

Pupil premium strategy statement – Dinting Church of England Voluntary Aided Primary School 2026-2027

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	106
Proportion (%) of pupil premium eligible pupils	
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)	
Date this statement was published	Oct 2026
Date on which it will be reviewed	July 2027
Statement authorised by	Lynn Elliott
Pupil premium lead	Lynn Elliott
Governor / Trustee lead	D. Elliott-Sharkey

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£33,044
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£33,044

Part A: Pupil premium strategy plan

Statement of intent

Our key objective in using the Pupil Premium Grant is to diminish differences between pupil groups. As a school we track all groups of pupils to ensure that they make good or better progress. Through quality first teaching and targeted interventions we are working to eliminate barriers to learning and progress.

Common barriers to learning for disadvantaged pupil can be: less support at home, weak language and communication skills, lack of confidence, lack of wider enhancement opportunities, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no 'one size fits all'. We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

Principles

- We ensure that teaching and learning opportunities meet the needs of all the pupils.
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive pupil premium will be socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for pupil premium. We reserve the right to allocate the pupil premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Challenges

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

Challenge number	Detail of challenge
1	Speech, language and vocabulary on entry in Reception
2	Assessments, observations and outcomes show that our pupil premium children as a group are not making as rapid progress in their maths as non-pupil premium children.
3	No KS2 pupils achieved the expected standard in combined RWM at the end of KS2 in 2026
4	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils. These challenges particularly affect disadvantaged pupils, including attainment. Social and emotional barriers can also affect pupil attendance.
5	Many of our disadvantaged pupils tell us that they do not participate in rich, broad, positive life experiences. Without access to enrichment opportunities, that include social and emotional components, disadvantaged pupils are at risk from not having the crucial skills needed for developing communication, cultural capital and resilience and ultimately, succeeding academically.

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
1.To enable all children to be able to express themselves coherently and to understand what is being asked of them.	Children will be understood, when speaking by the end of EYFS. They will be able to express a point of view and converse with peers and adults. Respond to simple questions appropriately in coherent sentences.
2. PP pupils to achieve in line with non PP pupils in Maths at each key stage and in combined RWM at end of KS2	End of Key Stage 2 SATs data in line or above national. PP pupil data to be in line or better than non PP data.
3.PP pupils achieve in line or above all other pupils in RWM at end of key stage 2	Pupils achieve expected outcomes in 2025 with disadvantaged pupils in line with all other pupils or better
4. For pupils to feel safe in school and to be able to express their anxieties within the school setting. For children to work and play alongside their peers and to regulate their anxious behaviours	Attendance levels to be above 96% or better. Persistent absence falling below 10% Identified children to receive support for LF to be able to express their concerns. Reduced incidents of behaviour issues in the classroom and playground Children develop strategies to regulate anxiety and behaviours through 'behaviour box' interventions.

5. broaden cultural experiences for children through visit, clubs and visitors into school	All PP pupils access same activities as peers through funding being provided, access to wide range of activities and visits. A wide range of enrichment activities provided in the school day to be accessed by PP children.
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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: £ 10,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enhancement of our maths teaching and curriculum in line with DfE and EEF guidance Funded release time to sustain mastery approaches and to access maths hub.	Teaching of maths, drawing upon evidence-based approaches Mathematics_guidance: key stages 1_and 2 EEF guidance Improving mathematics in Key Stage 2 and	2,3
Strengthen English curriculum in line with EEF guidance	Little Wandle indicates a positive impact on the accuracy of word reading. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1

Strengthen 'Little Wandle' programme to ensure stronger phonics teaching for all pupils. Embed and review reading approach based on 'Little Wandle'	Improved reading standards impact positively on future academic achievement, wellbeing and success in life. https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy	
Curriculum leadership networks	As stated in the Ofsted Education Inspection Framework, teachers should have good knowledge of the subject(s) they teach. With subject leaders providing effective support, including for those teaching outside their main areas of expertise. By attending leadership networks teachers are able to continue to develop their expertise in their subject through discussions with peers which will benefit pupils, particularly the most disadvantaged, by being able to guide and support other teachers as well as create a curriculum for their subject that is ambitious and designed to give all learners the knowledge and cultural capital they need to succeed in life. https://www.gov.uk/government/publications/education-inspection-framework	1,2,3
Music tuition 'wider opps' and Young Voices	Sir Kevan Collins, Chief Executive of the Education Endowment Foundation, said: "All children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education. But with schools increasingly accountable for the impact of all of their spending decisions on pupil attainment, there is an urgent need for more and better evidence on the relative benefits of different approaches and strategies. Not only will today's new trials provide cultural learning opportunities to thousands of primary pupils who might not otherwise have the opportunity, but they will give us much needed evidence on the impact of different approaches." Matthew Taylor, Chief Executive of the RSA, said: "Ensuring all children get to participate in arts and culture depends in no small part on the access that schools provide. With provision decreasing, we need to think systemically about how to strengthen the place of arts in our schools, not just campaign for its survival." Through providing children with not only 1 but 2 years of music tuition we are hoping to build their skills including listening and memory which can be used in all areas of the curriculum. https://educationendowmentfoundation.org.uk/news/400-schools-wantedfor-cultural-learning-	4,5

	https://www.eef.org.uk/news/400-schools-wanted-for-cultural-learning-trials?utm_source=/news/400-schools-wanted-for-cultural-learning-trials&utm_medium=search&utm_campaign=site_search&search_term=music	
Jigsaw PSHE	Evidence from the EEF's Teaching and Learning Toolkit suggests that effective SEL can lead to learning gains of +4 months over the course of a year. Yet – even though SEL is already a large (and often unrecognised) part of their current job – few teachers receive support on how they can develop these skills in their everyday teaching practice. This is particularly important at a time when schools are reviewing their core vision and curriculum offer, and are implementing the statutory Relationships and Health education in Sept 26. It stresses this is especially important for children from disadvantaged backgrounds and other vulnerable groups, who, on average, have weaker SEL skills at all ages than their better-off classmates. Through the purchase of the updated Jigsaw PSHE programme, teachers will not only have access to up-to-date resources keeping in line with present and future government requirements including British Values and Relationships and Health education, but will also have access to training and mentorship. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel	4,5

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

Budgeted cost: £20,958

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonic sessions targeted at PP pupils who require further phonics support (Y3 and Y1)	Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period of time. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants	1
TA support in class	EEF research shows teaching assistants can provide a large positive impact on learner outcomes when deployed well https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-intervention	1,2,3,4,

Forest schools Nurture groups. Pupil support worker	Targeted children will participate in interventions using collaborative approach. This will develop cooperative skills, improve language and communication and support social, emotional development, independence and resilience. A collaborative (or cooperative) learning approach involves pupils working together on activities or learning tasks in groups small enough to ensure everyone participates Collaborative learning approaches have appositve impact, on average, and are cost effective approach for raising attainment. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches	4,5
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £1,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Supporting parents to improve attendance Breakfast club-provision of free daily breakfast club for all PP pupils. This will support attendance, punctuality, wellbeing and readiness to learn	Targeted children will participate in interventions using collaborative approach. This will develop cooperative skills, improve language and communication and support social, emotional development, independence and resilience. A collaborative (or cooperative) learning approach involves pupils working together on activities or learning tasks in groups small enough to ensure everyone participates Collaborative learning approaches have appositve impact, on average, and are cost effective approach for raising attainment. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches	4,5
Family/pupil support worker	Research shows improving parental engagement has a positive impact on pupil progress https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	4,5
School trips and enhancement activities/clubs	Many of our school's trips are planned to enhance the pupil's learning in our topic subjects. Many children from disadvantaged backgrounds are unable to take part in	4,5

	these trips due to limited funds from their households. By funding these trips and activities, PP pupils are able to access the same wider opportunities as their peers. They may be able to discover talents they didn't know they possessed such as playing musical instruments or sporting activities.	
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Total budgeted cost: £ 32,958

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider

Service pupil premium funding (optional)

<i>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</i>
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 funding.