

Pupil premium strategy statement 2023-24

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	Ditchling (St Margaret's) CE Primary and Nursery
Number of pupils in school	184
Proportion (%) of pupil premium eligible pupils	2% (3 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-23; 2023-24; 2024-25
Date this statement was published	December 2023
Date on which it will be reviewed	November 2024
Statement authorised by	A Clarke, HT
Pupil premium lead	J Sayers, DHT
Governor / Trustee lead	H Evans, Inclusion Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£4155
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	£1385 x 3 = £4155

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 attain highly 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, including those who have a social worker and who are young carers. The activities we have outlined in this statement are 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 for those 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 are set
 - act early to intervene at the point need is identified and assessed
 - 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 has suggested that disadvantaged pupils generally have greater difficulties with literacy (including phonics) than their peers. This negatively impacts their development as readers and writers, and therefore their access to the whole curriculum. However, last academic year's data shows that Pupil Premium children made 0.7 more progress in writing than non PP children: <table><tr><th colspan="10">RWM key groups progress 195 all Pupils</th></tr><tr><th>Pupil Count</th><th>2022/23 Entry Reading Main Assessment</th><th>2022/23 Aut2 Reading Main Assessment</th><th>Reading progress from 2022/23 Entry to 2022/23 Sum2 Main Assessment</th><th>2022/23 Entry Writing Main Assessment</th><th>2022/23 Aut2 Writing Main Assessment</th><th>Writing progress from 2022/23 Entry to 2022/23 Sum2 Main Assessment</th><th>2022/23 Entry Maths Main Assessment</th><th>2022/23 Aut2 Maths Main Assessment</th><th>Maths progress from 2022/23 Entry to 2022/23 Sum2 Main Assessment</th></tr><tr><td>All Pupils: 195 (100%)</td><td>3GDS</td><td>On Track</td><td>+2.2</td><td>3EXS</td><td>On Track</td><td>+2.0</td><td>3EXS</td><td>On Track</td><td>+2.2</td></tr><tr><td>Boys: 100 (51%)</td><td>3GDS</td><td>On Track</td><td>+2.3</td><td>3EXS</td><td>On Track</td><td>+2.0</td><td>3GDS</td><td>On Track</td><td>+2.3</td></tr><tr><td>Girls: 95 (49%)</td><td>3EXS</td><td>On Track</td><td>+2.2</td><td>3EXS</td><td>On Track</td><td>+2.1</td><td>3EXS</td><td>On Track</td><td>+2.0</td></tr><tr><td>Pupil Premium: 6 (3%)</td><td>4EXS</td><td>On Track</td><td>+2</td><td>4EXS</td><td>On Track</td><td>+2.7</td><td>4GDS</td><td>On Track</td><td>+2.7</td></tr><tr><td>Not Pupil Premium: 189 (97%)</td><td>3GDS</td><td>On Track</td><td>+2.3</td><td>3EXS</td><td>On Track</td><td>+2.0</td><td>3EXS</td><td>On Track</td><td>+2.1</td></tr></table>	RWM key groups progress 195 all Pupils										Pupil Count	2022/23 Entry Reading Main Assessment	2022/23 Aut2 Reading Main Assessment	Reading progress from 2022/23 Entry to 2022/23 Sum2 Main Assessment	2022/23 Entry Writing Main Assessment	2022/23 Aut2 Writing Main Assessment	Writing progress from 2022/23 Entry to 2022/23 Sum2 Main Assessment	2022/23 Entry Maths Main Assessment	2022/23 Aut2 Maths Main Assessment	Maths progress from 2022/23 Entry to 2022/23 Sum2 Main Assessment	All Pupils: 195 (100%)	3GDS	On Track	+2.2	3EXS	On Track	+2.0	3EXS	On Track	+2.2	Boys: 100 (51%)	3GDS	On Track	+2.3	3EXS	On Track	+2.0	3GDS	On Track	+2.3	Girls: 95 (49%)	3EXS	On Track	+2.2	3EXS	On Track	+2.1	3EXS	On Track	+2.0	Pupil Premium: 6 (3%)	4EXS	On Track	+2	4EXS	On Track	+2.7	4GDS	On Track	+2.7	Not Pupil Premium: 189 (97%)	3GDS	On Track	+2.3	3EXS	On Track	+2.0	3EXS	On Track	+2.1
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2	Internal and external (where available) assessments have indicated that Maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils. However, last academic year's data shows that Pupil Premium children made 0.6 more progress in Maths than non PP children: <table><tr><th colspan="10">RWM key groups progress 195 all Pupils</th></tr><tr><th>Pupil Count</th><th>2022/23 Entry Reading Main Assessment</th><th>2022/23 Aut2 Reading Main Assessment</th><th>Reading progress from 2022/23 Entry to 2022/23 Sum2 Main Assessment</th><th>2022/23 Entry Writing Main Assessment</th><th>2022/23 Aut2 Writing Main Assessment</th><th>Writing progress from 2022/23 Entry to 2022/23 Sum2 Main Assessment</th><th>2022/23 Entry Maths Main Assessment</th><th>2022/23 Aut2 Maths Main Assessment</th><th>Maths progress from 2022/23 Entry to 2022/23 Sum2 Main Assessment</th></tr><tr><td>All Pupils: 195 (100%)</td><td>3GDS</td><td>On Track</td><td>+2.2</td><td>3EXS</td><td>On Track</td><td>+2.0</td><td>3EXS</td><td>On Track</td><td>+2.2</td></tr><tr><td>Boys: 100 (51%)</td><td>3GDS</td><td>On Track</td><td>+2.3</td><td>3EXS</td><td>On Track</td><td>+2.0</td><td>3GDS</td><td>On Track</td><td>+2.3</td></tr><tr><td>Girls: 95 (49%)</td><td>3EXS</td><td>On Track</td><td>+2.2</td><td>3EXS</td><td>On Track</td><td>+2.1</td><td>3EXS</td><td>On Track</td><td>+2.0</td></tr><tr><td>Pupil Premium: 6 (3%)</td><td>4EXS</td><td>On Track</td><td>+2</td><td>4EXS</td><td>On Track</td><td>+2.7</td><td>4GDS</td><td>On Track</td><td>+2.7</td></tr><tr><td>Not Pupil Premium: 189 (97%)</td><td>3GDS</td><td>On Track</td><td>+2.3</td><td>3EXS</td><td>On Track</td><td>+2.0</td><td>3EXS</td><td>On Track</td><td>+2.1</td></tr></table>	RWM key groups progress 195 all Pupils										Pupil Count	2022/23 Entry Reading Main Assessment	2022/23 Aut2 Reading Main Assessment	Reading progress from 2022/23 Entry to 2022/23 Sum2 Main Assessment	2022/23 Entry Writing Main Assessment	2022/23 Aut2 Writing Main Assessment	Writing progress from 2022/23 Entry to 2022/23 Sum2 Main Assessment	2022/23 Entry Maths Main Assessment	2022/23 Aut2 Maths Main Assessment	Maths progress from 2022/23 Entry to 2022/23 Sum2 Main Assessment	All Pupils: 195 (100%)	3GDS	On Track	+2.2	3EXS	On Track	+2.0	3EXS	On Track	+2.2	Boys: 100 (51%)	3GDS	On Track	+2.3	3EXS	On Track	+2.0	3GDS	On Track	+2.3	Girls: 95 (49%)	3EXS	On Track	+2.2	3EXS	On Track	+2.1	3EXS	On Track	+2.0	Pupil Premium: 6 (3%)	4EXS	On Track	+2	4EXS	On Track	+2.7	4GDS	On Track	+2.7	Not Pupil Premium: 189 (97%)	3GDS	On Track	+2.3	3EXS	On Track	+2.0	3EXS	On Track	+2.1
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3	Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils can be impacted by external events (eg COVID, war in Ukraine, climate change) to a greater extent than for other pupils. These findings are supported by national studies. This could result in knowledge gaps leading to pupils falling further behind age-related expectations.																																																																						
4	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils and a lack of enrichment opportunities due to financial difficulties. These challenges particularly affect some of our disadvantaged pupils, including their attainment. Teacher referrals for support have increased in the last academic year. 7 pupils currently require additional support with social and emotional needs.																																																																						
5	Our attendance data shows attendance for 2022-23 was 94.3% compared to non-disadvantaged pupils 95.8% 2022-23 50% of disadvantaged pupils were persistently absent compared to 4.8% of non-disadvantaged pupils.																																																																						

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 reading and writing attainment among disadvantaged pupils.	KS2 reading and writing outcomes in 2023-24 to show that disadvantaged pupils have made a good rate of progress. KS1 Phonics outcomes enable PP children to successfully pass their phonics screen.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2023/24 to show that disadvantaged pupils have made a good rate of progress.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2021-22 demonstrated by: - qualitative data from pupil and parent voice, and teacher observations (inc Boxall profiles). 2021-22 Achieved: Boxall profiles show sustained or improved assessment outcomes for disadvantaged children in nearly all areas (see example included later in report). 2022-23 Not achieved: Boxall profiles show marginal increase in developmental difficulties from start to end of last academic year (32% to 33%) and marginal increase in diagnostic difficulties (36% to 38%) - an increase in participation in enrichment activities, particularly among disadvantaged pupils. 2021-22 Partially achieved: 1 disadvantaged child increased participation in after-school clubs; 3 disadvantaged children attended residential trips 2022-23 Partially achieved: 1 PP child attended residential
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance demonstrated by: Attendance for Pupil Premium students in the academic year 2021- 2022 94.3% compared to Non Pupil Premium 95.8%.Disadvantaged children are now accessing a greater number of enrichment opportunities closer in line to their peers. Attendance for Pupil Premium students in the academic year 2022- 2023 94.3% compared to Non Pupil Premium 95.7%.Disadvantaged children are now accessing a greater number of enrichment opportunities closer in line to their peers. Persistent absence 16.7% for Pupil Premium and 5.6% for non-disadvantaged.

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: £0

Activity	Evidence that supports this approach	Challenge number(s) addressed
	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1

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

Budgeted cost: £ 3552

Activity	Evidence that supports this approach	Challenge number(s) addressed
Adults for provision of interventions/ classroom support with vulnerable children (£1872): Y1 Phonics boosters 20 mins x3 weekly Y3 Reading booster 15 mins x4 weekly Y5 Handwriting boosters 15 mins each 4 x weekly Cost: £1680 English writing approach – I am a Clever Writer coaching and mentoring support for teachers from year 1 and 3 targeted to support disadvantaged writers	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/Pupil-Premium-resource-evidence-brief.pdf?v=1695997833 https://niot.s3.amazonaws.com/documents/NIOT mentoring and coaching - Key Takeaways.pdf	1,2,3 1

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

Budgeted cost: £ 603

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support for PP/Ever 6 children to attend residential, trips and enrichment activities (£603)	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning	4,5

Total budgeted cost: £ 4,155

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 2022 to 2023 academic year.

Intended outcome	Success criteria																																																																						
Improved reading and writing attainment among disadvantaged pupils.	KS2 reading and writing outcomes in 2022/23 to show that disadvantaged pupils have made a good rate of progress. 2022-23 Achieved for Reading, Writing and Maths: <table><tr><th colspan="10">RWMM key groups progress 195 all Pupils</th></tr><tr><th>Pupil Count</th><th>2022/23 Entry Reading Main Assessment</th><th>2022/23 Aut2 Reading Main Assessment</th><th>Reading progress from 2022/23 Entry to 2022/23 Sum2 Main Assessment</th><th>2022/23 Entry Writing Main Assessment</th><th>2022/23 Aut2 Writing Main Assessment</th><th>Writing progress from 2022/23 Entry to 2022/23 Sum2 Main Assessment</th><th>2022/23 Entry Maths Main Assessment</th><th>2022/23 Aut2 Maths Main Assessment</th><th>Maths progress from 2022/23 Entry to 2022/23 Sum2 Main Assessment</th></tr><tr><td>All Pupils: 195 (100%)</td><td>3006</td><td>On Track</td><td>+2.2</td><td>36XS</td><td>On Track</td><td>+2.6</td><td>36XS</td><td>On Track</td><td>+2.2</td></tr><tr><td>Boys: 100 (51%)</td><td>3006</td><td>On Track</td><td>+2.3</td><td>36XS</td><td>On Track</td><td>+2.6</td><td>3006</td><td>On Track</td><td>+2.3</td></tr><tr><td>Girls: 95 (49%)</td><td>36XS</td><td>On Track</td><td>+2.2</td><td>36XS</td><td>On Track</td><td>+2.1</td><td>36XS</td><td>On Track</td><td>+2.6</td></tr><tr><td>Pupil Premium: 6 (3%)</td><td>46XS</td><td>On Track</td><td>+2</td><td>46XS</td><td>On Track</td><td>+2.7</td><td>4006</td><td>On Track</td><td>+2.7</td></tr><tr><td>Not Pupil Premium: 189 (97%)</td><td>3006</td><td>On Track</td><td>+2.3</td><td>36XS</td><td>On Track</td><td>+2.6</td><td>36XS</td><td>On Track</td><td>+2.1</td></tr></table>	RWMM key groups progress 195 all Pupils										Pupil Count	2022/23 Entry Reading Main Assessment	2022/23 Aut2 Reading Main Assessment	Reading progress from 2022/23 Entry to 2022/23 Sum2 Main Assessment	2022/23 Entry Writing Main Assessment	2022/23 Aut2 Writing Main Assessment	Writing progress from 2022/23 Entry to 2022/23 Sum2 Main Assessment	2022/23 Entry Maths Main Assessment	2022/23 Aut2 Maths Main Assessment	Maths progress from 2022/23 Entry to 2022/23 Sum2 Main Assessment	All Pupils: 195 (100%)	3006	On Track	+2.2	36XS	On Track	+2.6	36XS	On Track	+2.2	Boys: 100 (51%)	3006	On Track	+2.3	36XS	On Track	+2.6	3006	On Track	+2.3	Girls: 95 (49%)	36XS	On Track	+2.2	36XS	On Track	+2.1	36XS	On Track	+2.6	Pupil Premium: 6 (3%)	46XS	On Track	+2	46XS	On Track	+2.7	4006	On Track	+2.7	Not Pupil Premium: 189 (97%)	3006	On Track	+2.3	36XS	On Track	+2.6	36XS	On Track	+2.1
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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
N/a	

Service pupil premium funding (N/a)

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

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. This will include:

- developing more effective practice around feedback. EEF evidence demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

We used the EEF's implementation guidance to help us develop our strategy for pupil premium children. We have particularly developed our approach to identifying and referring in order to diagnose specific pupil needs and confirm which evidence-based activities and approaches are likely to work in our school. We continue to refer to EEF guidance with regard to the implementation of activities.

We have a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure increasingly better outcomes for pupils.