

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Dinglewell Junior School
Number of pupils in school	359
Proportion (%) of pupil premium eligible pupils	43 (12%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2023
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Geraldine Brogan Head
Pupil premium lead	Geraldine Brogan Head
Governor / Trustee lead	Gary Ridgway Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 57,660
Recovery premium funding allocation this academic year	£ 5,800
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 5,016
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	£ 68,476

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	Our assessments and pupil progress meetings indicate disadvantaged children are performing below that of non-disadvantaged pupils in Reading, Writing and Maths.
2	Observations, discussions and home/school reading records indicate children from disadvantaged backgrounds are not being heard read as frequently at home compared to non-disadvantaged pupils or engaging in a wider range of authors
3	Discussions with families and pupils have shown mental health and wellbeing having a huge impact on pupils during school closure, especially those from disadvantaged backgrounds.
4	Attendance data indicates that attendance among the disadvantaged pupils is significantly lower than those of non-disadvantaged pupils.
5	Due to school closure and COVID restrictions, disadvantaged children have had few to no enrichment opportunities compared to those from non-disadvantaged backgrounds.

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/narrow the performance gap in Reading, Writing and Maths between disadvantaged children and their peers. To accelerate the progress of those at risk of under	Boosting and tutoring programme for those children from disadvantaged backgrounds in Reading and Maths so that performance between disadvantaged and non-disadvantaged children is inline with ARE and shown in KS2 Assessment outcomes. TA support in class to aid learning

achievement through targeted intervention.	
Engagement in Reading is the same for all pupils	There is no gap between the engagement of reading between disadvantaged and non-disadvantaged pupils
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 • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
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. • 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
Engage in the same enrichment educational experiences as their peers	Enrichment educational activities will be provided for disadvantaged children that will take place within school or as planned trips.

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: £7300

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments Training for staff to ensure assessments are interpreted and administered correctly.	We use NFER standardised tests as well as CATS 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. Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	1,2
Purchase of DFE validated systematic phonics programme to secure stronger phonics teaching in KS2	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. Phonics Toolkit Strand Education Endowment Foundation EEF	1,2
Purchase reading intervention for pupil premium children The Reading Fluency project	The Institute of Effective Education research found that the HFL KS2 Reading Fluency Project had a positive impact on developing pupils' reading accuracy and comprehension, as measured by the YARC. IEE - Improving reading fluency	1,2

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>	1,2
<p>Enhancement of our maths teaching and curriculum planning in line with DFE and EEF guidance.</p> <p>Funding teacher training on use of resources both on line and in class and the depth within mastery.</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence.</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	1
<p>Purchase and training in using the JIGSAW scheme to improve social and emotional learning,</p> <p>JIGSAW approaches will be embedded into routine educational practices and supported by professional development and training for staff.</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>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	3

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

Budgeted cost: £47,700

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
Booster groups to close gaps and missed learning. 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. Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	1
TA employed extra hours during the afternoon to work with Year 6 children	Evidence from previous years has shown TA targeted work for specific children identified in daily lessons and requiring catch up work in the afternoon has enabled children to keep in line with work covered.	1

	SLT and YGL monitoring which children will benefit from extra input, focusing on disadvantaged children.	
Extra teacher working in Year 3 for catch up	<p>Pupil progress meetings to identify children who have gaps in their learning and require catch up lessons. 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.</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	1
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
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. All pupils receiving tutoring will be disadvantaged, including those who are high attainers.	<p>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:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	1
Additional phonics sessions targeted at disadvantaged pupils	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged	1,2

who require further phonics support.	backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £13,400

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, so PIM now working full time in our school	<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>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p> <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>	3,4
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

Chance is Change life coach working with children managing behaviour and emotions	<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>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p> <p>Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	3,4,5
Embedding principles of good practice set out in the DfE's Improving School Attendance advice.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	3,4,5
<p>Monitor participation in school trips and extra-curricular activities</p> <p>Offer subsidy for Year 6 residential</p>	<p>Audit of clubs</p> <p>Allocation of clubs overseen by JH</p> <p>PP children informed of subsidy for Year 6 residential</p> <p>Trips and extra-curricular activities attended by children</p>	5
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.	3,5
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: £ 68,400

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 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

End of year assessments were carried out in July 2021 across all year groups using NFER tests. These tests were used to assess all pupil's performance, to identify gaps and to inform future planning. All teachers assessed Reading, Writing, Maths and Science by noting which key learning objectives the children had covered and understood.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

We have rolled many of our activities from our previous pupil premium strategy plan onto our new strategy, however last year does mark the end of our previous strategy so we have assessed how successfully the intended outcomes were met. Some activities in the strategy had very pleasing results despite time away from school during the national lockdown and the move to remote learning.

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 having an extra teacher in Year 3, thorough catch up programmes running throughout the school and a teacher employed to run booster groups from Spring term onwards. We were unable to provide 1-1 tuition last year but used the money instead to employ the extra teacher for a longer period of time.

We are very proud of our rich and exciting curriculum and have worked hard to ensure that our curriculum enhances excellent progress. Our curriculum lead has provided many enrichment opportunities for all year groups relating to their topics. Many of these have been virtual events and we hope to move to face to face opportunities this year.

During what has been another disrupted year we have seen the work of our Pastoral Inclusion Manager become busier than ever. She has been able to provide support and guidance to our most vulnerable and disadvantaged families, especially during the lockdown. Her work and support has been invaluable and remains so.

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

Service pupil premium funding (optional)

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?	
What was 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, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.