

## 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	Dinglewell Junior School
Number of pupils in school	360
Proportion (%) of pupil premium eligible pupils	53 (15%)
Academic year/years that our current pupil premium strategy plan covers <b>(3 year plans are recommended)</b>	2022-2024
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
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	£ 55510
Recovery premium funding allocation this academic year	£ 5800
<p>Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)</p> <p><i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i></p>	£ 16569
<p><b>Total budget for this academic year</b></p> <p>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</p>	£ 77879

## 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 past COVID restrictions and on-going financial rises, disadvantaged children have and will have fewer 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	Boostering 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	Due to increased strategies to engage all children, especially disadvantaged pupils, there will be no gap between disadvantaged and non-disadvantaged pupils in reading.
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"> <li>• qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul>
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"> <li>• 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.</li> <li>• 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</li> </ul>
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: £7500

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 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. <a href="https://www.educationendowmentfoundation.org.uk/assessment-and-feedback/">Assessment and feedback   EEF (educationendowmentfoundation.org.uk)</a>	1,2
Purchase and top up 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. <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	1,2
Purchase reading intervention for pupil premium children The Reading Fluency project	Fluency in reading is paramount to all areas of learning. Some children identified need specific interventions to give them the best possible chance to be reading at age related expectation or above.	1,2

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>	1,2
Purchase 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 inline with ARE. Additional resources will enable staff to have access to online CPD for each unit taught.	
<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><a href="https://educationendowmentfoundation.org.uk/social-and-emotional-learning/">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a></p>	3

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

Budgeted cost: £49, 200

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 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
Extra TA employed full time in Year 3	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. SLT and YGL monitoring which children will benefit from extra input, focusing on disadvantaged children.	1
Extra teacher working in Year 3 for catch up for half a day a week, plus	Pupil progress meetings to identify children who have gaps in their learning and require catch up lessons. Children will be	1



teacher providing catch up in summer for 3 days a week.	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.	
Study books to be bought for all disadvantaged children in Year 6	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. Children have resources and opportunities to help revise for tests.	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.	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: <a href="https://educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a> And in small groups: <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	1
Additional phonics sessions 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: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	1,2

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

Budgeted cost: £ 21,175

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):  <a href="https://educationendowmentfoundation.org.uk/social-and-emotional-learning/">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a></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>Both targeted interventions and universal approaches can have positive overall effects:  <a href="https://educationendowmentfoundation.org.uk/behaviour-interventions/">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	3,4,5

Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.  <a href="#">[Withdrawn] Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk)</a>	3,4,5
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	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 2021 to 2022 academic year.

SATS tests were carried out in May 2022 for the first time since 2019 due to COVID. End of year assessments were carried out in May 2022 across years 3-5 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 we have assessed how successfully the intended outcomes were met in order to plan for future activities. Some activities in the strategy had very pleasing results.

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 able to provide 1-1 tuition last year for Year 6 pupils which worked exceptionally well as our SATS results were outstanding. We were also part of the NTP and boosted PP children in Year 5 during the Spring Term.

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 the last 2 years 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.*