



# Ditton Lodge Primary School









# Pupil Premium Strategy Statement

## Strategy: A tiered approach

At Ditton Lodge Primary School, we have a tiered approach to Pupil Premium spending which allows the school to focus on a series of targeted strategies which will have the greatest impact.

These are:

### 1. Teaching

- Success for All approach to literacy
- Co-operative learning approach to promote excellent behaviour for learning
- Explicit vocabulary teaching across the curriculum
- High quality research-based professional development opportunities for all teaching staff

### 2. Targeted academic support

- Targeted Success@arithmetic interventions
- Targeted reading interventions
- Booster sessions for KS2 pupils for English and Maths
- Booster sessions for KS1 pupils for phonics
- Personalised curricular for specific children

### 3. Wider strategies

- Emotional Literacy Support Assistant for all pupils needing emotional mental health support
- Subsidised trips and visitors
- Subsidised sports clubs
- Subsidised music tutoring
- Lunchtime clubs to support vulnerable pupils
- PAT dog reading volunteer

School overview

<b>School name</b>	Ditton Lodge Primary School
<b>Pupils in school</b>	206

<b>Proportion of disadvantaged pupils</b>	11.2%
<b>Pupil premium allocation this academic year</b>	£25,978.97
<b>Academic year or years covered by statement</b>	2018-2019
<b>Publish date</b>	01 December 2019
<b>Review date</b>	01 November 2020
<b>Statement authorised by</b>	Mrs Melanie Moore
<b>Pupil premium lead</b>	Mrs Amanda Banks
<b>Governor lead</b>	Mrs Lisa King

### Disadvantaged pupil progress scores for last academic year

<b>Measure</b>	<b>Score</b>
Reading	3.80
Writing	2.49
Maths	4.00

### Disadvantaged pupil performance overview for last academic year

<b>Measure</b>	<b>Score</b>
Meeting expected standard at KS2	80%
Achieving high standard at KS2	20%

### Strategy aims for disadvantaged pupils

<b>Measure</b>	<b>Activity</b>
Priority 1	Ensure all relevant staff receive training to deliver the English curriculum through SFA effectively
Priority 2	Ensure relevant staff receive ELSA training and are able to support mental health and well-being needs to remove these barriers enabling disadvantaged pupils to make progress
Barriers to learning these priorities address	Staffing Inconsistencies in teaching and learning are removed Evidence based teaching strategies are employed
Projected spending	£24, 794

## Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve above national average progress scores in KS2 Reading (>0)	July 2020
Progress in Writing	Achieve above national average progress scores in KS2 Writing (>0)	July 2020
Progress in Mathematics	Achieve above national average progress scores in KS2 Maths (>0)	July 2020
Phonics	Achieve at least national average expected standard in PSC	July 2020
KS1 attainment	Achieve above national average for combined Re, Wr, Ma at the end of KS1	July 2020

## Targeted academic support for current academic year

Measure	Activity
Priority 1	Targeted smaller group teacher through implementation of Success for All English Curriculum to ensure consistency of English teaching
Priority 2	Direct and targeted teaching of vocabulary is consistently high to close the vocabulary deficiency gap
Barriers to learning these priorities address	Inconsistencies in teaching and learning are removed Evidence based teaching strategies are employed Pre-teaching gives context to learning to allow pupil to access learning in whole class teaching
Projected spending	£5000

## Wider strategies for current academic year

Measure	Activity
Priority 1	All staff are consistent in using collaborative learning techniques eg hand up=all listening, 1...2...3... transition, think - pair -share, cheers, team points and random reporter feedback.
Priority 2	Build relationships with parents and families to create effective working partnership to support pupils' learning

Barriers to learning these priorities address	<p>Reduce mental health and poor well-being barrier to learning</p> <p>Engagement and input from all learners</p> <p>Sense of belonging and collaborative working</p> <p>Increasing parental engagement</p> <p>Attendance and lateness can be addressed quickly</p>
Projected spending	£2000

## Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring consistency of approach and quality of teaching and learning opportunities	Use of Professional Development time in staff meetings, PD days; use of SfA Associate to provide high quality training
Targeted support	Providing high quality materials for direct teaching of vocabulary	<p>Collaboration with USP to produce vocabulary rich foundation curriculum</p> <p>Effective and regular communication between intervention TAs and class teacher</p>
Wider strategies	Ensuring enough time is given to ELSA training and to the implementation of new skills and techniques	<p>Protected time out of school for ELSA training</p> <p>Protected timetabled time of ELSA with specific pupils</p>

## Review: last year's aims and outcomes

Aim	Outcome
All teachers to be teachers of SEND	All aware of their duty of care to SEND. Teachers writing passports and compiling APDR.
Effective use of TAs	All aware of EEF guidelines. PM achieved around EEF headlines.
Embed new SLT at Ditton Lodge	<p>New Headteacher in place</p> <p>New Deputy appointed for January 19</p> <p>SENDCo joined SLT</p> <p>New vision created with staff</p>