

Fen Ditton Primary School's pupil premium strategy statement

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	Fen Ditton Primary
Number of pupils in school	167
Proportion (%) of pupil premium eligible pupils	26%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 – 2023 (edited every academic year for pupils eligible)
Date this statement was published	4.10.2021
Date on which it will be reviewed	July 2022
Statement authorised by	Mark Askew – ratified by LGB
Pupil premium lead	Cara Hearn
Governor / Trustee lead	Pat Taylor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£57,835
Recovery premium funding allocation this academic year	£12,000
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	£69,835

Part A: Pupil premium strategy plan

Statement of intent

At Fen Ditton Primary school, we create the best opportunities and experiences for every single pupil at the school. The aim of the strategy plan and the money provided, is to close attainment and progress gaps between Pupil Premium children and their peers. By creating a welcoming, safe and inclusive school, children are encouraged to fulfil their potential. We aim to develop the necessary skills to equip all children for life and encourage a love of learning that will continue after their time here.

Our current Pupil Premium strategy works to achieve these goals by:

Teaching: Ensuring teaching that 100% of teaching is at least good. In order to ensure the academic and social and emotional progress of Pupil Premium children, every teacher is supported to keep improving. This will be achieved this year through professional development, training, coaching and support for early career teachers and recruitment and retention. With only 48% of Pupil Premium children achieving at the expected standard for their year group for writing in 2021, this is a priority this year. This will take place through CPD and instructional coaching. This will also extend to our TA's and HLTA's in the latter half of the year, to ensure that all of the staff working with children continue to receive the support to continually develop their practice.

Targeted Academic Support: Our data from last academic year shows the positive impact targeted support can have in increasing the progress and attainment of all children. The type of support a child receives will be determined through constant assessment and will consist of small group and where appropriate, 1-1 teaching. This includes, but not exclusive of, the teaching of new concepts or revisiting already taught learning to ensure they are embedded in the children's long-term memory. Early reading and writing will be a focus with RWI fast track phonics being used to accelerate progress.

Wider strategies: Due to the pandemic and many periods of home- learning, children's emotional, social and sometimes physical well-being was at the forefront of our teaching. At Fen Ditton, this continues to be a high priority and we have embedded many of the practises learnt last year into our everyday teaching. 'The Nest' has also been created to ensure alternative provision for those children with high need. It enables them to learn in a safe and individualised way.

Challenges

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

Challenge number	Detail of challenge
1	Gaps in basic skills which is sometimes due to accessing to online learning
2	High levels of SEND children eligible for Pupil Premium – currently 48%
3	Poor language skills impacting on verbal, written and reading abilities
4	Attendance and punctuality for some Pupil Premium children.
5	High pupil turnover and children entering with EAL

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
RWI is embedded throughout the school and is used as an intervention to accelerate the progress of children who have left the program.	All Pupil Premium children achieve their end of year targets for reading, phonics and across the school and speaking and listening in EYFS. That these targets are inline or above the national average.
Increased attendance and punctuality rates for Pupil Premium children.	Pupil Premium to have achieved a minimum of 96.5% attendance rate.
Encourage positive behaviour for learning to encourage engagement for the most vulnerable children in the school.	Pupil's in The Nest are able have tailored education and are showing steps towards self-regulating their behaviour. Using spirals to understand what motivates the children to increase children's engagement in their learning. Continue to use the STEPs approach to learning.
Closing the gap in attainment for Pupil Premium children with an increased progress in writing.	Pupil Premium children to achieve their end of year targets across the school as well as some evidence to indicated accelerated progress.
Pupils to transition from different phases at Fen Ditton as confident and determined learners ready to succeed in their future education.	Consistent monitoring and tracking of data and achievements and evidence of support through early help and 3 rd party involvement.

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: £53,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Coaching of staff by maths and Pupil Premium lead	When attending the Pupil Premium conference, it was reiterated that first class teaching accelerates progress for all. Therefore, the Pupil Premium teacher and SLT lead will provide coaching for all members of staff throughout the year and create a culture of coaching in the school.	2 and 3
Employ an additional teacher (64%) and a full time HLTA	This has proven to be successful last academic year and ensured that all the children identified made good or outstanding progress. The 2 members of staff will be deployed in a responsive way depending on the termly data and meetings with staff.	2,3 and 4
To ensure that RWI program is embedded across the school	Data has shown that reading and writing (especially in EYFS and KS1) attainment is below the national average. Since the introduction of the program we have seen an increase in the reading attainment in all children.	3 and 5
To ensure the CPD of SLT.	2 members of staff completing the NPQLTD program. These staff will then use these skills to support the professional development of other members of staff.	2 and 3

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

Budgeted cost: £9,275

Activity	Evidence that supports this approach	Challenge number(s) addressed
The use of targeted small or 1-1 groups implemented across the school determined by ongoing data.	The HLTA and Pupil Premium lead continue this last year through home – learning which proved successful. It ensured that children’s gaps were taught to and that they continued to make good progress. (141hrs)	1, 2 and 3
Phonetic knowledge and understanding for all pupils is good by providing RWI	After the introduction of RWI last year we would like to continue this as well as introducing added support for children to pass the phonics check in year 1.	3 and 5
To provide teacher with instructional coaching and team teaching.	The action plans from the teaching and learning review concluded that this would be a productive use of resources for this academic year. Each teacher will have a whole day for their performance management to ensure there is a triangulation between their performance.	2 and 3

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

Budgeted cost: £7560

Activity	Evidence that supports this approach	Challenge number(s) addressed
To provide a breakfast club or homework club for those who have poor attendance, anxiety or difficulties in completing their homework.	From our data on attendance last academic year, there was a 2.79% gap from pupil premium and all other children. Although this is below national average we feel it would benefit these children to have a settling in period prior to school starting.	4
Ensuring the physical and mental well-being of all pupils.	Following the pandemic and success of a number of approaches we will continue to provide: <ul style="list-style-type: none"> • Mindfulness every week • STEPs approach to behaviour management • Spirals approach for Pupil premium and vulnerable groups. • Zone of regulations • Fen Ditton D of E 	2 and 4

	<ul style="list-style-type: none"> • Lunchtime sports as well as clubs and school trips • Support pupil premium children's residential visit. 	
To encourage behaviour and a positive attitude towards learning of the most vulnerable pupils in lessons and around	Those children with the highest need showed that they struggled to regulate their behaviour in the main class setting. Therefore, this year the nurture provision has been set up to provide individualised learning in the NEST. Throughout the school, we found that mindfulness and more regular PSHE session supported all children to self-regulate their behaviour and emotions during an uncertain year.	4, 2 and 3
To provide therapy or counselling for our most vulnerable children	Some of our most vulnerable children will need support in art therapy or counselling this academic year. This is currently taking place as dog therapy and in house counselling.	2 and 4
To ensure that the relationship between home and school is a productive one.	When we transferred to home learning, some parents had difficulties in supporting their children's learning. We would like to open up communication with these parents by offering half-termly coffee mornings. Here there will be support packs and advice for parents to support their child at home.	

Total budgeted cost: £69,835

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 2020 to 2021 academic year.

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Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.