

Pupil premium strategy statement – Fen Ditton Primary School

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	147
Proportion (%) of pupil premium eligible pupils	27%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2023 - 2026
Date this statement was published	December 2023
Date on which it will be reviewed	September 2026 (but updated yearly)
Statement authorised by	Charlotte James Acting Headteacher
Pupil premium lead	Cara Hearn
Governor / Trustee lead	Lindsay Davies

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£58,677
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Pupil Premium funding for LAC or PLAC ()	£1150 (in addition to Pupil Premium funding)
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£58,677

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 that 100% of teaching is at least good to ensure the good academic, social and emotional progress of Pupil Premium children. We support staff through professional development, training, coaching and support for early career teachers and recruitment and retention. We will continue to support pupils 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 and Maths 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 by providing 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: Children's emotional, social and sometimes physical well-being continues to be a high priority and we have embedded many of the practises learnt in the past 3 years 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. Our physical education lead has led on active learning across the curriculum and our aim is to embed this across the school. We have brought back opportunities for these children to widen their experiences of the world. This includes 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 low attendance
2	High levels of children with SEND eligible for Pupil Premium – approximately 50%
3	Poor language skills on entry 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
Closing the gaps in basic skills of all children.	<p>Lesson observations to show that children are given the opportunity to consolidate knowledge.</p> <p>Data analysis of Pupil Premium children shows that children are making expected or accelerated progress.</p> <p>Data analysis of effectiveness of small group tuition.</p> <p>Book looks show that guided groups are effective and being used.</p> <p>Coaching of members of staff to support ordinary provision and inclusive classrooms.</p>
Attendance of Pupil Premium children is above 95%	<p>Attendance is monitored and analysed to see where further support is needed.</p> <p>Families offered support through the Targeted Support Process if they are struggling getting their child to school.</p> <p>Supporting children at the beginning of the day to ensure attendance.</p> <p>Using the SEND teacher to provide SEMH groups to better understand individual barriers.</p>
A greater percentage of Pupil Premium children leaving Year 6 with RWM at national average	<p>Small group tuition taking place throughout Year 6 to address misconceptions and knowledge gaps.</p> <p>Meetings with Mrs Hearn (Deputy Head and assessment lead) to closely track and plan for children.</p> <p>Attend Writing moderations to support class teachers when making judgements and how to best support children.</p>

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £43,266

Activity	Evidence that supports this approach	Challenge number(s) addressed
Coaching of staff by maths and English leads	<ul style="list-style-type: none"> - English remains a priority for the school. Both writing and reading (with a focus on early reading). It is therefore on our AIP. - English leads have been released together to ensure coaching and team teaching can take place. 	1,3,5
Employment of a full time SEND teacher	<ul style="list-style-type: none"> - Small group RWI teaching. - Small group Maths teaching to ensure small steps are appropriate and to accelerate progress. - SMSC groups in the afternoon to support all children's needs. - EHCP work for children with additional needs. 	1,2,3,4,5

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

Budgeted cost: £ 9,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonetic knowledge and understanding for all pupils is good by providing RWI	<ul style="list-style-type: none"> - Training for all new staff and regular training to deliver updates on program. - Team teaching by the phonics lead for new staff or identified adults. - Fast track phonics to take place on a 1-1 to small group basis. - Ensure everyone has access to the RWI materials and videos. 	1,3
Maths tuition for Year 6 children to ensure they transition successfully	<ul style="list-style-type: none"> - To ensure a successful transition from primary to secondary school some Pupil Premium children will be offered additional maths tuition. This will begin in January 2024. 	1,4

<p>HLTA and teacher to work on EHCP targets with children</p>	<ul style="list-style-type: none"> - This support from HLTA will support children across the school to meet their own personal targets on their EHCP. - It will be used to address gaps in learning to close the academic gap between pupil premium children and their peers. - To ensure at least good progress for all learners. - To provide 1-1 or small group fast track phonics to ensure good progress and support our early reading. This then enables the children to access all areas of the curriculum. 	<p>1,2,3,5</p>
<p>Some Pupil Premium children with complex needs having adapted curriculum and timetables to support their academic and social and emotional progress.</p>	<ul style="list-style-type: none"> - SMSC sessions weekly with Mrs Knight (the SEND teacher) for children with complex needs. - Some Pupil Premium children with complex SEND needs have individualised curriculum to ensure progress is made - Adult have been assigned to key children to ensure that barriers to learning are minimal and they can progress. 	

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

Budgeted cost: £5,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ensuring the physical and mental well-being of all pupils.</p>	<ul style="list-style-type: none"> - Mrs Hearn (Acting deputy headteacher and Pupil Premium lead) and Mrs Bailham (Year 1 and 2 class teacher and PSHE Lead) on mental health leader training. - Using Boxhall profile assessments on some of our Pupil Premium children to understand them and their barriers to learning. - Relaunch and embed Zones of Regulation materials —into our PSHE curriculum and teacher training. - A revise of our behaviour policy as well as developing a behaviour curriculum. 	<p>4</p>

	<ul style="list-style-type: none"> - Pupils with SEND are able to have tailored education and are showing steps towards self-regulating their behaviour. - More resources (Zones of regulation and WIDGET) for our outdoor areas to support children to self-regulate. - We are continuing to develop our well-being by adding WWidget visuals and other resources to support the children at playtimes. - Sports leaders / play leaders and peer mediators introduced at lunch and playtimes. - Active learning driven by the Physical Education lead. 	
To encourage behaviour and a positive attitude towards learning of the most vulnerable pupils in lessons and around	<ul style="list-style-type: none"> - A clear positive behaviour policy in place (being reviewed 2023-2024). - Majority of staff trained on Cambridge Therapeutic Thinking (Previously STEPS). - CPD delivered by deputy and head teacher. - Small group working or individualised learning where necessary. - Individual timetables and individual risk management plans to support needs. - Rewards and responsibilities for children. - The use of WIDGET to ensure areas and learning is accessible to all. - To provide opportunities where technology is being used to enhance learning. 	2,4
To ensure that the relationship between home and school is a productive one.	<ul style="list-style-type: none"> - Open mornings with Mrs Hearn and Miss James for parents to discuss concerns. - Opening evenings for parents to talk to us and look at the school – share the school and the successes. - Clear communication via: newsletters, fridge flyers and face-to-face meetings - 'Come and read with us' mornings to be launched this year. - Parent packs sent home to accelerate children's progress. - Provide children financial support towards school trips. - To ensure an open-door policy where Mrs Hearn is availability to discuss concerns or talk through matters. She will also be present on the school gate. 	1,2,4

Total budgeted cost: £58,266

LAC pupil premium funding (£1,725)

*For schools that receive this funding, you may wish to provide the following information: **How our LAC pupil premium allocation will be spent this year***

These are some of the ways that we are providing support but not exclusive of:

- Fast track phonics led to support the missed phonics knowledge.
- SEND teacher to provide weekly SEMH sessions
- Small group English lessons for 1 of our 2 LAC children by the SEND teacher to accelerate progress at current level.
- Play therapy delivered weekly from January 2024.
- Maths interventions fortnightly.
- TA support within the classroom.
- Individual technology to allow for the children to access the learning there when necessary.

The impact of that spending on LAC pupil premium eligible pupils

- Children will become more confident readers which will begin to close the gap between them and their peers.
- By becoming more confident readers, the children will be able to access more of the curriculum with greater independence.
- Supporting the children's social, emotional and mental health through therapy.
- Children are placed in classes or groups for Maths and English which are set according to their ability. This lets the children thrive and supports their current attainment and closing gaps.
- Regular meetings with carers to discuss their attainment and progress as well as giving support that they can access outside of school (Phonics packs).
- TA support to ensure that they can access all learning.

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

The table below shows the attainment of our pupil premium children in 2022 – 2023:

	Maths	Reading	Writing
Year 1	33%	33%	33%
Year 2	33%	67%	44%
Year 3	40%	20%	0%
Year 4	71%	43%	14%
Year 5	50%	50%	50%
Year 6	43%	57%	43%

The table below shows the progress of our pupil premium children in 2022 – 2023:

	Maths	Reading	Writing
Year 1	90%	66%	66%
Year 2	88%	67%	44%
Year 3	80%	60%	40%
Year 4	95%	57%	43%
Year 5	90%	50%	50%
Year 6	91%	86%	71%

EYFS: 40% (2 out of 5) children eligible for Pupil Premium funding passed GLD in 2022 – 2023. This is roughly in line with the rest of the cohort at 48%.

The progress for children eligible for pupil premium funding has been brought more in line this year with their peers. However, there is still a significant difference in the attainment of pupil premium children in writing and reading.

What has worked well this year:

- The maths lead has taught maths and this has meant that our curriculum can be taught in single year group maths sessions. This has enabled all groups of learners to progress and as the data shows pupil premium children have made excellent progress.
- The SEND teacher has taken fundamental groups of maths KS1 to support the teachers and provide more individualised learning for those children who needed it.
- Ordinarily provision and inclusive classrooms: CPD of teachers was delivered to ensure that all classrooms are inclusive to ensure that everyone can learn and progress.
- The school was recently awarded £1,000 through a Tesco community scheme to ensure that our outdoor areas spark curiosity and independence. We put money into our EYFS reading and writing areas from the beginning of the year.
- Maths lead led groups of maths interventions in Upper Key Stage 2 from the Spring term. This was demonstrated as a success, as although the attainment was low, the progress for the year group was high with 25% of the children in Year 6 making accelerated progress as well as 91% of the year group making progress.
- Maths lead led coaching sessions for various members of staff.
- HLTA deployed to support Year 2 maths and English 2 days per week and Reception interventions 1-2 afternoons per week.
- HLTA deployed to run year 3 pre-teach maths group 3 x week and support Year 6 maths and English 2-3 times per week.