

## Thames Ditton

### Pupil premium strategy statement

This statement details our school's use of pupil 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 effect that last year's spending of pupil premium had within our school.

#### School overview

Detail	Data
School name	Thames Ditton Infant School
Number of pupils in school	235
Proportion (%) of pupil premium eligible pupils	3%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 to 2024/2025
Date this statement was published	July 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Elspeth Leach Headteacher
Pupil premium lead	Catt Evans Assistant headteacher
Governor / Trustee lead	Erin Willson, Lead for disadvantaged pupils

#### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£10,475
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£10,475

## 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 children's 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 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	Phonic outcomes for disadvantaged pupils over time are lower than the outcomes of the whole cohort
2	End of Key stage 1 writing outcomes for disadvantaged pupils over time are lower than the outcomes of the whole cohort
3	Emotional wellbeing has been negatively affected as a result of global pandemic
4	Lost time in school during periods of closure have resulted in gaps in children's knowledge

## 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 phonics attainment among disadvantaged pupils	Phonics screening outcomes in 2024/25 show an increased percentage of disadvantaged pupils met the expected standard.
Pupil interests used to support writing outcomes	Pupil engagement in writing tasks increases. Increased number of pupils achieving end of key stage outcomes in writing. Progress in writing skills on APP grids evidenced, including encoding skills.
Wellbeing at the heart of interventions and provision to support pupils to be ready to learn	Pupil attitude towards learning is positive. Pupils engage suitably with peers. Relationships with pupils remain strong and supportive.
Interventions in place to address identified areas of need	Interventions have clear focus and time-frame. Home support included in intervention planning. Pupils make progress towards identified targets during interventions.

## Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

## Teaching

Budgeted cost: £ 2,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Set up and continue to develop outdoor learning opportunities in continuous and enhanced provision model in all year groups.	Continuous provision allows staff to spend more time working with individuals or in small groups to tailor learning to the children's needs and abilities. Outdoor learning opportunities allow children to apply their learning in different environments.	1, 2, 3, 4
Adult-led small group work sessions for core and foundation lessons.	Working with smaller group sizes gives teachers increased time to work with each individual in the group and therefore support their learning with personalised feedback	1, 2, 3, 4
Further develop the use of Zones of Regulation within school, including CPD for staff as well as raising pupil knowledge.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life. Being aware of their emotional needs will support children to be ready to learn.	1, 2, 3, 4

## Targeted academic support

Budgeted cost: £7,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics keep up groups targeted at disadvantaged pupils who require further phonics support	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks.	1, 4
Phonics resources sent home for individual support and reinforcement of scheme	Access to resources may be limited for disadvantaged pupils. Ownership of resources supports pupil engagement.	1, 3, 4
Individual feedback sessions for pupils	Feedback and support allows children to identify areas to improve in their work and make instant corrections, which they may apply in future learning.	2, 4
Weekly 1:1 sessions for disadvantaged pupils with class teacher	Personalised sessions with class teacher allow staff to focus on specific areas of need and develop relationships.	1, 2, 3, 4
Targeted intervention support for reading, writing, fine motor, handwriting and maths as required	Intervention groups identify gaps within learning and address them through additional teaching time including pre-teaching and repeat teaching.	2, 4

## Wider strategies

Budgeted cost: £3,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA sessions for identified pupils	Wellbeing support positively impacts on pupil outcomes through increased self-esteem.	3
Family support with Home School Link Worker	Home support for families including foodbank vouchers and clothes from charities increases what pupils have access to at home. Parenting support reinforces how they can support their children's behaviour at home.	3
FAGUS assessments set, monitor and review pupil goals in areas of development that fall outside the academic curriculum.	Tool advised by specialist school to support emotional and social domains. Being able to track progress towards non-academic outcomes allows staff to identify next steps in wellbeing.	3

Development of wellbeing spaces around the school	Areas for children to be able to relax will support mental wellbeing and their ability to be ready to learn.	1, 2, 3, 4
Payment for children to access year group enrichment opportunities including curriculum activities, clubs and holiday camps	Many disadvantaged pupils do not have the same opportunities for additional experiences outside school. Funding enrichment within school allows children to fully access their learning and develops children's cultural capital. Out of hours enrichment supports emotional wellbeing.	3

**Total budgeted cost: £12,500**

## **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.

<p>Review of expenditure</p> <ul style="list-style-type: none"> <li>• Focus on phonics – identified areas of need for all children and gave staff format for phonics lessons, reading groups and keep up sessions.</li> <li>• Prioritising keep up intervention groups for phonics – ongoing phonics assessments tracked progress over time and positively impacted level of reading group.</li> <li>• Time allocated to online assessment tracker for phonics – allows staff to identify specific areas of needs for individuals</li> <li>• Adult feedback sessions - 1:1 time with class teacher or support staff allowed children to share next steps in learning. Examples of children showing improvements in areas identified.</li> <li>• Small group tuition - teachers seen to be able to spend more time with each child within the group. Pupil engagement in smaller groups increased.</li> <li>• Additional Teacher time to provide targeted support to pupils in 1:1 situations - sessions completed 1:1 with pupils provided evidence of children working to a higher standard.</li> <li>• ELSA and Home School Link Worker Support - pupils were able to discuss concerns and showed increased resilience and sense of self-worth.</li> <li>• FAGUS framework introduced and used with key pupils - FAGUS introduced for identified pupils to show key areas for focussed non-academic support.</li> <li>• Specific staff led school and externally led clubs – parents made aware of how school can support them in funding clubs. Higher uptake than in previous year.</li> <li>• School Trips and year group activities - pupils able to talk about enrichment and showed high levels of engagement.</li> <li>• Outdoor learning focus – supported children to take their learning into different environments, which boosted confidence and outcomes in tasks.</li> </ul>
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## Further information (optional)

### **Additional activity**

All disadvantaged pupils have case studies in school to illustrate provision, progress and attainment as well as to set ambitious targets to support achieving these. These are also used to measure the impact of provided provisions. The effectiveness of the pupil premium funding is measured in case studies by the progress seen in pupil attitudes as well as learning outcomes.

Funding provided to support disadvantaged pupils comes from the pupil premium grant as well as additional school budget as required.

Our pupil premium strategy has been supplemented by additional activity that is not being funded by pupil premium or recovery premium. That included:

- utilising a DfE grant to train a senior mental health lead. The training we selected focused on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- providing staff with mental health first aid training to allow them to identify signs of a child with mental ill health and to equip them with strategies to support these individuals.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities focused on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils were be encouraged and supported to participate.
- working towards the school wellbeing award. Wellbeing and emotional health is thoroughly embed into the whole culture of the school, not just for our children, but also for our families, staff, governors and the whole school community.