023	60		58		59		44	
	Autumn term 4 chn	50		50		50		50	
	Spring Term 4 chn	50		50		75		50	
	Summer Term	50		50		75		50	
	Difference	-10		-8		+16		+6	

Notes:

- Progress is being made from starting points in interventions for 2 out of the 4 children. Two children are currently under persistent absentees but are very high 80s% and one is due to unauthorised holiday and their attendance is on an upward trend. We are also working on attitudes to learning and ensuring they are always doing their best. Children have made progress in their Pixl scores. I child is no longer a persistent absentee. Due to the work staff are doing with the children the attitudes to learning are improving. Children's attitude to learning continues to improve and more work is now completed in a lesson for one child inparticular.

	National % 2023	73	29	71	13	73	24	59
Year 4	National PP % 2023	60		58		59		44
	Autumn term 2 chn	0		0		50		0
	Spring Term 1 child	0		0		100		0
	Summer Term 1 child	0		0		100		0
	Difference	-60		-58		+41		-44

Notes:

- One child has had significant safeguarding issues, so this has hindered her progress slightly as we have had to be focussing on the emotional side of things for them. They have made some progress over the course of the term. Both children can now be more independent with their learning and for one their attitudes to learning has significantly improved so we are seeing more progress now. Interventions are in place for both.
- One child left at the end of the autumn term. Their attitude to learning continues to be good. They have moved up a grade boundary in English but not yet to age related expectations. The interventions in place are having an impact on their progress.
- The child is making progress with the support in place, although not yet at age related expectations, there will be considerations in the autumn term if they come off the SEN record.

	National % 2023	73	29	71	13	73	24	59
Year 3	National PP % 2023	60		58		59		44
	Autumn term 3 chn	0		0		67		0

	Spring Term 3 chn	33		0		67		0
	Summer term 2 chn	50		0		50		0
	Difference	-10		-58		-17		-44
Notes: • 1 child is also on the SEN record, they have been completing RWI with KS1 this term and progress has been made, they now know 73 out of 75 sounds. Their next step is to work on fluency of reading and they will join their class for English lessons in January. Maths is the stronger subject for all of them. Attitudes to learning are good from the children. Interventions are in place to support them. • 2 children have moved up a grade boundary in reading, 1 not enough to get them to age related expectations. Interventions are having an impact as we are seeing progress for all of them from their starting points. • 1 child has come off pupil premium eligibility. It is the same child who is at age related expectations for reading and maths. We will monitor the other child closely in the autumn term as they may go on the SEN record.								
	National % 2023	68	19	60	8	71	16	56
Year 1	National PP % 2023	54		44		56	54	
	Autumn term 1 chn	100		100		100		100
	Spring Term 0 chn							
	Summer Term 0 chn							
	Difference	+46		+56		+44		
Notes: • This child is at expected for everything. They are under persistent absentee so we are concerned if attendance remains the same then we may see a dip in their attainment. We are working with Norfolk attendance team and seeking their advice. • This child left the school at the start of the spring term								

Teaching and learning

Our year 6 SATS results saw us reach 100% of children at expected, with a number reaching greater depth, this includes some of our disadvantaged children. As these outcomes show, results when comparing our school to the national Pixl schools are broadly in line. With such small cohorts in most cases we are thinking about 1 more child at age related expectations would mean we go just above Pixl national scores. 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. This academic year we have used CPD to discuss how to analyse the data and filter the spreadsheet's following assessments to ensure we are targeting the correct gaps. 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. At pupil progress meetings, staff are able to confidently talk about their class and where progress has been made, they can also identify where the gaps are and what they are doing about those gaps.

Targeted Support

Our year 6 SATS results saw us reach 100% of children at expected, with a number reaching greater depth, this includes some of our disadvantaged children. Our spelling and grammar scheme has had an impact on outcomes for children, as evidenced in the 100% of children at expected in writing at the end of year 6. We need to continue to target spellings over the next academic year.

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. Our RWI fast track tutoring is seeing success, we saw a 71% pass rate in phonics this year.

Wider Strategies

A range of experiences were offered to all children, with excellent engagement in clubs offered each day. We have after school clubs each day that are offered to all children and we will support those disadvantaged to attend these.
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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