



Pupil Premium Strategy 2019-2020 - Ditchheat Primary School

Ditchheat Primary School is a small rural school providing education for 4 – 11 year olds.

We aim to inspire a love of learning for life through our vision:

Vision:

- We will have high expectations of our children and we will encourage them to develop a deep seated belief in their abilities
- We will prepare our children to be lifelong learners who are confident, independent and mentally strong
- We will care for, encourage and support our children in a warm, inclusive and vibrant environment where they are safe to make mistakes
- We will provide a rich and varied curriculum which will provide experiences that inspire, enthuse and motivate our children
- We will teach our children to be respectful, responsible, resilient and to embrace other people's differences
- We will work closely within our local community to raise the aspirations of our children and the wider community to broaden our children's understanding of the world and their place in it

The school is a smaller than average primary school with 7% of children with SEN and 12% eligible for Pupil Premium funding.

The key objectives for the Pupil Premium Funding is:

- To improve outcomes of disadvantaged pupils of all abilities
- To close the attainment gap of disadvantaged pupils and their peers
- To raise aspirations
- To improve life choices and chances

When planning the Pupil Premium Funding spend, we have done so based on a three tiered approach.

1 Teaching – improving the quality of teaching

2 Targeted academic support – linking structured one to one or small group intervention to classroom teaching

3 Wider strategies – including attendance, behaviour and social and emotional support

1. Summary Information					
School	Ditcheat Primary School				
Academic Year	2019/2020	Total PP budget	£20,209	Date of most recent PP Review	15/10/19
Total number of pupils	83	Number of pupils eligible for PP/LAC/Forces PP for academic year	9/1/0 12%	Date for next internal review of this strategy	January 2020

2. Current attainment		
Year 6 2019	PP children in school (1 chn)	All children nationally
% achieving expected in reading/writing/maths	100%/100%/100%	73%/78%/79%

3. Barriers to future attainment (for pupil eligible for PP)		
In-school barriers (issues to be addressed in school, such as poor oral language skills)		
A.	Some pupils enter school below age related expectations and are not making accelerated progress	
B.	Some pupils have significant additional SEN	
C.	Some pupils lack experiences beyond the local area and therefore their knowledge of the world around them is limited	
D.	Some pupils have low self-esteem, social and emotional issues, poor attention and focus which impacts on their ability to access the curriculum	
External barriers (issues which also require action outside school)		
E.	Some pupils have low attendance	
4. Desired outcomes		
	Desired outcomes	Success criteria and how they will be measured
A.	PP children who are below ARE will achieve better than expected progress in reading, writing and maths to close the gap on national expectations	PP children outcomes close the gap with those non-PP children Measure: Inclusion group meetings, pupil progress meetings, end of term tests
B.	Differentiation, assessment and interventions targeted to PP children with SEN to close the gaps	PP children with SEN needs make at least expected progress

		Measure: Inclusion group meetings, pupil progress meetings, tracking of interventions
C.	PP children will gain knowledge and experiences of the wider world through an enriched and wide curriculum	PP children will have an increased knowledge and understanding of the world. Measure: end of unit evaluations, reflected in reading assessments (able to make inferences using previous knowledge), record of extra-curricular activities or clubs attended
D.	PP children will have good raised self-esteem and good behaviours for learning	PP children outcomes will improve as they are more fully engaged in their learning Measure: Pupil voice, behaviour logs, inclusion group meetings, pupil progress meetings
E.	PP children will be supported to come to school on time and improve attendance	PP children are at school > 95% of the time Measure: analysis of attendance data

5. Planned expenditure					
Academic year	2019/2020				
5.1 Quality of teaching for all					
Desired outcome	Action/approach	Evidence/rationale for this choice	How will it be implemented and cost	Staff lead	Review
A.	Additional TA support for year 3/4 and 1/2	TAs provide immediate feedback and reactive intervention (EEF studies +7 months)	Communication of outcomes for children to direct support from TAs to close gaps	VW	Half termly at PP meetings and inclusion group meetings
A.	TA support in class to allow teacher to deliver high quality maths teaching to accelerate progress	Feedback (EEF +8)	Teacher to work directly with maths children needing to catch up	VW	Half termly at PP meetings and inclusion group meetings
A and B	Vocabulary priority for English action plan	Oral language interventions (EEF +5)	Key vocabulary for topics, vocabulary days, staff training	DK	End of term assessments

A, B and D	Development of metacognition and self-regulation	Metacognition and self-regulation (EEF +7)	Training for staff team	VW	Drop ins, learning walks, pupil voice and end of term assessment
Total Budgeted Cost					£13609
5.2 Targeted support					
Desired outcome	Action/approach	Evidence/rationale for this choice	How will it be implemented and cost	Staff lead	Review
A.	TAs to provide targeted intervention to close the gap in reading and maths	EEF - +5 months progress for 1:1 tuition 'Targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment' Closing the Attainment Gap report.	Analysis of data, intervention delivered complements work in class, communication between staff	VW/JC	Half termly PP meetings and inclusion group meetings
B.	Targeted intervention and support for SEN and PP children: TA support Precision teaching Social stories Speech and language Phonics Reading comprehension 1-1 reading additional to class reading	EEF - +5 months progress for 1:1 tuition 'Targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment' Closing the Attainment Gap report.	Data analysis leading to specific, measurable interventions, communication between TAs and teacher	JC	Half termly at pupil progress meetings and inclusion group meetings
Total Budgeted Cost					£4500
5.3 Other approaches					

Desired outcome	Action/approach	Evidence/rationale for this choice	How will it be implemented and cost	Staff lead	Review
D.	Nurture and social skills groups	Social and emotional learning (EEF +4months)	TA intervention in small groups and also 1-1	VW/JC	Termly Pupil voice, parent forum, pupil progress meetings and inclusion group meetings
C and D.	Music tuition	Arts participation have positive image on learning (EEF and T&L toolkit)	Peripatetic specialised teachers	VW	Termly, pupil voice
E.	Subsidised attendance at Early Birds and Ditchat extra. Ensure children come to school on time, allows parents to work therefore improving financial security For some children Early Birds helps a calm and settled start to the school day	Children who are calm and on time at the start of the school day are more likely to be responsive to learning	Measured through attendance, monitor how settled the children are	VW	Termly at PP meetings
C and D	Opportunities for experiences to enhance cultural capital	Research about impact on experiences (Salmi, 2003) and increasing engagement (Kisiel, 2005; Bonderup Dohn, 2011)	Evaluation by staff and pupils	Class teachers	Termly, pupil voice
Total Budgeted Cost					£2100
					Total Spend
					£20209
					Total Pupil Premium Income
					£20209
Difference between allocation and expenditure					0

1. Review of expenditure				
Previous Academic Year				
i. Quality of teaching for all				
Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
ii. Targeted support				
Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
iii. Other approaches (including links to personal, social and emotional wellbeing)				
Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost

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2. Additional detail

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