

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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	Didcot Primary Academy
Number of pupils in school	420 (R-6)
Proportion (%) of pupil premium eligible pupils	13.1% (55 Students)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	Year 3 of 3 years - 22-25
Date this statement was published	1.9.22
Date on which it will be reviewed	September 25
Statement authorised by	Alison Ashcroft
Pupil premium lead	Chris Lamming
Governor / Trustee lead	Jodie Croft

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£81,400
Recovery premium funding allocation this academic year	£0
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	£81,400

Part A: Pupil premium strategy plan

Statement of intent

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 high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support, using our own staff, for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations and discussions with pupils, indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Nursery through to KS2 and, in general, are more prevalent among our disadvantaged pupils.
2	Assessments, observations and discussion with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
3	Internal and external assessments indicate that writing attainment among disadvantaged pupils is below that of non-disadvantaged pupils.
4	Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, due to lack of opportunities for socialisation and a lack of enrichment opportunities during school closure and more recently through cost of living. These challenges particularly affect disadvantaged pupils, including their attainment.

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
Improved oral language skills and vocabulary among disadvantaged pupils	Assessments and observations indicate significant improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved phonics and reading attainment	KS2 reading outcomes in 24/25 show that more than 75% of disadvantaged pupils met the expected standard. Phonics results year on year show improvement.
Improved maths and writing attainment for disadvantaged pupils at the end of KS2.	KS2 maths and writing outcomes in 2024/25 show that 75% of disadvantaged pupils met the expected standard.
To achieve and sustain improved well-being for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 24/25 demonstrated by: qualitative data from student voice, student surveys and teacher observations. Uptake in participation in enrichment activities, particularly among disadvantaged.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 24/25 demonstrated by: The overall absence rate for all pupils being no more than 3% for any group.

	The percentage of all pupils who are persistently absent than 8% for any group.
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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: £ 35,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate ideas, consolidate understanding and extend vocabulary.</p> <p>We will purchase resources and fund ongoing teacher training and release time. NELI programme, WellComm, Promoting and highlighting oracy in early years in particular. Early Years leader released for NPQEY £8000</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	1
<p>Monitoring, coaching and continued training of Read, Write Inc to secure stronger phonics teaching for all pupils. Continuation of phonics scheme using new resource for KS2 pupils where appropriate.</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> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	2, 3

Ongoing training and further materials £2000		
Continue to embed the quality of social and emotional learning Behaviour learning support mentor £25 000	<p>Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.</p> <p>Social and emotional learning Toolkit Strand Education Endowment Foundation EEF</p> <p>Metacognition and self-regulation approaches to teaching support pupils to think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring, and evaluating their learning.</p> <p>Metacognition and self-regulation Toolkit Strand Education Endowment Foundation EEF</p>	4, 5

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

Budgeted cost:

Activity	Evidence that supports this approach	Challenge number(s) addressed

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

Budgeted cost: £ 48,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Family Support Worker to act as a point of contact in school for families in need of support and support parents	<p>Parental Engagement Toolkit Strand Education Endowment Foundation EEF</p> <p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.</p>	4, 5

<p>in building resilience and independence in accessing support and participating in school and community life (building cultural capital). Family support worker £20000</p>	<p>https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</p>	
<p>ELSA and Drawing and Talking support Budget</p> <p>Friday clubs resources – all pupils have access to high quality activities to extend skills and knowledge £3000</p> <p>ELSA £6000 (including supervision)</p> <p>Drawing and talking £3500</p>	<p>These programmes offer support for social skills, emotions, bereavement, social stories and therapeutic stories, anger management, self-esteem, counselling skills such as solution focus and friendship.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</p>	<p>4, 5</p>
<p>Support for families to ensure that PP pupils take part in trips and visits through reduced costs for residential. £16,000</p>	<p>Ensuring that PP pupils have access to cultural capital.</p>	

Total budgeted cost: £83,500

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 2023 to 2024 academic year.

KS1 and KS2 published results were much improved from 2022-23. Further support and changes to writing approaches that had already been implemented were refined and embedded.

- 86% (6/7) achieved 32+ in phonics check.

- 33% (3/9) achieved 25/25 on the Year 4 MTC. National average for all pupils was 29%.

- 69% (9/13) Percentage meeting the expected standard in KS2 Maths. National average for all pupils was 73%.

- 62% (8/13) Percentage meeting the expected standard in KS2 Writing. National average for all pupils was 72%

- 62% (8/13) Percentage meeting the expected standard in reading, writing and maths (combined). National average was 61%.

Family support worker and Behaviour learning mentor have continued to enable families and individuals to be supported in school. ELSA support was extremely needed, as was the role of the Family Support Worker. 23 children completed the full programme of ELSA support and Drawing and Talking. Both interventions as well as support of adults identified have further improved attendance and school engagement.

Attendance figures for 2022-23 PP (91) – 92.74% / Whole school (463) – 94.45%*

Attendance figures for 2023-24 PP (70) – 92.63% / Whole school (466) 95.56%*

**These figures included children who were on reduced timetables. Recalculating the figures without them:*

Attendance figures for 2022-23 PP (90) – 93.42% / Whole school (462) – 94.59%

Attendance figures for 2023-24 PP (68) – 93.53% / Whole school (464) 95.7%

Trips and enrichment support pupil premium pupils with their learning in school and they have greatly benefited from these opportunities. Over 20 trips completed through the year, with support for PP children to attend. This included residential, in school workshops and educational visits as far as London and Stonehenge.

100% engagement with clubs on a Friday afternoon between 2.40-3.15 (Years 1-6).

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
Sumdog	Sumdog
TTRS	Maths Circle
Read Write Inc Fresh Start	Oxford University Press
Literacy Gold	Literacy Gold
Boom Reader	BW Walch

Service pupil premium funding

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?	Dedicated time allocated to a senior leader to attend service conferences, senior lead release time and HSLW to support pupils when families are deployed.
What was the impact of that spending on service pupil premium eligible pupils?	Service pupil premium eligible pupils were well supported when family members were deployed. Weekly involvement with Didcot Schools Service Collaboration project, creating a supportive network for children and parents.