

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	265 (Sept 23)
Proportion (%) of pupil premium eligible pupils	6.4% (17 pupils)
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	December 2023
Date on which it will be reviewed	June 2024
Statement authorised by	Nicola Barby Headteacher
Pupil premium lead	Nicola Barby Headteacher
Governor	Nathan Bishop Lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£23,615
Recovery premium funding allocation this academic year	£2,000
<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)	£1,776
Total budget for this academic year	£27,391

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 2023-2024.

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,	Sustained high attendance by 2024/25 demonstrated by:

particularly our disadvantaged pupils.	- 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.
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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 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: Phonics Toolkit Strand Education Endowment Foundation EEF	1, 2, 3, 4

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

Budgeted cost: **£27,000**

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 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): 1, 4 9 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
Wellbeing Mentor provides 1:1 and small group sessions to support emotional well-being and self-regulation.	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: £ 27,000

Part B: Review of the previous academic year (2022-2023)

Outcomes for disadvantaged pupils

We continue to analyse the performance of our school's disadvantaged pupils using KS1 performance data, phonics check results and our own internal assessments.

To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils at a national and regional level (although these comparisons are to be considered with caution given on-going pandemic impacts and the size of group). We also looked at these comparisons using pre-pandemic results, in order to assess how the performance of our disadvantaged pupils has changed during this period.

Data from tests and assessments in Y1 and 2 suggest that, despite some strong individual performances, the progress and attainment of our disadvantaged pupils in 2022/23 was just below our expectations. Our analysis suggests that the reason for this is that some of the approaches we used to boost outcomes for disadvantaged pupils had less impact than anticipated. As a result, we have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year, as set out in the Activity in This Academic Year section above.

We have increased support for the children that are facing challenges in relation to their mental health and wellbeing. Needs still remain significantly higher than before the pandemic and for some, this is having a detrimental impact on their ability to learn.

The overall absence gap between disadvantaged pupils and their peers reduced by 2% last year, however this area needs continuing support to ensure the gap continues to reduce in 2023-2024 and subsequent years; therefore, the aim to raise the attendance of our disadvantaged pupils also remains a focus of our current plan.