

Pupil premium strategy statement - Dinglewell Infant School 2025/26

This statement details our school's use of pupil premium (and recovery premium) funding for the academic year 2025-26 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	227
Proportion (%) of pupil premium eligible pupils	4.8%
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)	2025 - 2026
Date this statement was published	31.12.2025
Date on which it will be reviewed	March 2026
Statement authorised by	Jemma Southgate Headteacher
Pupil premium lead	Emma Bishop Deputy Headteacher
Governor / Trustee lead	Rio Gower

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£21,810
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>	£0
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year	£21,810

Part A: Pupil premium strategy plan Statement of intent

At Dinglewell Infant School, we are committed to ensuring that **every child**, regardless of their background or circumstances, has the opportunity to thrive academically, socially, and emotionally. We hold **high expectations and ambitious goals for all our pupils**, believing that disadvantage should never be a barrier to achievement.

Whilst our pupil premium numbers may appear statistically low, our close work with families has given us valuable insight into the true extent of disadvantage within our school community. We recognise that some families may face financial or social challenges that don't meet the formal eligibility criteria but nonetheless impact their children's educational experiences and outcomes. This deeper understanding drives our commitment to using pupil premium funding strategically and effectively to support all vulnerable pupils.

We maintain unwavering belief in the potential of every pupil eligible for pupil premium and refuse to accept that disadvantage determines destiny. We set ambitious academic targets that match or exceed those for non-disadvantaged pupils and celebrate achievement whilst fostering a culture where all pupils aspire to excellence. Our higher-attaining disadvantaged pupils receive the same challenge and support as their peers to reach their full potential.

We will use the pupil premium to improve educational outcomes for disadvantaged pupils, focusing on academic progress and attainment across all curriculum areas, social and emotional development, access to enrichment opportunities, and building cultural capital. Every pupil premium child is known individually, with their specific needs understood, and support is tailored to address individual barriers rather than applying blanket interventions.

We will choose activities from the DfE's 'menu of approaches', prioritising three key tiers. First, we believe that excellent teaching is the most powerful tool for closing the disadvantage gap, so we invest in high-quality teaching, professional development, and a broad, balanced, knowledge-rich curriculum. Second, where pupils need additional help, we provide targeted academic support including small group interventions and carefully deployed teaching assistants. Third, we recognise that learning happens best when children feel safe and supported, so we provide pastoral support, attendance interventions, and access to enrichment activities and experiences.

We will follow the DfE's recommended 5-step approach to developing an effective strategy, ensuring that we accurately identify the challenges facing our disadvantaged pupils, use robust evidence to select the most effective interventions, develop a clear strategic plan with measurable outcomes, monitor delivery carefully and adapt our approach as needed, and evaluate impact rigorously and honestly.

We are committed to transparency about our pupil premium spending and its impact. We will regularly review our strategy, share outcomes with governors and parents, and remain

accountable for ensuring every pound of pupil premium funding makes a meaningful difference to the lives and learning of our pupils.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	There is a clear need to prioritise pupil well-being. Ongoing discussions with families and pupils highlight a growing number of children experiencing emotional difficulties and/or anxiety. Evidence from research and Pupil Progress meetings demonstrates that social, emotional and mental health (SEMH) needs have a direct impact on attainment. Addressing these challenges is therefore essential to ensure pupils are able to achieve their academic potential. Many of our SEND pupils face particular barriers linked to SEMH. Their My Plan and My Plan Plus targets focus on building self-confidence, developing a positive self-image, and learning effective strategies to manage anxiety. Supporting these outcomes is a vital part of enabling progress both academically and personally.
2	Many disadvantaged pupils enter school with significantly lower oracy skills compared to their peers. This impacts their ability to communicate effectively, express ideas, and engage in learning. Limited vocabulary and reduced confidence in speaking and listening hinder progress across the curriculum and restrict opportunities for reasoning and problem-solving.
3	Our priority is to close the attainment gap between disadvantaged and non-disadvantaged pupils in achieving success in the Phonics Screening Check (PSC). By ensuring targeted support and high-quality teaching, we aim to secure equitable outcomes so that all pupils, regardless of background, develop strong foundations in early reading.
4	We have identified that disadvantaged pupils are less likely to access wraparound care, school visits, and extracurricular activities due to financial barriers. These opportunities are vital for supporting well-being, broadening horizons, and building cultural capital, yet without targeted funding, many pupils risk missing out.

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
Pupils experiencing emotional difficulties and anxiety receive timely, targeted support that builds resilience, self-confidence, and positive self-image. By equipping them with effective strategies to manage anxiety and regulate emotions, we aim to reduce the impact of SEMH barriers on learning, enabling disadvantaged and SEND pupils to engage fully in school life and make sustained academic progress.	Reduction in the number of pupils requiring high-level SEMH interventions over time. Improved pupil well-being scores from surveys, pupil voice, and pastoral monitoring. Increased engagement in lessons, evidenced by fewer behaviour incidents and improved attendance. Progress against My Plan/My Plan Plus targets relating to confidence, self-image, and anxiety management. Pastoral meetings will document positive changes in individual children's well-being.
Disadvantaged pupils will develop secure foundations in oracy, including speaking, listening, thinking, and reasoning skills, enabling them to communicate confidently and access the full curriculum.	There will be a reduction in the gap between disadvantaged and non-disadvantaged pupils at the end of EYFS and at the end of KS1. Increased pupil confidence in classroom dialogue, evidenced through teacher observations and pupil voice. Improved vocabulary and language use in written and spoken work.
Close the attainment gap between disadvantaged and non-disadvantaged pupils in the Phonics Screening Check, ensuring all pupils develop secure early reading skills. By fostering confidence and enjoyment in reading, disadvantaged pupils will build strong literacy foundations that support sustained progress across all subjects.	Year-on-year reduction in the attainment gap between disadvantaged and non-disadvantaged pupils in PSC results. Results 2025 (PSC)

	<table><tr><td></td><td>% of pupils Expected or higher</td></tr><tr><td>All Pupils</td><td>81%</td></tr><tr><td>EAL</td><td>50%</td></tr><tr><td>Not EAL</td><td>82%</td></tr><tr><td>Boys</td><td>70%</td></tr><tr><td>Girls</td><td>91%</td></tr><tr><td>Pupil Premium</td><td>25%</td></tr><tr><td>Not Pupil Premium</td><td>84%</td></tr><tr><td>Pupils with SEND</td><td>36%</td></tr><tr><td>Pupils without SEND</td><td>91%</td></tr></table>		% of pupils Expected or higher	All Pupils	81%	EAL	50%	Not EAL	82%	Boys	70%	Girls	91%	Pupil Premium	25%	Not Pupil Premium	84%	Pupils with SEND	36%	Pupils without SEND	91%
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	At least national average outcomes for disadvantaged pupils in PSC. Evidence of accelerated progress for pupils receiving targeted phonics interventions. Increased confidence and enjoyment in reading, captured through pupil voice and engagement in reading activities.																				
Disadvantaged pupils have equal access to wraparound care, school visits, and extracurricular activities, removing financial barriers to participation. This will broaden their cultural capital, enhance confidence and aspiration, and strengthen engagement with learning, while also supporting well-being and personal development alongside academic progress.	No pupil prevented from attending enrichment opportunities due to financial barriers. Positive feedback from families and pupils on the impact of enrichment experiences. Evidence of improved confidence, aspiration, and engagement in learning linked to participation in wider opportunities.																				

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium) funding **this academic year (2025-26)** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £295

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to embed the use of the DFE validated phonics scheme: Essential Letters and Sounds (ELS) . On-going training for staff for targeted interventions in GPC recognition and blending for reading. Catch-up prioritised for bottom 20% and those at risk of falling behind.	Systematic phonics approaches explicitly teach pupils a comprehensive set of letter-sound relationships for reading and sound-letter relationships for spelling. Use accurate assessment of capabilities and difficulties to ensure interventions are appropriately matched to pupils needs. Improving Literacy in Key Stage 1 EEF	2 and 3
Raise the profile of oracy skills through • Embed oracy-rich routines (partner talk, questioning stems, sentence starters) in all lessons. • Provide staff CPD on early language development and dialogic teaching strategies.	Voice 21 research highlights that explicit oracy teaching improves confidence, reasoning skills, and social interaction — all crucial in early years. Voice 21 Oracy United Kingdom DfE Early Years Foundation Stage Profile emphasises communication and language as prime areas of learning, foundational for reading and writing. EYFS statutory framework for group and school-based providers	2

Develop strategies to support and scaffold the learning of all pupils, including disadvantaged and pupil premium children, who are falling behind ARE in fundamental skills. We are actively exploring a range of CPD opportunities to strengthen teaching and learning. Evidence-based strategies will be shared and embedded through planned curriculum meetings, ensuring all staff benefit from consistent guidance. Dedicated time for reflection and revisiting key approaches will be built into the curriculum meeting timetable to support sustained impact. Classroom practice will be monitored through scheduled observations, with constructive feedback provided to staff to further develop and refine their practice. Purchase a Widgit licence to produce resources to scaffold learning and ensure access to all areas of the curriculum.	Research shows that supporting high quality teaching is pivotal in improving children's outcomes; there is a growing consensus that promoting effective continued professional development (CPD) plays a crucial role in improving classroom practice and pupil outcomes. Effective Professional Development EEF The EEF defines scaffolding as 'a metaphor for temporary support that is removed when it is no longer required', providing 'enough support so that pupils can successfully complete tasks that they could not yet do independently'. EEF blog: Scaffolding - more than just a worksheet EEF Developing an inclusive and adaptive classroom will support the outcome of pupils with identified SEND and currently 7 of our disadvantaged children are on the graduated pathway with My Plan and My Plan Plus in place. Special Educational Needs in Mainstream Schools EEF	3
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £0

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional targeted ELS intervention - aimed at children who require further phonics support - to support the development of foundational skills	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 Phonics EEF	1, 2, 3
Training for teacher-led approaches with a focus on clear explanations, modelling and frequent checks for understanding is put in place. Ensuring that the schools agreed vocabulary lists for each subject area are being used consistently	EEF <i>Teacher Feedback to Improve Pupil Learning</i> (2021) - responsive teaching and feedback improve attainment, particularly for disadvantaged pupils Teacher Feedback to Improve Pupil Learning EEF Research shows that explicit vocabulary instruction supports comprehension and attainment Improving Literacy in Key Stage 1 EEF	1, 2

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

Budgeted cost: £ 21,515

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to employ a trained Pastoral Lead to provide 1:1 and small group interventions. Pastoral Lead and well-being mentor provides 1:1 and small group sessions to support social and emotional well-being.	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): Social and emotional learning EEF	1, 2, 3 and 4
Regular attendance at Before and After School Club.	"We know that it is important for pupils to start the day with a nutritious breakfast. The evidence shows that providing a healthy school breakfast at the start of the school day can contribute to improved readiness to learn, increased concentration, and improved well-being and behaviour." (DfE July 2021)	1, 2, 3, 4
Provide milk daily for disadvantaged children	Providing daily milk for disadvantaged pupils ensures they receive essential nutrients such as calcium, protein, and vitamins that support healthy growth, bone development, and cognitive function. Milk is widely recognised as a nutrient-dense food that improves hydration, dental and bone health, and overall nutritional status in young children (School & Nursery Milk Guidance). UK school milk schemes aim to promote healthy eating habits and tackle childhood obesity by ensuring access to dairy from an early age (School Milk Scheme Strategy). Research shows that well-nourished children are more alert, concentrate better, and achieve higher academically, while school feeding programmes improve attendance and learning outcomes for disadvantaged pupils (IDF UK School Milk Case Studies). This approach aligns with the	1, 2, 3, 4

	Education Endowment Foundation's guidance on addressing wider barriers to learning through strategies that improve wellbeing and readiness to learn (EEF Guide to Pupil Premium).	
Monitor participation in school trips and extracurricular activities	Educational visits give pupils real-world experiences that boost learning and motivation. They help children understand topics better and develop confidence, resilience, and social skills (DfES Learning Outside the Classroom Guidance). Disadvantaged pupils often miss out on these opportunities, which limits vocabulary and cultural knowledge (School Journey Association Report). Trips also improve attitudes to learning and wellbeing (Education Business Feature). This supports the Education Endowment Foundation's advice to tackle wider barriers to learning (EEF Guide to Pupil Premium).	4
Contingency funds	Based on our experiences, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	1, 2, 3, 4

Total budgeted cost: £ 21,810

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 previous academic year (2023/24), drawing on national assessment data and our own internal summative and formative assessments. The table below shows National assessment data for Dinglewell Infant School compared to national attainment figures.

Attainment Data for Disadvantaged Pupils					
2024 - 25 Data		All Pupils	Pupils eligible for PP	Pupils not eligible for PP	National Figure Pupils eligible for PP 2024-25 (where data available)
Early Years Foundation Stage - % of pupils achieving a good level of development (GLD) (76 pupil cohort, 8 pupils eligible for PP)		78%	75%	79%	~69%
Year 1 Phonics Screening Check (84 pupil cohort, 10 pupils eligible for PP)		81%	40%	84%	~80%
End of KS1 phonics screening check (7 pupils retook check)		96%	89%	96%	~91%
Year 2 90 pupil cohort, 9 pupils eligible for PP	Reading Expected Standard and Above	76%	78%	75%	~71%
	Writing Expected Standard and Above	61%	56%	69%	~64%

	Maths Expected Standard and Above	69%	67%	43%	~73%
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Progress	Less than expected progress - PP pupils	Less than expected progress - all pupils	Expected or better progress - PP pupils	Expected or better progress - all pupils
Reading	Year 1 - 30% Year 2 - 0%	Year 1 - 14% Year 2 - 3%	Year 1 - 70% Year 2 - 100%	Year 1 - 85% Year 2 - 97%
Writing	Year 1 - 20% Year 2 - 0%	Year 1 - 19% Year 2 - 4%	Year 1 - 80% Year 2 - 100%	Year 1 - 82% Year 2 - 95%
maths	Year 1 - 20% Year 2 - 0%	Year 1 - 6% Year 2 - 4%	Year 1 - 80% Year 2 - 100%	Year 1 - 94% Year 2 - 95%

It is important to note that Dinglewell Infant School has a significantly lower proportion of disadvantaged pupils compared to the national average—3.1% eligible for Free School Meals (FSM) versus 24.7% nationally. As such, any data should be interpreted with caution. Additionally, our cohorts continue to reflect the lasting impact of the COVID-19 pandemic, particularly in areas such as early language development and the formation of foundational relationships, which were disrupted by extended lockdowns and restrictions.

As a school, we know our pupils and the stories that accompany them.

Of the 8 children eligible for Pupil Premium in Reception, the two children who didn't reach a Good Level of Development both have identified SEND needs.

In Year 1, 6 children eligible for Pupil Premium did not reach the expected standard in the Phonic Screening Check and 1 of these children had identified SEN needs, 1 was in receipt of an EHCP and 2 were Looked After Children with significant emotional needs.

Of the 8 children in Year 2, 3 had SEMH needs identified and received targeted support through the pastoral team.

Overall, 9 of our disadvantaged children had summer term birthdays and 4 of these were August birthdays. It is a statistical fact that there is an attainment gap between children with summer term birthdays and the rest of the cohort; consequently, they often fall below age-related expectations within KS1. But at each key stage assessment point the gap between summer birthdays and the rest of the cohort narrows.

We are delighted with the reading data as this cohort were the first to begin the use of the Essential Letters and Sounds programme (ELS). Overall, we have 76% of the cohort reaching the expected standard or better for reading, with 75% of our disadvantaged pupils reaching the expected level. For all pupils this shows a 1% increase in our performance data. However, the increase from 44% to 75% for our disadvantaged pupils is significant and highlights the impact of ELS across the whole school community. Last year's Phonic Screening Check had shown that ELS was having a positive effect and supporting all pupils with learning to read. The end of Key Stage Teacher Assessments have confirmed the impact of ELS.

There is a promising picture emerging from EYFS with the majority of children reading confidently within phase 3 or better (62 out of 75 children). Within in this group there are 6 of the 8 disadvantaged pupils. Of the 2 who have not reached this level, 1 child has SEMH needs and a My Plan in place to support the transition to Year 1.

Regular reading is a vital part of early literacy development, and parents are encouraged to read with their child at least four times a week. Where children are not receiving consistent support with reading at home, they are identified and provided with additional reading sessions throughout the school week to help close the gap. Weekly visits to our school library—supported by a dedicated library teaching assistant—offer a valuable opportunity to nurture a love of books and reading, further enriching the children's literacy experiences.

For children identified with Special Educational Needs and Disabilities (SEND), progress is often not easily measured against National Curriculum expectations. Instead, their development is tracked through personalised targets outlined in individual My Plan and My Plan+ documentation. For our Looked After Children (LAC) with ongoing Social, Emotional and Mental Health (SEMH) needs, progress is carefully monitored and recorded within their Personal Education Plans (PEPs), ensuring a holistic and tailored approach to support.

Our Pastoral Lead and Wellbeing Mentor are both valued members of the Dinglewell team. They hold Pastoral Team review meetings each half term to reflect upon the impact of the

interventions and identify appropriate next steps. During the academic year 2024/25 they supported 59 number of pupils from across the school, 27 of which were disadvantaged pupils. The impact of these interventions is carefully logged at the review meetings and progress can clearly be seen.

As a school we continue to provide 'free' places at both our Before and After School Clubs for disadvantaged pupils, should this be something that parents require to use. Milk is also provided for our disadvantaged children, as we recognise the importance of this mid-morning drink. Our School Business Manager monitors participation in school trips and extra-curricular activities and these are funded where necessary.

Our review of our Pupil Premium strategy shows that we have made good progress towards our intended outcomes.

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
Play therapy for LAC child	Essential Space

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.