

Pupil premium strategy statement – Dinglewell Infant School (2022 – 2025)

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	252 (Sept 24)
Proportion (%) of pupil premium eligible pupils	4.8%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/2023 to 2024/2025
Date this statement was published	October 2024
Date on which it will be reviewed	March 2025
Statement authorised by	Nicola Barby Headteacher
Pupil premium lead	Emma Bishop Deputy Headteacher
Governor	Nathan Bishop Lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£19,240
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 (enter £0 if not applicable)	£0
Total budget for this academic year	£19,240

Part A: Pupil premium strategy plan

Statement of intent

At Dinglewell Infant School, together, we have high expectations and ambitions and are passionate about enabling all of our children to have the best opportunities and chances to fulfil their potential; making good progress and achieving high attainment across all subject areas, irrespective of their background, or the challenges they face. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve the best they can, including progress for those who are already high attainers. We also aim to provide rich and tailored experiences within our inspiring curriculum for all.

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

At the heart of our approach to our pupil premium strategy is high-quality teaching, focusing on areas in which disadvantaged children 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 children in our school.

All of our approaches will complement each other to help children achieve the best they can; being responsive to common challenges and individual needs. To ensure they are effective we will:

- adopt a whole school approach that includes 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
- act early to intervene at the point need is identified
- ensure disadvantaged children are challenged in the work that they're set

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils for the academic year 2024 - 2025

Challenge number	Detail of challenge
1	Low attainment – phonics and reading Assessments, observations, and monitoring by teachers, indicate that disadvantaged pupils (particularly those who are also on the SEND register) generally have greater difficulties with the acquisition of phonics than their non-disadvantaged peers. This negatively impacts the children's

	development as readers; affecting their enjoyment of books and their self-esteem as a result.
2	Increase in social and emotional issues and/or anxiety Discussions with families and pupils have shown that since the pandemic there has been an increase in the number of pupils who are experiencing social and emotional issues and/or anxiety. These challenges are affecting some disadvantaged pupils, including their attainment and ability to regulate their behaviour and emotions.
3	Enrichment opportunities Home circumstances for some of our disadvantaged children means that they have had fewer enrichment opportunities compared to those from non-disadvantaged backgrounds; limiting their Cultural Capital.
4	Attendance Monitoring of attendance data indicates that attendance amongst many of the disadvantaged children is lower than that of non-disadvantaged children.

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
Improved reading attainment among disadvantaged pupils. - Ensuring pupils have access to high quality books. - Pupils access daily high-quality phonics teaching.	- KS1 reading outcomes in 2024/25 show that all disadvantaged pupils make expected progress or accelerated progress from previous summer. - All children read regularly and develop a love of books. - There is no gap in the engagement of reading between disadvantaged pupils and non-disadvantaged pupils.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing by 2024/25 demonstrated by: - a significant reduction in anxiety - barriers to learning alleviated - qualitative data from pupil voice, parent voice/surveys and teacher observations - an increase in participation in enrichment activities, particularly among disadvantaged pupils - improved attendance for disadvantaged pupils in particular
Disadvantaged children to have the same experiences and opportunities as their non-disadvantaged peers, including enrichment and educational experiences	An increase in participation in enrichment activities, particularly among disadvantaged pupils

To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance by 2024/25 demonstrated by: • 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 peers.
---	---

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: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of a <u>DfE validated Systematic Synthetic Phonics programme</u> to secure stronger phonics teaching for all pupils.	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

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

Budgeted cost: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional targeted ELS intervention - aimed at children who require further phonics support – particularly those from disadvantaged backgrounds.	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 Toolkit Strand Education Endowment Foundation EEF	1, 2, 3, 4

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

Budgeted cost: **£19,914**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding principles of good practice set out in the DfE's <u>Improving School Attendance</u> advice. This will involve training and release time for staff to develop and implement new procedures and to further develop the role of the Pastoral Lead to improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	2, 4
Pastoral Lead provides 1:1 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): enabling children to be happier at home and school and hence more able to access 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): https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf	1, 2, 3, 4
Well-Being Mentor provides 1:1 and small group sessions to support emotional well-being and self-regulation – including Lego Therapy.	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): https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf	1, 2, 3, 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	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; whilst ensuring equality for all.	1, 2, 3, 4
Monitor participation in school trips and extracurricular activities	Trips and extra-curricular activities attended by children to ensure fair access for all.	1, 2, 3, 4

Total budgeted cost: £19,914

Part B: Review of the previous academic year (2023 - 2024)

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.

It is important to be mindful, that as Dinglewell Infant School (23-24) had a significantly lower than national average percentage of disadvantaged pupils i.e. 7.2% compared to 25.9%; consequently the data needs to be read cautiously.

In addition, our cohorts are still showing the impact of the national pandemic as lockdown regulations severely affected the development of early relationships and language development.

Attainment Data for Disadvantaged Pupils				
2023 – 24 Data	All Pupils	Pupils eligible for PP	Pupils not eligible for PP	National Figure Pupils eligible for PP 2022-23 (where data available) Key stage 1 and phonics screening check attainment, Academic year 2022/23 - Explore education statistics - GOV.UK (explore-education-statistics.service.gov.uk)
Early Years Foundation Stage - % of pupils achieving a good level of development (GLD) (87 pupil cohort, 9 pupils eligible for PP)	84%	44%	88%	~68%
Year 1 Phonics Screening Check (90 pupil cohort, 7 pupils eligible for PP)	92%	86%	93%	~80%

End of KS1 phonics screening check (15 pupils retook check)		94%	89%	95%	~91%
Year 2 89 pupil cohort, 9 pupils eligible for PP	Reading Expected Standard and Above	75%	44%	79%	~71%
	Writing Expected Standard and Above	63%	33%	66%	~62%
	Maths Expected Standard and Above	65%	14%	70%	~71%

As a school, we know our pupils and their backgrounds well, and their stories that accompany them. However, due to the relatively small group of children we are focussing upon, we will report on their overarching progress, in order to ensure anonymity.

The data demonstrated that standards in reading for all pupils is slightly better than nationally at the end of KS1 in 2023/24. The full impact of the introduction of the ELS scheme will be seen in 2024/25 data when the first cohort to experience ELS (from the start of Reception) will reach then end of KS1.

The 92% reaching the expected standard in the Year 1 phonic screening check is incredibly encouraging. 86% of disadvantaged children achieved the expected standard for the PSC in Year 1 last year and the 1 who didn't reach the standard has identified SEND and SEMH needs and continues to receive targeted interventions to develop their phonic knowledge.

By the end of KS1 89% of disadvantaged pupils had passed the PSC, the one who didn't has had ongoing support throughout their time at Dinglewell Infant School for their complex learning needs. Passing the PSC shows that the fundamentals of reading have been established and that these children will become readers in the future.

The introduction of the Essential Letters and Sounds phonics programme is having a big impact upon our reading data. The majority of children (73 out of 87) leaving Reception classes are reading confidently phase 3 books or better.

Within this group there are 4 of the disadvantaged pupils. Of the 5 who have not reached this level, 2 are Looked After Children with significant ongoing SEMH needs, 1 child has an EHCP, and 1 has a My Plan for identified SEND needs.

Regular reading is essential for early readers and our parents are encouraged to read with their child 4 times a week. Those children not receiving regular support from home are identified and

additional reading sessions are planned for throughout the school week. Weekly visits to our library, which has a dedicated library TA, provides a wonderful opportunity to further develop the children's love for books and reading.

For those children identified with SEND needs, it is often difficult to assess progress against National Curriculum expectations, therefore progress is collated through personalised targets recorded in individual pupil's My Plan and My Plan+ documentation. Our Looked After Children, with ongoing SEMH needs, progress is carefully documented within their Personal Education Plan (PEP).

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 2023/24 they supported **50** pupils from across the school, 9 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 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 nourishment. We carefully monitor participation in school trips and extra-curricular activities and these are funded where necessary.

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