

# Fen Ditton Primary School's pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	148
Proportion (%) of pupil premium eligible pupils	28%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021 – 2023 (edited every academic year for pupils eligible)
Date this statement was published	24.10.2022
Date on which it will be reviewed	September 2023
Statement authorised by	Mark Askew – ratified by LGB
Pupil premium lead	Alice Parker until May 2023 Cara Hearn May – July 2023
Governor / Trustee lead	Pat Taylor

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	62,990
Recovery premium funding allocation this academic year	£6,380
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	69,370

# 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. We will continue to support pupils this year by closely tracking their progress with early reading (phonics), maths and writing and provide additional targeted interventions such as fast track phonics where needed. Our English leads will work closely with the Pupil Premium lead and SENCo to support our Pupil Premium children on the SEND register. This will take place through CPD for all staff including any long-term supply staff and instructional coaching. We will continue to work with the Assistant Director of Professional Learning to source the most appropriate and effective training materials to support our needs.

**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. There is a stronger focus on meeting the needs of pupils with SEND through CPD of staff and targeted individual and group work which will enable them to learn in a safe and individualised way. We will also bring back opportunities for these children to wider their experiences of the world. This will include trips and opportunities for sporting events and clubs.

## 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 children with SEND eligible for Pupil Premium – approximately 50%
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.	Pupils with SEND are able to 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 <sup>rd</sup> 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 attainment is closer to that of the national average	Data has shown that reading and writing (especially in EYFS and KS1) attainment is below the national average. Since the introduction of the programme, we have seen an increase in the reading attainment in all children.	3 and 5

### 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.	1, 2 and 3

Phonetic knowledge and understanding for all pupils is good by providing RWI	After the introduction of RWI in 2020, 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 teachers 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 Teaching and Learning Reviews to ensure there is a triangulation between their performance and pupil outcomes.	2 and 3

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

Budgeted cost: £7,095

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"> <li>• Mindfulness every week</li> <li>• STEPs approach to behaviour management</li> <li>• Spirals approach for Pupil premium and vulnerable groups.</li> <li>• Zone of regulations</li> <li>• Explore different ways to provide opportunities and experiences for pupils.</li> <li>• Lunchtime sports as well as clubs and school trips</li> <li>• Support pupil premium children's residential visit.</li> </ul>	2 and 4
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	4, 2 and 3

	mindfulness and more regular PSHE session supported all children to self-regulate their behaviour and emotions during an uncertain year.	
To provide therapy or counselling for our most vulnerable children	Some of our most vulnerable children will need support from either therapy, mentoring or counselling this academic year.	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. We are also providing additional meetings throughout the year for parents of children with SEND.	

**Total budgeted cost: £69,370**

## 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.

#### **Closing the gap in attainment for Pupil Premium children with an increased progress in writing.**

- Throughout the year, the English and Maths leads worked with staff to support in the planning and teaching of reading, writing and Maths.
- The Pupil Premium HLTA was situated in Year 6 for Maths and taught a small group of children. The English/Pupil premium lead supported in the class for English as well as the Maths lead for Maths in the term prior to SATs. The end of KS2 TA data reflects the support that was put in place.
- English leads have introduced a new collaborative way to teach Writing and reading and provided whole school staff and 1-1 CPD and coaching to members of staff.
- Texts have now been mapped out on a two-year bases to ensure that all the different genres are being covered in each class and that the text-based learning is engaging and contains reading discreet teaching. This will continue to be embedded throughout 2022-2023.
- We have been fortunate enough receive 1,000 books from penguin to ensure that all children are emersed in a wide variety of text and introducing them to different cultures and experiences.
- We have created a reward scheme for reading for pleasure. The purpose of this is to promote children that are less engaged to read more independently and in turn develop a love for it.
- What our recent 2022 OFSTED says: “*Older pupils also experience a well-thought-out reading curriculum, including stories from a range of authors, classic texts and regular reading lessons.*”

Below shows the percentage of Pupil Premium Pupils making at least the expected amount of progress or more than expected progress for each year group across the school:

Year group	Pupil Premium
1 progress	80%
2 progress	60%
3 progress	63%
4 progress	66%
5 progress	100%

**RWI is embedded throughout the school and is used as an intervention to accelerate the progress of children who have left the program.**

- **Reception:** In early years, 77% of the cohort met the expected standard for phonics using the RWI assessment. This shows that the next 2023 phonics check is on track for being only 5% lower than the national average. **Year 1: 22** children in Year 1 sat the phonics screening check as 2 pupils were disapplied due to their SEND needs. Out of these 22 children, 13 children passed the screening which brought our school percentage to 59%.
- A tutor was employed to accelerate the progress and attainment of some of our Year 2 and KS2 children still on the program. They delivered daily Fast Track Phonics and as a result all of these children came off the RWI program and rejoined their classes English lessons enabling them to fully engage in the curriculum.
- The Tutor that was employed for phonics tuition also taught a group for RWI lessons. This enabled us to have the capacity to teach all the children in their correct colour bands to ensure progression.
- What our recent 2022 OFSTED says : *“Reading is well taught across the school. Leaders have carefully introduced a new programme of phonics teaching. Staff’s training ensures that teachers are delivering this programme consistently and this supports the development of pupils’ early reading skills. Resources and books are well matched to the sounds that pupils are learning. Any pupils who need extra support receive it from well-trained adults.”*

**Encourage positive behaviour for learning to encourage engagement for the most vulnerable children in the school.**

- The NEST was introduced for children who found learning or the learning environment challenging. In this provision the children were able to thrive educationally, socially and emotionally through individualised learning.
- Two members of SLT completed STEPs tutor training and this is being cascaded to all staff during an INSET day.
- What our recent 2022 OFSTED says: *“Teachers use a range of strategies to help pupils to access the curriculum effectively. Pupils with the most complex needs are given bespoke support with individualised plans. Leaders have ensured that pupils receive the right help, at the right time, closely matched to their needs.”*
- In 2022 – 2023, we will continue to support the transition into school for children who find this challenging. We will be looking at putting into place a morning breakfast club for some of the children that are most vulnerable to support their transition each morning.
- Clubs have been offered to all (some at no cost) to support the engagement of all pupils at the school.

**Increased attendance and punctuality rates for Pupil Premium children.**

- Pupil Premium children’s attendance in June 2022 was 89.2% (-4% on whole school overall attendance)

**Pupils to transition from different phases at Fen Ditton as confident and determined learners ready to succeed in their future education.**

- We have taken some of the children to the careers fayre as well as providing them with opportunities to go on school trips and sports competitions.
- What our recent 2022 OFSTED says: *Leader's plan and deliver a wide range of opportunities to broaden the experiences of pupils. This includes instrumental tuition, inter-school sports, trips, visits and visitors. They also arrange for pupils to attend a careers fair to encourage aspiration and see where their learning could lead. Pupils understand well how these experiences have developed their confidence and ability to work in teams.*
- We applied for and won a grant of £350 to take Pupil Premium children to the book shop to immerse them in the experience. This will take place in 2023.