

The District CE 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	The District CE Primary School
Number of pupils in school	313 - Rec-Y6 (Nov 22) EYPP – 11 (Nov 22)
Proportion (%) of pupil premium eligible pupils	50% NOV 22
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022 2022-2023 2023-2024
Date this statement was published	November 2022
Date on which it will be reviewed	April 2023, Dec 2023, June 2024
Statement authorised by	Head teacher: Lavern Shelford
Pupil premium lead	Deputy Head teacher: Claire Ryder
Governor / Trustee lead	COG: Frank Maguire

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	Pupil Premium £174,510 (126 x £1345) Pupil Premium Post LAC (5 x £12,050) Pupil Premium Service £320 (1 x £320)
Recovery premium funding allocation this academic year	21/22 £7076 22/23 £19902

School Led Tutoring Fund	£20280
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	£227,062

Part A: Pupil premium strategy plan

Statement of intent

You may want to include information on:

At The District CE we aim to provide quality first teaching as a priority to support pupils to further develop and improve their knowledge, skills and understanding. We invest in improving the quality of teaching and learning and providing research based interventions to diminish the difference in the attainment gap between our disadvantaged and non-disadvantaged pupils. We aim to develop practice and provision of the highest standard to enable all pupils to achieve their potential through a relentless focus on the attainment and progress of our disadvantaged pupils and an awareness of their needs in everything we do.

We believe in maximising the use of the Pupil Premium Grant (PPG) by utilising a long-term strategy aligned to the School Improvement Plan. This enables us to implement a blend of short, medium and long-term interventions, and align Pupil Premium use with wider school improvements and improving readiness to learn.

Overcoming barriers to learning is at the heart of our Pupil Premium Grant use. We understand that needs and costs will differ depending on the barriers to learning being addressed. As such, we do not automatically allocate personal budgets per pupil in receipt of the PPG. Instead, we identify the barrier to be addressed and the interventions required, whether in small groups, large groups, the whole school or as individuals, and budget accordingly.

Our Priorities

Setting priorities is key to maximising the use of the PPG. Our priorities are as follows:

- Providing Quality First Teaching for every child in school by having an outstanding teacher in each classroom.
- Closing the attainment gap between disadvantaged pupils and their peers.
- Providing targeted academic support for pupils who are not making the expected progress.
- Addressing non-academic barriers to attainment including attendance, behaviour and hunger.
- Ensuring that the PPG reaches the pupils who need it most.
- Improving Oracy and literacy skills. Closing the word gap.

Our Implementation Process

We have selected a small number of priorities to give them the best chance of success. We use evidence-based interventions and learn from our experiences, which is why we assess the impact of interventions on an on-going basis in order to adapt them if required or cease them if they are not having the intended impact.

We will:

Explore

- Identify a key priority to the School Improvement Plan.
- Systematically explore appropriate evidence based interventions.
- Examine the fit and feasibility with the school in relation to staffing and resources.

Prepare

- Develop a clear and logical plan.
- Assess the readiness of the school to deliver the plan.
- Make practical preparations including a baseline measure to show starting points.
- Support staff and solve any problems using a flexible leadership approach.
- Reinforce initial training with follow-on support and monitoring.

Sustain

- Plan for sustaining and scaling the intervention from the outset if appropriate
- Continually acknowledge and support good implementation practices

Our Tiered Approach

To prioritise our spending, we have adopted a tiered approach to define our priorities and ensure balance. Our tiered approach comprises of three categories:

1. Teaching
2. Targeted academic support
3. Wider strategies

Within each category we have chosen a number of interventions. This focused approach ensures the best chance of success in each category.

Challenges

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

Challenge number	Detail of challenge
1	Attainment on entry is below age related expectation for almost all pupils (on entry into Nursery and Reception) in some instances significantly so.
2	Pupils demonstrate limited language skills. Acquisition is poor due to narrow experiences and 'language deficit' environment at home. Hinders reading, writing and phonics attainment.
3	Under stimulation within the home learning environment, lack of books, access to enriching experiences and other parental priorities/issues which affect parental mental health and well-being.
4	Children's learning and progress is inconsistent and affected by home circumstances, including poor routines (impact on attendance/punctuality), lack of boundaries, low aspirations/expectations or more troubling circumstances such as domestic abuse and substance misuse.
5	Pupils not being ' <i>ready to learn</i> ' in class and demonstrate poor learning skills such as difficulties with attention, organisation, commitment and resilience. Impacted by inconsistent routines and expectations at home.

6	Poorer attendance and punctuality due to parental support to attend school regularly on time, but also affected in part by more prevalent illnesses, due to poor housing conditions and diet.
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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
Progress in Reading	Achieve at least in line with the national average progress scores in KS1/KS2 Reading
Progress in Writing	Achieve at least in line with the national average progress scores in KS1/KS2 Writing
Progress in Mathematics	Achieve at least in line with the national average progress scores in KS1/KS2 Maths
Phonics	Achieve above national average expected standard in PSC
Other	Attendance of disadvantaged pupils 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: £28,616.63

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Encouraging self-led professional development for all staff focused on the needs of teachers and the wider priorities and context of the school.</p> <p>Weekly staff meeting and tutorials for all teaching staff.</p> <p>Develop capacity within the leadership team.</p>	<p>Dfe: Evidence suggests that pupil premium spending is most effective when schools use a tiered approach, targeting spending across 3 areas, with a particular focus on teaching.</p> <p>1. Teaching</p> <p>Investing in high-quality teaching, for example:</p> <ul style="list-style-type: none"> • training and professional development for teachers • recruitment and retention • support for teachers early in their careers 	1,2
<p>Coaching and mentoring to model good practice, develop pedagogy and upskill teaching staff.</p>		1
<p>Quality, research based training package, particularly for ECTs to ensure quality first teaching in every classroom and access to leadership qualifications for more experienced teachers e.g. NPQLT, NPQSL.</p>		1

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

Budgeted cost: £118,380.20

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>AHT/DT targeted teaching and support.</p> <p>Build capacity and provide release time so teachers can deliver small group and 1:1 tuition for targeted pupils.</p>	<p>EEF small group tuition (+4): As a class or teaching group gets smaller it is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase.</p> <p>EEF One to one tuition (+5): One to one and small group tuition is effective in improving pupil outcomes.</p> <p>Tuition is more likely to make an impact if it is additional to and explicitly linked with normal lessons</p>	1, 4
Use high quality online resources to support pupils learning.	<p>EEF (+4) Small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group. This arrangement enables the teacher to focus exclusively on a small number of learners, usually in a separate classroom or working area.</p> <p>Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.</p>	1,5
Use quality interventions (STEWs, Elkan, Wellcomm, Talk Boost and Hanen programme) in the Foundation Stage to close the gap on entry and improve early language.		1,2,3
Deliver small group, research based interventions for children below age related expectations who are in receipt of the PPG.		1,5
Provide pupils with experiences linked to the bespoke curriculum in order to support their academic learning and enable them to make links in learning and knowledge.	<p>EEF (+6) On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress</p> <p>EEF (+4) Social and Emotional Learning interventions which target social and emotional learning seek to improve pupil's interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.</p>	3
Specific, tailored SEMH interventions based on the needs of each individual child, e.g. wellbeing group, Nurture provision, class calm kits, etc.		5,6

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

Budgeted cost: £12730.63

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Member of SLT specifically responsible for monitoring attendance and punctuality of children in receipt of the PPG, carrying out home visits for any unauthorised absence, completing Early Help assessments and supporting parents (and children) to improve attendance and punctuality.</p>	<p>EEF (+3) We define parental engagement as the involvement of parents in supporting their children's academic learning. It includes:</p> <ul style="list-style-type: none"> • approaches and programmes which aim to develop parental skills such as literacy or IT skills; • general approaches which encourage parents to support their children with, for example reading or homework; • the involvement of parents in their children's learning activities; and • more intensive programmes for families in crisis. 	<p>3,6</p>
<p>Pastoral support team in place to provide support to families at all levels of need but particularly in relation to early intervention and support including parental engagement.</p> <p>Increased capacity within the pastoral team to address issues arising from the pandemic.</p>	<p>EEF (+4)</p> <ul style="list-style-type: none"> • Social and Emotional Learning – interventions which target social and emotional learning seek to improve pupil's interaction with others and self management of emotions, rather than focusing directly on the academic or cognitive elements of learning. • SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family and community. These include: specialised programmes which are targeted at students with particular social or emotional needs. 	<p>3,6</p>
<p>Wellbeing and Behaviour support is based on three core values of be ready, be respectful and be safe. An inclusion team with specific skills and training to be responsive to need and share practice across school.</p>	<p>EEF Improving behaviour in schools. Key messages include:</p> <ul style="list-style-type: none"> • Know and understand your pupils and their influences. • Use targeted approaches to meet the needs of individuals in your school 	<p>3,5,6</p>

	<ul style="list-style-type: none"> • Consistency and coherence at a whole-school level are paramount. • Teach learning behaviours alongside managing misbehaviour. 	
<p>Providing a wide variety of enrichment experiences for all pupils.</p>	<p>Pupils have limited experiences and rarely travel outside of their immediate proximity. Breadth and depth of experiences will help to strengthen pupils' knowledge and understanding the wider world.</p> <p>Research by the Education Endowment Foundation has found a link between enrichment and higher attainment in reading and maths.</p>	<p>3,4</p>

Total budgeted cost: £227,062

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.

Teaching

- Quality of teaching and learning is a priority across the school and monitoring demonstrates good teaching in all key stages.
- Staff were supported by members of SLT as well as subject leaders to upskill and develop their practice. Coaching and mentoring by specialist teachers strengthened staffs K, S & U and improved the delivery of specific curriculum areas, particularly PE.
- Annual Read Write Inc Consultancy supports the assessment and tracking of phonics across the school.
- Continuous professional development has equipped staff with more knowledge and understanding regarding metacognition, speech and language, SEND provision quality interactions and subject-specific expectations.(see cpd overview)

Targeted academic support

- School-Led Tutoring ran from October 2021, target pupils were identified and pupils accessed high-quality tutoring from staff who knew their needs. 71% of pupils in Y6 made the expected in Maths and 47% in Reading. All pupils made significant progress from their starting points.
- AHT/DH targeted support for Lks2 and Uks2 focusing on reading and maths. Pupils received high-quality teaching whilst class teachers were given time to deliver small group and 1:1 tuition for targeted pupils. As a result gaps in knowledge were addressed promptly and pupils could access their learning more successfully. This had a positive impact not only academically but emotionally; raising pupils' self-esteem.
- Effective pupil progress systems in place to monitor the attainment and progress of pupils.
- Interventions and targeted support are put in place promptly and reviewed.

Wider strategies

- Pastoral support is given at the point of need.
- Signposting of services to support families and gain further advice.
- EHATS: 7 open episodes at Child Protection and 3 open episodes at Child in Need, both led by statutory support services. 4 EHATs at level 2 led by school and 2 EHATs led by partner agencies.
- Signs of safety tool is embedded within practice and provides a constancy when assessing families' needs.
- Communication tools have had a positive impact on parental engagement – class dojo, Facebook and the school website. 482 family members are connected to our Class Dojo.
- Attendance policy and practice are consistent and rigorous which was recognised by Ofsted.
- Attendance and punctuality are monitored daily and support is given to families to improve their child's attendance. Support includes parent attendance meetings, follow-up phone calls, home visits, referrals to other services, positive parenting, EHAT assessment and free childcare places.
- Weekly attendance meetings with the Headteacher to identify trends and actions promptly.
- Attendance is celebrated weekly during Celebration Worship.

- See attendance summary report.

Outcomes

'The disadvantaged gap index increased from 2.91 in 2019 to 3.21 in 2022, increasing to the highest level since 2021. This suggests that disruption to learning during the COVID-19 pandemic has had a greater impact on disadvantaged pupils'. *Key stage 2 attainment, Academic year 2021/22, GOV.UK.*

We recognise that the pandemic has had an impact on our disadvantaged pupil's learning behaviours, social and emotional needs and there has been limited access to early intervention.

In KS1 60% of disadvantaged pupils met or exceeded the expected standard in Reading, compared to 48% locally and 52% nationally. There has been an upward trend in reading since 2018 with a 31% increase in 2022.

In Maths 60% of disadvantaged pupils met or exceeded the expected standard. 10% of the pupils achieved greater depth of the expected standard. Locally only 39% and nationally 41% of disadvantaged pupils met or exceeded the expected standard. There has been an increase of 10% since 2019.

In writing, 60% of disadvantaged pupils met the expected standard compared to only 39% locally and 41% Nationally. There has been an upward trend in writing since 2018 with a 31% increase in 2022.

44% of disadvantaged pupils met the expected standard in phonics which is a 40% decrease compared to 2019. Many factors may have contributed to this including the disruptions during the COVID-19 pandemic, limited experiences, inconsistencies within education and restricted access to health support. We continue to work closely with our RWI consultant to analysis trends, monitor provision and provide pupils with specific targeted support.

In KS2 30% of disadvantaged pupils met the expected standard at RWM combined which is a 1.4% increase from the previous year and a 10% increase compared to the local authority.

In reading and maths, 40% of disadvantaged pupils met the expected standard which is broadly in line with the previous year. In maths there is a +10% difference compared to the Local Authority.

In writing, 35% of disadvantaged pupils met the expected standard which is a +2% difference compared to the Local Authority.

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
Power Maths	Pearson
White Rose Maths Subscription	White Rose Maths
Times Table Rockstar	Maths Circle
Accelerated Reader	Renaissance
Reading Plus	Reading Plus LLC
Read Write Inc	Ruth Miskin
Letter Join	Green and Tempest
Purple Mash	2Simple
Spelling Frame	Spelling Frame