

Pupil premium strategy statement for Dinglewell Junior School

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	358
Proportion (%) of pupil premium eligible pupils	45 (13%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	Nov 22-Nov 25
Date this statement was published	November 2024
Date on which it will be reviewed	November 2025
Statement authorised by	Geraldine Brogan HT
Pupil premium lead	Geraldine Brogan HT
Governor / Trustee lead	Gary Ridgway Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£57,140
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£5,000
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£62,140

Part A: Pupil premium strategy plan

Statement of intent

At Dinglewell Junior School we are passionate about enabling all our children to have the best chances in life. Our aim is to ensure that all children fulfil their potential and make outstanding progress across all subject areas, irrespective of their background or the challenges they face. The focus of our pupil premium strategy is to support all disadvantaged pupils to achieve the best they can, including progress for children who are high attainers. We also aim to provide rich and tailored experiences within our inspiring curriculum. This will be done through careful and impactful use of our funding to maximise learning of both knowledge and skills; and through a robust and reflective focus on the impact of the work we do.

We will consider the challenges that are faced by vulnerable pupils, such as those who have a social worker or are young carers. The activities outlined within this strategy are intended to support all vulnerable children and their support their needs regardless of whether they are disadvantaged or not.

At the heart of our approach to our Pupil Premium Strategy Plan is high-quality teaching focussing on areas in which our disadvantaged pupils require the most support which have been identified through robust assessments and pupil progress meetings. High quality teaching is proven to have the greatest impact on closing the disadvantage gap and at the same time will benefit the non-disadvantaged pupils in our school.

Our strategy is also integral to wider school plans for education recovery including targeted support through the use of catch-up funding, recovery funding and through the National Tutoring Programme for children most affected, including disadvantaged pupils.

All of our approaches will complement each other to help pupils achieve the best that they can. To ensure our approaches are successful and effective we will:

- Ensure any gaps in learning are addressed within planning, lesson time or catch up groups
- Ensure all children, including disadvantaged pupils are challenged in their work

Adopt a whole school approach that include pupil progress meetings, data analysis, collaborative planning 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	To close the performance gap in Phonics, Reading, between disadvantaged children and non-disadvantaged especially in Years 3 and 6. To accelerate the progress of disadvantaged children in Reading to ensure they are secure ARE.
2	To improve provision for PP and SEND children in writing (QFT)
3	To close the performance gap in Maths between disadvantaged children and non-disadvantaged.
4	Achieve and sustain improved wellbeing for all pupils, especially our disadvantaged pupils.
5	Achieve and sustain improved attendance for all pupils, especially our disadvantaged pupils.
6	Engage in the same enrichment educational experiences as their peers

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
To close the performance gap in Phonics, Reading, between disadvantaged children and non-disadvantaged especially in Years 3 and 6. To accelerate the progress of disadvantaged children in Reading to ensure they are secure ARE	As a minimum Y3 children match KS1 or baseline data on exit of Y3 Children secure all phonics knowledge taught in KS1 Performance data between disadvantaged and non-disadvantaged children is in line with ARE and shown in KS2 Assessment outcomes. Due to increased strategies to engage all children, especially disadvantaged pupils, there will be no gap between disadvantaged and non-disadvantaged pupils in reading.
To improve provision for PP and SEND children in writing (QFT) disadvantaged children and non-disadvantaged.	All PP and SEND children have a secure understanding of word classification and sentence construction.

	<p>All teachers have identified gaps in learning, especially in sentence construction and provide targeted sentence development within English Writing sessions.</p> <p>More opportunities for extended writing sessions, in all year groups</p> <p>Enrichment opportunities for PP and SEND children identified with potential to reach GDS to develop a love of writing</p>
To close the performance gap in Maths between	<p>All children working at least in line with or above Teacher Assessment, baseline assessment in Y3 or their KS1 data</p> <p>All teachers have identified gaps in learning within the Maths learning journey and plan appropriately</p> <p>QFT and targeted</p> <p>All PP children attaining at or above national MTC scores</p>
Achieve and sustain improved wellbeing for all pupils, especially our disadvantaged pupils.	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> qualitative data from student voice, student and parent surveys and teacher observations <p>a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</p> <p>All PP pupils with SEMH and/or behaviour needs have access to pastoral help or bespoke interventions</p>
Achieve and sustain improved attendance for all pupils, especially our disadvantaged pupils.	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> the overall absence rate for all pupils being no more than 5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced. <p>the percentage of all pupils who are persistently absent being below 2% and the figure among disadvantaged pupils being no more than 5% lower than their peers</p>
Engage in the same enrichment educational experiences as their peers	<p>Enrichment educational activities will be provided for disadvantaged children that will take place within school or as planned trips.</p>

	School contribution to be available for all trip Increased take up of paid for extra-curricular clubs
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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: £ 7,768

Activity	Evidence that supports this approach	Challenge number(s) addressed
To provide good and outstanding high quality teaching to improve pupil attainment and narrow the disadvantage gap	Through analysis of pupil progress and assessments, we know the strengths and weaknesses of all children and work closely to close any gaps through quality first teaching and targeted interventions. Research tells us that high quality teaching can narrow the disadvantage gap 1. High-quality teaching EEF (educationendowmentfoundation.org.uk)	
Purchase of standardised diagnostic assessments Training for staff to ensure assessments are interpreted and administered correctly.	We use NFER standardised tests to inform future planning. Standardised tests can provide reliable insights into the specific strengths and weakness of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction.	1,2,3
Top up of DFE validated systematic phonics programme to secure stronger	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.	1,2

phonics teaching in KS2	Phonics Toolkit Strand Education Endowment Foundation EEF	
Continue to purchase reading books/scheme for identified children to ensure heard read	<p>Choosing and having the correct level of reading book to provide the correct level of challenge and being heard read enables children to access a wider range of literature and in turn has a positive impact on both educational and personal development. There is a growing body of evidence which illustrates the importance of reading for pleasure for both educational purposes as well as personal development (cited in Clark and Rumbold, 2006).</p> <p>Evidence suggests that there is a positive relationship between reading frequency, reading enjoyment and attainment (Clark 2011; Clark and Douglas 2011).</p>	1
Can Do Maths Scheme to aid planning and teaching, especially in Year 3	In all year groups, especially Year 3, Maths gaps will be closed and all children will be working in line with ARE. Additional resources will enable staff to have access to online CPD for each unit taught.	3
Resources from Can Do Maths MTC and TT Rockstars	<p>Gaps where times tables need additional help will be identified and enable children to complete the MTC in Year 4.</p> <p>Information evening to be held by DHT for parents on the process of the MTC</p>	3
Provision of an inspiring curriculum which is relevant, progressive and develops the children's metacognition skills	<p>Our curriculum is carefully designed to ensure progression of knowledge, skills and understanding. We plan collaboratively to review and reflect on prior learning and adapt objectives yearly to ensure that children's learning builds effectively over time.</p> <p>We have identified that if children are provided with a stimulating curriculum which is purposeful and relevant this impacts on their thirst for learning thus impacting on behaviour, attendance and overall progress and achievement</p> <p>Metacognition and Self-regulated Learning EEF (educationendowmentfoundation.org.uk)</p>	all
JIGSAW subscription to	There is extensive evidence associating childhood social and emotional skills with	4

improve social and emotional learning,	improved outcomes at school and in later life (e.g. improved academic performance, attitudes, behaviour and relationships with peers	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £37,408

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment of staff for booster tuition after school in Reading and Maths for pupils in Year 6 whose education has been most impacted by the pandemic.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one and in small groups. Evidence from previous years shows the impact this has had in Maths and Reading Assessments as well as raising children's confidence. Standards and progress raised for disadvantaged children	1,2,3
Booster groups to close gaps and develop children's writing skills. DHT covered teaching time so that booster groups can be run.	Pupil progress meetings to identify children who have gaps in their learning and require booster sessions. Children will be identified through daily teaching, use of standardised tests which provide reliable insights into the specific strengths and weaknesses of each pupil as well as using assessment data on INSIGHT.	1,2,3
Pupil Progress meetings	Pupil progress meetings to identify children who have gaps in their learning and require intervention. Children will be identified through daily teaching, use of standardised tests which provide reliable insights into the specific strengths and weaknesses of each pupil as well as using assessment data on INSIGHT.	1,2,3,

	Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	
Study books to be bought for all disadvantaged children in Year 6	<p>Previous years have shown the positive impact of an Information evening with parents led by DHT to explain about KS2 SATs. During the evening, support study books are on sale for parents to purchase. These are used as revision guides and can help also with the transition to KS3.</p> <p>Children have resources and opportunities to help revise for tests.</p>	1,2,3
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	<p>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:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	1,2
Nessy Subscription Supporting spelling and phonic knowledge	<p>EEF – technology and other resources focused on high quality teaching and learning</p> <p>Online based reading and phonics interventions that can take place in the classrooms on ipads</p>	1

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

Budgeted cost: £ 16,964

Activity	Evidence that supports this approach	Challenge number(s) addressed
Noted that a high percentage of PP children have emotional and social needs that create barriers to learning,	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g. improved academic performance, attitudes, behaviour and relationships with peers):	4,5

so PIM now working full time in our school	<p>PIM working alongside all children who require support to break down barriers to learning</p> <p>Outside agencies identified for those children requiring more specialised support.</p> <p>Children receive pastoral support required to enable them to break down barriers so that they can be in the right place to learn.</p> <p>Additional specialised support targeted at those who need it so they are emotionally ready to learn</p>	
Pastoral enrichment activities	Children have missed out on many enrichment activities due to the Pandemic so we will be providing enrichment activities for disadvantaged children in addition to the enrichment activities we provide within our curriculum.	5,6
<p>Bespoke Mentoring</p> <p>Mentoring provision for highly vulnerable PP pupils to provide tailored and specific mentoring/coaching support for our highest need PP children in school</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g. improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	4,5
Train all staff in Emotion Coaching UK enabling daily use of emotion coaching with children and for key staff to run parent workshops	EEF toolkit supporting pupils social, emotional and behavioural needs. Parental engagement and behavioural interventions	4
Embedding principles of good practice set out in the DfE's Improving	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	5

School Attendance advice.		
Monitor participation in school trips and extra-curricular activities Offer subsidy for Year 6 residential	Audit of clubs Allocation of clubs overseen by JH PP children informed of subsidy for Year 6 residential Trips and extra-curricular activities attended by children	6
Provide milk daily for disadvantaged children	All children have the opportunity to order milk. As a school we provide milk daily for disadvantaged children. Milk is excellent as a mid-morning drink. It provides a nutritional boost and keeps children hydrated between breakfast and lunch, helping them to concentrate and learn.	4
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £ £62,140

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2023/24 academic year using KS2 performance data and our own internal assessments.

Strategic provision with a focus on Reading, Writing, Maths, Mental Health & Well-being and Enrichment opportunities have been implemented in line with the school improvement plan.

Pupil Premium Pupils

July 2023	% of PP pupils at EXS+	% of non PP pupils at EXS+
Reading	93%	89%
Writing	79%	79%
Maths	86%	87%

We have rolled many of our activities from our previous pupil premium strategy plan onto our new strategy as we are in the middle of our 3 Year cycle and have assessed how successfully the intended outcomes were met.

Standards in Reading, Writing and Maths for disadvantaged pupils were raised so most children were in line or above their expected end of KS2 outcome in comparison to their end of KS1 assessment. This was achieved by

- extra teaching assistant in Year 3/4, catch up programmes running throughout the school and running booster groups.
- 1-1 tuition sessions for Year 6 in maths and reading with brilliant results.
- additional daily reading opportunities with the introduction of volunteers.

We continue to drive to improve attainment in Maths within the PP strategy, and pupils have been supported through Quality First Teaching. This has led to:

- continuation of the Can Do Maths programme
- Increased confidence for all teaching staff within the planning and delivery of Maths lessons

Our Pastoral Inclusion Manager continues to provide support and guidance to our most vulnerable and disadvantaged families. Her work and support has been invaluable and

remains so. There are now improved referral connections with external providers such as: Young Minds Matter as well as a comprehensive programme of internal support interventions such SEMH interventions and bespoke mentoring with Chance is Change. Emotion Coaching has been implemented, and continues to be an important focus within school development.

We are very proud of our rich and exciting curriculum and have worked hard to ensure that our curriculum enhances excellent progress. Enrichment opportunities have ensured that PP pupils have been able to access clubs, trips and experiences. We have provided in school experiences such as author visits, virtual museum visits, visiting planetarium and visiting historians for an Egyptian day. Parental uptake of PP funding for clubs and trips has resulted in PP pupils attending sports clubs, as well as accessing trip such as: school trips e.g. Corinnium Museum, Cadbury world, pantomime show and Y6 residential.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Times table Rockstars / Numbots	Maths Circle Ltd
Nessy Learning Programme	Net Educational systems

Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.