# Pupil premium strategy statement – The Dingle Primary 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

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| Detail | Data |
| Number of pupils in school | 392 |
| Proportion (%) of pupil premium eligible pupils | 10% |
| 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)** | Sept 24 to Sept 2027 |
| Date this statement was published | Sept 24 |
| Date on which it will be reviewed | Oct 25 |
| Statement authorised by | Mr B Cox |
| Pupil premium lead | Mr B Cox |
| Governor / Trustee lead | Mrs R Smith |

## Funding overview

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £ 73865 |
| Recovery premium funding allocation this academic year  *Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.* | £ 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* | £ 73865 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| 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 or disadvantaged in other non-financial ways. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are classed as pupil premium or not.  We will use recent research such as the 3 tiered approach to teaching written by the EEF. :  Teaching   * High-quality teaching for all * Effective diagnostic assessment * Supporting remote learning * Focusing on professional development.   Targeted academic support   * High-quality one to one and small group tuition * Teaching assistants and targeted support * Academic tutoring * Planning for pupils with Special Educational Needs and Disabilities (SEND)   Wider strategies   * Supporting pupils’ social, emotional and behavioural needs * Planning carefully for adopting a SEL curriculum * Communicating with and supporting parents * Supporting parents with pupils of different ages * Successful implementation in challenging times. * Engaging with CPD opportunities for all adults in school to break down barriers to pupils learning, especially for those most disadvantaged.   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:   * Prioritise building strong professional relationships with pupils to ensure they feel secure and safe in school and enjoy their time in school. * Work with pupils and families where attendance is poor. * Focus on early communication and language skills developing pupils’ vocabulary through talk, listening to adults and listening to quality texts read to them, teaching pupils to read and write, and to recognise non-verbal communication such as facial expressions and body language. * ensure disadvantaged pupils are challenged in the work that they’re set * act early to intervene at the point need is identified to enable pupils to keep up * 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.

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| Challenge number | Detail of challenge |
| 1 | Pupils’ education has been damaged by Lockdown. Our assessments show children had different experiences during this time which affected their academic ability, social skills and mental health. |
| 2 | Assessments, observations, and discussions with pupils indicate underdeveloped oral and written language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers. |
| 3 | Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics and early reading than their peers. This negatively impacts their development as readers. |
| 4 | Internal and external (where available) assessments indicate that maths attainment among a proportion of disadvantaged pupils is below that of non-disadvantaged pupils. |
| 5 | Our data indicates that disadvantaged children are less likely to take advantage of school provided clubs. This has a negative impact on their personal development |
| 6 | Individuals who have poor attendance or persistent absence are proportionately higher for 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.

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| Intended outcome | Success criteria |
| Pupils will reach attainment levels above national averages in all subjects and for all groups. | By summer 2027 children will fulfil their potential academically. Progress measures will show that disadvantaged pupils are as successful or better when compared to others. School results will be high and above national averages in all subjects. All children will demonstrate good progress in foundation subjects by demonstrating that they have remembered a substantial part of their learning in each year group. Attendance scores for all pupils and groups will exceed national expectations. |
| Pupils have been introduced to a rich vocabulary through stories, technical non- fiction texts and good spoken language, modelled to them at all times | All children including those disadvantaged demonstrate a wide and ambitious vocabulary in their written work and aurally. Writing standards for all are high, with measures showing disadvantaged pupils to make at least as much progress as other children. They are able to articulate their thoughts well in discussion and debate. |
| Disadvantaged pupils will be as successful as other children in the school at Phonics. The ambition for all pupils is to be reading before entering Year 3 | By July 26 attainment of disadvantaged pupils in the phonics check at Year 1 will be in line with all other pupils in the cohort with the expectation that all will pass by the time they leave Year 1. The school’s phonics results as a whole will exceed national levels. |
| The attainment in Maths of disadvantaged pupils will match that of others | By July 26 attainment gaps for pupils in Year 6 will have narrowed significantly towards zero when compared to other children. In all year groups the gap is narrowing as evidenced by end of term/year internal tests |
| The choice of a child taking up a wider curriculum offer including clubs, taking on roles and responsibilities etc is not impacted by a child being disadvantaged | Disadvantaged children are well represented in clubs and activities through the school. No child uses their disadvantage eg lack of finance as an excuse. If a child wants to take part every avenue has been explored to allow them to attend. |
| Absence and persistent absence of disadvantaged pupils are at least in line with if not better than others. | By July 26 annual data shows there is no difference between absence and persistent absence of disadvantaged and non- disadvantaged pupils and for all identified individuals, whether disadvantaged or not, attendance is increasing considerably |

## Activity in this academic year

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

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ *44000*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Provide training and resources to enable teaching of phonics to remain at a high standard. | EEF’s recognises the importance of high quality teaching. Effective teaching requires high quality resources.  <https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning> | 2,3 |
| Provide an additional class in KS 2 which allows all year groups to be taught in single aged classes. | EEF research shows that ‘ ensuring an effective teacher is in front of every class should be a top priority for pupil premium spending.’ [THE EEF GUIDE TO THE PUPIL PREMIUM](https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf) | 1,2,3,4 |
| CPD in place to ensure the curriculum is well designed and subject leaders effective in their roles to ensure teaching is of the highest quality. | EEF highlights that research shows that teachers need effective CPD to keep improving and is a key ingredient of a successful school. | 1,2,3,4 |
| Provide Inclusive Practice Training to all staff | EEf informs us that :   * High-quality teaching for all * Effective diagnostic assessment * Supporting remote learning * Focusing on professional development.   Is important to ensure Inclusion of all pupils at The Dingle | 1,2,3,4 |

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

Budgeted cost: £ *30000*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| *Small group interventions especially in Maths and English to ensure children keep up with their peers* | Evidence consistently shows the positive impact targeted academic support can have on those disadvantaged. This was supported by evidence from tutoring and other interventions last year which contributed to those pupils tutored making accelerated progress. | 1,2,4 |
| Interventions in Phonics to close gaps and catch up. This will be primarily for disadvantaged children but include others in their peer group who would benefit from the support at the same time. | Reading opens the door to the curriculum. Additional support for children to learn to read more quickly improves the outcomes and learning that takes place in all subjects [The reading framework: teaching the foundations of literacy](https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy) | 1,2,3 |
| Interventions in place that are targeted to pupils, especially disadvantaged, in individual subjects to link their learning with that of the rest of the class. | Targeted interventions such as linking structured small group interventions to classroom teaching, ensures children receive quality inputs and allows them to be included within the classroom and enables the teacher to work with all children in the class. [Small group tuition | EEF](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition) | 1,2,3,4 |
| Accelerated Reader introduced to help children make informed book choices in KS2. | Reluctant readers often find it difficult to select books independently. This results in them either not reading or reading a book that does not meet their needs. Accelerated reader will give these children a guide to the difficulty of book that meets their needs. | 1,2,3 |

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

Budgeted cost: £ 50000

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Employment of FSW to identify children and families who have persistent absence and implement the DFE’s Improving School Attendance advice. They will also work with children requiring specialist support eg social workers. | Poor attendance negatively impacts upon pupil outcomes at school. The DFEs guidance has been informed by engagement with schools who have significantly reduced levels of absence and persistent absence. [3. Wider strategies | EEF](https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/3-wider-strategies) | 6 |
| Monitoring the access of disadvantaged children to the wider curriculum and removing any barriers to their inclusion. | Children at The Dingle benefit from taking part in extra-curricular activities academically, socially and in their health and their well-being. [Life skills and enrichment | EEF](https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment) | 5 |
| De-escalation training for whole staff to improve behaviour management and therefore reduce any negative impact of behaviour on outcomes. | Universal approach to behaviour managements can have positive overall effects. See EEF [Learning behaviours | EEF](https://educationendowmentfoundation.org.uk/guidance-for-teachers/learning-behaviours) | 1,2,3,4 |
| Development of a High Needs resource room (The Cloud) for children who are struggling to work alongside peers in their classroom. | Children with reduced anxiety will perform better at school. Children who are able to concentrate better in an environment more conducive to learning will enable pupils to learn more. | 1,2,3,4 |
| Contingency fund | Based on our experience and that of other schools we have needed additional funds to support disadvantaged children directly when necessary |  |

**Total budgeted cost: £** *124000*

### Part B: Review of the previous academic year

## Outcomes for disadvantaged pupils

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| The schools’ Overall Effectiveness was judged by OFSTED as Outstanding in Sept 2023 and this reflects the impact of the school’s curriculum on pupils’ progress, attainment, personal development and high levels of attendance for all groups including those described as pupil premium.  1:1 Tutoring was offered to identified Y 5 and 6 pupils and included all Year 6 Pupil Premium. This impacted well and contributed to children staying on track with their learning. In summer 2024 SATS, 82% of Y 6 pupils attained the expected standard in Reading Writing and Maths compared to 59% nationally (2023). For those in receipt of pupil premium all made accelerated progress from KS 1.  In 2023 KS2 SATs data shows for Year 6 disadvantaged pupils their progress from KS1 to KS2 for the 8 pupil premium pupils showed an average increase of 5.5 to scaled scores in reading and 4.75 to scaled scores in Maths. 6 out of 8 pupils reached expected standards in Reading, an increase of 3 pupils, and 4 out of 8 pupils reached expected standards in Maths, an increase of 2 pupils.  In 2024, 88% of pupils in Year 1, a rise of 8% on 2023, were assessed as passing the phonics check and 96% by the end of Year 2.  Those not meeting expected milestones or in danger of falling behind in earlier year groups are given additional support, especially in Maths and Reading. This is enabling some children, including those disadvantaged, to keep up with their peers.  We have used Pupil Premium funding to help maintain links with other local schools and share good practiceto develop further our school’s curriculum and consider where we should target resources to maximise effectiveness. This has impacted well upon teachers’ practice making observations of where our curriculum is weakest or its design could be improved. It has increased our ability to spot where gaps in pupils’ learning may exist and interventions that would be most appropriate to fill them. Evidence shows nationally, that disadvantaged children as a group are furthest behind in terms of their cultural capital. Therefore, by improving the quality of the curriculum they have gained the most and we hope to continue to improve outcomes for this group in the future by continuing with our school’s strategy.  Evidence shows the impact of the FSW to be positive. Whole school attendance exceeds national averages and continues to rise. We have been able to promote further good attendance and imposed new measures to increase the attendance of persistently absent pupils in particular. We have been able to engage further with other agencies to support the provision available for families. 80% of our pupil premium pupils and families have benefitted from additional support from either school or outside agencies. |

## 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.*

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| Programme | Provider |
| Accelerated Reader | Renaissance Learning |
| Floppy’s Phonics | ORT |

Mr B Cox

Sept 2024