

Pupil premium strategy statement Didsbury CE Primary School

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	Didsbury CE Primary School
Number of pupils in school	Total 245 N-Y6
Proportion (%) of pupil premium eligible pupils	7.5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) We are not in the position to complete a three-year plan as so many of our children who are eligible for PP arrive at school in-year with a wide variety of needs which are not possible to predict on a three plan.	21-22
Date this statement was published	1/12/21
Date on which it will be reviewed	1/7/22
Statement authorised by	Simon Ball Head of School
Pupil premium lead	Simon Ball Head of School
Governor / Trustee lead	Kate Catling

Funding overview

Detail	Amount
<p>Pupil premium funding allocation this academic year (based on October 2020 census) 8 children eligible for PP+ (PLAC) @£2345 =£18760 10 children eligible for PP (FSM) @£1345 =£13450</p>	£32,210
<p>Recovery premium funding allocation this academic year £141 per pupil eligible for PP (based on October 2020 census)</p>	£ 2,538
<p>One child was eligible for service premium £310 as at the October 2020 census</p>	£310
<p>Pupil premium funding carried forward from previous years</p>	£660
<p>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</p>	£35,058

Part A: Pupil premium strategy plan

Statement of intent

Didsbury CE Primary School statement of intent.

School context

Didsbury CE Primary School is set in the heart of Didsbury, a South Manchester suburb. The school's location deprivation indicator is in quintile 2 (less deprived) of all schools. The pupil base is in quintile 1 (least deprived) of all schools in terms of deprivation. Didsbury CE Primary receives the least amount of Pupil premium money in the Manchester local authority.

The context of the Pupil premium money that we receive also has an unusual profile. Our PP money based on deprivation (FSM) is five times less than the national average and the PP+ money that we receive (PLAC) is five times greater than the national average. At the October 2020 census, PP+ money accounted for nearly 60% of our total PP money.

- Our ultimate objectives for our disadvantaged pupils is just as it is for our other pupils ie to fulfil their potential.
- We aim for all disadvantaged pupils in school to exceed nationally expected progress rates from KS1 to KS2
- In terms of academic results at the end of KS2, we aim to see our disadvantaged pupils achieve as well as the average results of all pupils nationally. (We have achieved this aim several times over the last five years leading up to 2019 – the last time there were national assessments and comparisons.) Reaching the expected standard at the end of KS2 ensures that our disadvantaged children are on course to achieve GCSE's in English and Maths.

Our current pupil premium strategy works toward the achieving of those objectives by:

- Ensuring that all teachers are effective and well trained ensuring that there is a culture of aspirational learning in all classes – a rising tide lifts all boats.
- Utilising a systematic synthetic phonics programme that gives disadvantaged children who may have less support at home, support to reading via decoding.

- Employing well established intervention programmes in maths and English led by skilled and experienced TAS to support those who are not on target to achieve ARE by the end of the school year.
- Supporting children with behaviour issues to access the curriculum
- Ensuring that teaching and support staff have access to quality CPD in order to support the academic and well being needs of the children
- Providing booster support groups to enable the application of SPaG understanding to written work
- Expanding the horizons of children with limited experience of real life first hand cultural and sporting opportunities.
- Providing opportunities to support children with social and emotional needs

Challenges

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

Challenge number	Detail of challenge
1	Limited phonetical awareness compared to peers
2	Limited maths fluency compared to peers
3	Limited reading inference skills compared to peers
4	Social and emotional challenges – lack of self-esteem and self-regulation.
5	Limited writing skills eg correct application of spelling, grammar and punctuation to Written composition.
6	Limited real-life experience opportunities
7	Attendance less than those of peers.

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 Expected below	Success criteria
Progress in Reading	Achieve national average progress scores in KS2 Reading
Progress in Writing	Achieve national average progress scores in KS2 Writing

Progress in Mathematics	Achieve national average progress scores in KS2 Maths
Progress in Phonics	Phonics Achieve above national average expected standard in PSC
Other	Other ensure attendance of all disadvantaged pupils is above 90% and 75% of disadvantaged children is above 95%

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: £ [15750]

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training and Support for ECT £3000	EEF research states that the most effective use of PP spending is to ensure an effective teacher is in front of each class. ECT's are rightly highlighted as a priority to ensure that they feel supported and equipped to deliver lessons confidently to their class. Well supported and equipped ECTs are far more likely to stay in the teaching profession and repay the initial training investment with years of service. Support given by DHT and HoS via Bright Futures ECT programme. DHT delivers weekly instructional coaching to target specific development points and plan and practice to ensure that the impact is evident in class.	1,2, 3,4,5
New SSP programme £1000	DfE guidance requires that all schools adopt a Synthetic Systematic Phonics programme. Research shows that disadvantaged children are those in most need of a highly structured programme as support in the area of phonics may not be available at home.	1
New early reading programme £5000	DfE guidance requires that all schools adopt a fully SSP decodable reading programme. Research shows that disadvantaged children are those in most need of a highly structured fully decodable reading programme as support in other ways to access reading eg through real world literature rich books may not be available at home.	1
CPD for new phonics and early reading programme £1000	A new phonics and early reading programme will be introduced this academic year after due consideration of the available SSP schemes. All staff will receive CPD on how to maximise the teaching and learning opportunities.	1

CPD for teaching staff (£4000)	Termly release time. This allows teaching staff have the opportunity to observe teaching in subjects that they lead. This in turn ensures that there is aspirational and engaging learning across all subject areas, not just English and maths and for all learners not just those who are disadvantaged.	1,2,3,5
Professional development for EYFS teachers and support staff EYFS training £1000	Professional development and training for EYFS staff enables them to meet the need of all EYFS pupils as the new EYFS framework is adopted but especially those who are disadvantaged.	1
Lunchtime behaviour intervention £260 cost of time for training sessions for lunchtime organisers £240 cost of trainers	Children will be far more settled and able to engage with good learning behaviours when returning to afternoon sessions after lunchtime.	7
CPD for TAs - training for Phonics and Early Reading £250	Evidence shows that it is important for TAs and LSAs to be effectively trained in the delivery of and understanding of phonics and early reading so that they can add value to and compliment the work of the teacher.	1

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

Budgeted cost: £ [19900]

Activity	Evidence that supports this approach	Challenge number(s) addressed
School led tutoring top up money taken from Recovery Premium funding November to May 20 x 45 minute weekly sessions. Years 3-6 £1000	Twelve children to engage in small group 1:3 catch up sessions under the DfE school led tutoring scheme. EEF research evidence supports this as a key component of effective PP strategy. Recovery premium can be used as a top up to the school led tutoring grant.	2,3
Providing extra tuition ahead of SATs February to May	Children who are disadvantaged need support to ensure that previously learned knowledge is revised and embedded ahead of national	2

Teacher and TA 90 minutes per week x 10 weeks. Year 6 £1000	assessments. This support may not be available at home.	
Phonics booster sessions Year 1 £600 Year 2 £300	Targeted phonics support – it is essential that children who are disadvantaged are confident with phonics so that they can phonologically decode words and blend graphemes in order to develop good spelling practices. These booster sessions support children some of whom may not have support at home.	1
Maths fluency interventions Year 3,4 and 5 £4800	Targeted support given to children to enable them to achieve maths fluency. Use of Motivational Maths and Power of 2 10 week intervention across Lower KS2 and Upper KS2	2
Hodder inference training Reading inferences interventions Year 5 and 6 £1200	Targeted support given to children to enable them to achieve a greater understanding of inference. This a 10 week intervention across Upper KS2	3
Writing booster sessions Years 5 and 6 £1500	Children who find it challenging to apply SPAG knowledge into writing composition.	5
Nessi and Word Wasp £300	This is a proven and efficient spelling interventions designed to give children extra confidence with their spelling.	5
Developmental Language Disorder interventions Speech and Language Therapy £3000 per child cost of programme plus £2000 TA support	Children need specific DLD interventions in order to access the curriculum at an appropriate level. Key input by therapists is then followed up by specific TA input.	3
Times Table Rockstars (£200)	This is an enjoyable and motivational way to engage children with learning their times tables – a crucial aspect of maths fluency	2

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

Budgeted cost: £5250

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Funding educational trips and visits Eg Conover Hall residential trip £700 Educational trips £1000</p>	<p>Children have essential first-hand experiences to engage them, broaden their horizons and add to their real life experience.</p> <p>Residential trips enhance disadvantaged children's understanding of the outdoor world and help them to overcome physical and mental challenges and engage in team activities</p> <p>Educational visits link directly to the curriculum and have an impact on learning. They also help disadvantaged children to understand the world of work.</p>	6
<p>Funding sporting and cultural activities Eg Piano lessons and after school sports sessions. £1500</p>	<p>Children have the opportunity to improve their sporting skills and/or learn to play an instrument thus widening their future opportunities and life chances.</p>	6
<p>Weekly play sessions to develop self-regulation £900</p>	<p>If pupils cannot self-regulate then they cannot access the curriculum. This is especially the case if children have a traumatic background. This time is for a pupil who needs time to reflect and develop self-regulation strategies through play.</p>	4
<p>Well-being support to ensure that the mental health of children is being supported. £600 Year 5 £900 Year 6</p>	<p>Time to talk and communication groups for children who have social and emotional needs and challenges. This support is in Years 5 and 6. Several of our disadvantaged children who have separation, emotional and social anxieties are given this support. This in turn enables children to self-regulate, build resilience and develop coping strategies in order to access the curriculum for the maximum time.</p>	4

Monitoring attendance £100 per term = £300	High levels of attendance are vital to enable children to access as much learning as possible.	7
Picture News £150	Subscription to Picture News enables our children some of whom may live in households where current news and affairs are not discussed, to engage with and be informed about wider world issues.	6

Total budgeted cost: £ 36900

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.

Though there were no national assessments held in the 20-21 academic year we still held mock SATs at school and replicated our normal SATs week. This was specifically at the request of the year 6 children. The results from the mock SATs in terms of children who are eligible for the pupil premium are set out below. The SATs were marked internally by the class teacher who is our DHT and an experienced Year 6 teacher.

Mock SATs attainment at the end of 21 -22	Pupils eligible for PP 5	Pupils not eligible for PP (Nat av.18-19)
Expected standard		
% achieving expected standard in reading	80	78
% achieving expected standard in writing	80	83
% achieving expected standard in maths	80	84
% achieving expected standard in GPS	80	77
% achieving expected standard in RWM	80	71
Higher standard		
% achieving higher standard in reading	60	
% achieving higher standard in writing	20	
% achieving higher standard in maths	60	
% achieving higher standard in GPS	20	
% achieving higher standard in RWM	20	

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
TimesTable Rock Stars	TimesTable Rockstars
Speech and Language Therapy	NHS SALT

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?	We had one child that was eligible for service premium. The funding was used to support the child's maths development.
What was the impact of that spending on service pupil premium eligible pupils?	Achieved age related expectations in maths by the end of the year.