

Pupil premium strategy statement

Didsbury CE Primary School

This statement details our school's use of pupil premium (and recovery 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
School name	Didsbury CE Primary School
Number of pupils in school	Total 222 N-Y6
Proportion (%) of pupil premium eligible pupils	10%
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.	2021 - 2024
Date this statement was published	December 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Victoria Rippon (Headteacher)
Pupil premium lead	Victoria Rippon (Headteacher)
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (based on October 2023 census)	£ 32,000
Recovery premium funding allocation this academic year £145 per pupil eligible for PP (based on October 2023 census)	£2,755
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£ 34,755

Part A: Pupil premium strategy plan

Statement of intent

Didsbury CE Primary School is set in the heart of Didsbury, a South Manchester suburb. The school is 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.

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already higher attainers.

We will consider the challenges faced by all our vulnerable pupils and the activity outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

Our aim is to ensure that our pupils are not disadvantaged as a result of their socio-economic context. Disadvantaged pupils within an advantaged area face other challenges which as a school we are very aware of. We believe that with the correct support all pupils can achieve their full potential, as long as the provision meets their needs.

Our ultimate objectives are to:

- Remove barriers to learning created by poverty, family circumstance and background
- Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally
- Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum
- Develop confidence in their ability to communicate effectively in a wide range of contexts
- Enable pupils to look after their social and emotional wellbeing and to develop resilience.
- Access a wide range of opportunities to develop their knowledge and understanding of the world.

Evidence Informed Tiered Model

We will be utilising the EEF's recommended Tiered approach to spending target recovery provision in the following areas:

- High Quality teaching – enhancing the quality of teaching through: high impact staff professional development; curriculum prioritisation and embedding whole class, well-evidenced high impact teaching approaches, including:
 - Targeted academic support – accurately targeted use of well-evidenced high impact interventions, based on high quality assessments, to support pupils in 'catching up'. Interventions will be explicitly linked to classroom learning and will use systems for effective feedback to ensure a coherent learning experience.
 - Wider strategies – these strategies will focus upon 'levels to attainment' including: mental health and emotional well-being; learning behaviours and social and emotional learning; attendance and punctuality; and family support.

These aims flow from our Christian ethos and core values of Belonging. Believing. Becoming. and high aspiration for every child. They underpin the decisions we make and how we allocate resources to support those most in need. Our goal is that every child leaves our school having acquired the knowledge, skills and cultural capital they need to succeed in life: that they are well-prepared socially, academically and emotionally for the next stage in their schooling journey

Challenges

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

Challenge number	Detail of challenge
1	Assessment - Data indicates that there are some fundamental gaps in some pupils' knowledge and skills and are therefore working slightly below expectations for their year groups.
2	Multiple barriers to learning - Many of our disadvantaged pupils experience additional barriers to learning, including ACES, SEND, P/LAC or CIN/CP. There has been a significant increase in the number of pupils who are presenting with personal, social, and emotional health challenges, particularly amongst those eligible for Pupil Premium.
3	Oral Language and Communication - There is an increasing demand for additional provision for children who have speech, language and communication barriers in Early Years and Key Stage 1. Assessments and observations indicate that an increasing number of pupils are entering school with underdeveloped language and communication skills. This is particularly evident in the Early Years and is more prevalent among our disadvantaged pupils than their peers.
4	Social, Emotional and Health needs - A proportion of pupils need support with their social and emotional skills, they find it difficult to regulate their feelings due to a range of needs and home issues. This can impact their ability to engage in learning across the curriculum.
5	Attendance - Our attendance data indicates higher rates of persistent absence and lateness for our disadvantaged pupils than their peers, results in greater lost learning time which has negatively impacted disadvantaged pupils' progress.

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
<p>Disadvantaged pupils in Nursery and Reception will make good or better progress in the prime areas of learning:</p> <ul style="list-style-type: none"> Communication and language. Physical development. Personal, social and emotional development. <p>And in the Specific areas:</p> <ul style="list-style-type: none"> Literacy Mathematics Understanding the World Expressive Arts and Design 	<p>Time will be taken to analyse progress against individual targets, specifically focusing on disadvantaged pupils.</p> <p>Targeted 1:1 and small group work will support children in Nursery and Reception, particularly the disadvantaged pupils to make a good level of development by the end of the year.</p>

Ensuring that all pupil premium children make the necessary progress to reach the expected standard at the end of each Key Stage.	Good progress and attainment above national expectations achieved for Pupil Premium learners regardless of their prior attainment bands.
By the end of key stage 2, outcomes for disadvantaged pupils demonstrate a strong academic foundation in core subjects.	Attainment of disadvantaged pupils in RWM is at least in line with all pupils nationally in 2024-2025 (adjusting for SEND where appropriate)
Provide targeted support to 'keep up' and close any gaps in learning.	Gaps in learning effectively identified through assessment. Pupils access a 'Quality First' curriculum.
Disadvantaged pupils with multiple barriers to learning are addressed so that they make at least expected progress from starting points in, reading, writing and mathematics.	The attainment of individual pupils in RWM who are in receipt of PPG and SEND/LAC/PLAC/CIN/CP is at least in line with all pupils nationally in 2024-2025 (adjusting for SEND where appropriate)
Every child feels safe, secure and happy, benefitting from our strong pastoral offer, meaning that they are ready to learn and will be successful.	Pupil wellbeing surveys and discussions indicate pupils feel safe and secure in school and know how to seek support. Barriers to learning are understood and quickly rectified. Resilience is being cultivated and confidence built.
Improved self-regulation resulting in greater retention of learning and higher attainment.	Children become more self-regulated learners. This will result in improved outcomes and diminish the difference.
To achieve and sustain improved attendance and punctuality for our disadvantaged pupils.	Rates of persistent non-attendance reduce amongst disadvantage pupils, showing sustained improvement by 2024/25.

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: £22,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide quality first provision in EYFS and KS1 to ensure communication and language skills improve for all children, including those eligible for pupil premium funding	Early identification of speech, language and communication barriers. Pupils access quality first provision and interventions. CPD provided for staff to improve quality interactions and a language rich environment	2, 3
Purchasing of standardised termly testing	Standardised tests can provide reliable insights into the specific strengths and	1, 2,

	weaknesses of each pupil to help ensure they receive the correct additional support through interventions or adaptations to teacher instruction	
Read, Write, Inc programme (2 nd year)	<p>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 e.g. through real world literature rich books may not be available at home. EEF Link</p> <p>The evidence base for synthetic phonics is well established. Evidence shows that fidelity to planned programmes is crucial to success. This also requires sufficient matched practice material to consolidate</p> <p>Decoding EEF:Phonics</p>	1, 2, 3
<p>Curriculum Development</p> <p>Staff to continue to develop the curriculum, including the wider curriculum using a metacognitive model: a spaced curriculum giving regular opportunities for retrieval; essential knowledge identified and prioritised for long-term learning.</p> <p>Release time for Subject leaders to monitor and evaluate the teaching and learning in their subject. Ongoing, continued CPD focusing on each curriculum area to continue to refine and improve.</p>	<p>The EEF Toolkit recommendations:</p> <ul style="list-style-type: none"> • Teachers acquire the professional understanding and skills to develop pupil’s metacognitive knowledge. • Explicitly teach pupils metacognitive strategies, including how to plan, monitor and evaluate their learning. • Teachers promote and develop metacognitive talk in the classroom. • Explicitly teach pupils how to organise and effectively manage their learning independently 	1, 2, 3, 4
<p>Targeted interventions in English:</p> <ul style="list-style-type: none"> • Speech and Language: additional SALT and Wellcomm assessments and interventions. • Reading: 1:1 reading; additional small group guided reading; • Reciprocal reading small group intervention. • New writing SOW planning underway Spring 2024 – staff training 	<p>Making Best Use of Teaching Assistants Guidance Report – EEF</p> <p>EEF Teaching and Learning Toolkit</p> <p>Catalyst – Adaptive Teaching training</p>	1, 2, 3, 4
Targeted interventions in maths:	Anthony Reddy CPA training	1, 2, 3, 4

<ul style="list-style-type: none"> • CPA – all teaching staff to receive training. • Purchase of resources for CPA. • Maths lead training and support in establishing a new SOW. • Mastering Number Intervention in EYFS and KS1 • Purchase of on-line programs to support Maths E.g. TT Rockstars 	<p>Maths leadership time</p> <p>Membership Subscriptions</p>	
<p>SEMH interventions</p> <ul style="list-style-type: none"> • Involvement in Mental Health training across the school • Embed new PSHE scheme iMatter/ • Play therapist • Staff training in SEMH • Milo and Hamish intervention • The Charter Mark School Audit • The Healthy Mind, Happy Me Curriculum • The Pupil Well-being Survey 	<p>EEF – Improving social and emotional Learning</p> <p>The Charter Mark School Audit</p> <p>The aim of the Charter Mark is to recognise a school’s commitment towards improving the Social, Emotional and Mental Health (SEMH) of its pupils and staff. It is comprised of an audit of the SEMH provisions that are already in place within the school and an action plan to help address any gaps.</p>	4

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

Budgeted cost: £4,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Tuition</p> <p>Provide extra tuition ahead of SATs, February to May, 2 x Teacher and 1 x TA 90 minutes per week x 10 weeks.</p> <p>Year 6</p>	<p>Children who are disadvantaged need support to ensure that previously learned knowledge is revised and embedded ahead of national assessments. This support may not be available at home.</p>	1, 2, 4
<p>RWI training</p> <p>Purchase high quality texts to match reading spine and to enhance English scheme.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p>	2, 3

CPD for the VIPERs approach to teaching reading skills. (free)	Phonics Toolkit Strand Education Endowment Foundation EEF (+4 months)	
Phonics booster sessions Year 1 Year 2 1:1 booster sessions	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.	4
Developmental Language Disorder interventions Speech and Language Therapy – TA intervention (Wellcomm/ S+L advisor to train TAs)	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.	2

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

Budgeted cost: £6,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Funding educational trips and visits E.g Condoover Hall residential trip £700 Educational trips £1000	Children have essential first-hand experiences to engage them, broaden their horizons and add to their real-life experience. 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 Educational visits link directly to the curriculum and have an impact on learning. They also help disadvantaged children to understand the world of work.	3, 4, 5
Funding sporting, cultural and after school activities E.g. Piano/guitar lessons, sports sessions and after school club £2230	Children have the opportunity to improve their sporting skills and/or learn to play an instrument thus widening their future opportunities and life chances.	3, 4, 5
Engagement with external providers of mental health and behavioural support	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later	4

	life. EEF link	
Behaviour Policy Teacher release to re-write behaviour policy	Current policy is ineffective. Lack of consistency across school	All
Support vulnerable families to recognise and address attendance and punctuality (reduce the rates of persistent absenteeism) and wellbeing of disadvantaged pupils.	Work with each family on a regular basis to offer support and guidance to help remove any potential barriers for lack of attendance. EEF evidence on improving attendance and support for disadvantaged pupils. Improving attendance	5
Providing financial support for families to enable purchase of school uniform, access to extra-curricular activities and school experiences.	A number of families rely on our support to enable their child to fully participate in school life. It is a part of our culture and ethos that financial barriers do not prevent full access.	2, 3, 4

Total Budgeted Cost: £33,200

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

We have analysed the performance of our school's disadvantaged pupils during the 2022/23 academic year using key stage 1 and 2 performance data, phonics screening results and our own internal assessments.

The performances of all of our children, including those who are disadvantaged, were strong:

Reception: 0 children were eligible for Pupil Premium funding.

Year 1 Phonics Screening: 1 child was eligible for Pupil Premium funding but did not meet the required standard. They will be re-tested in Y2 with a strong 1:1 focus and teacher led intervention.

Year 2 SATs & Teacher Assessment: 2 children were eligible for Pupil Premium Funding, they both achieved ARE in maths but did not achieve ARE in reading or writing. We are working with the children to ensure they make rapid progress in Year 3.

Year 4 Multiplication Tables Check: (5) 60% of our Pupil Premium eligible children achieved scores of 20 or above on the MTC.

Year 6 SATs & Teacher Assessment: (3) 100% of children achieved ARE in Reading; one of whom achieved Greater Depth, 100% of children achieved ARE in maths; one of whom achieved GD and 33% achieved ARE in Writing.

Our disadvantaged children received their entitlement to a full and rich education. They participated in their residential, attended all school trips. They took advantage of the extra-curricular club activities offered to them and participated in other activities and transition activities offered by local selective secondary schools. Their pastoral needs were met by a well-staffed team who engaged in regular meetings with them regarding their wellbeing. Those who left our school in Summer 2023 had, where needed, enhanced transition arrangements.

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
Play Therapy	
Wellcomm	GL Assessment
Nessy	British Dyslexia Association
Educational Psychology Services	Catalyst Psychology

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?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A