

# Pupil premium strategy statement 2024-2025

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 effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	Dinting C of E VA Primary
Number of pupils in school	121
Proportion (%) of pupil premium eligible pupils	25 pupils 19.08%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	3 years
Date this statement was published	Dec 2024
Date on which it will be reviewed	Dec 2025
Statement authorised by	Governing Body
Pupil premium lead	Lynn Elliott
Governor / Trustee lead	Dom Elliott-Starkey

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£42,009
Recovery premium funding allocation this academic year	0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0
<b>Total budget for this academic year</b>	<b>£42,009</b>

# 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	Very few children achieve the expected standard at the end of KS1 in RWM
3	A small minority of KS2 pupils achieve the higher standard in RWM at the end of KS2
4	Social and emotional health and relationships with peers and adults (anxiety)
5	Limited cultural knowledge

## 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 achieve expected or better outcomes in key stage 1 RWM	Pupils achieve expected outcomes in 2025 with disadvantaged pupils in line with all other pupils or better
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.



## 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: £3,067

Activity	Evidence that supports this approach	Challenge number (s) addressed
<p>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</p>	<p>Teaching of maths, drawing upon evidence-based approaches</p> <p>EEF guidance Improving mathematics in Key Stage 2 and 3</p>	<p>2,3</p>
<p>Strengthen English curriculum in line with EEF guidance Embed 'Little Wandle' programme to ensure stronger phonics teaching for all pupils. Introduce</p>	<p>Little Wandle indicates a positive impact on the accuracy of word reading. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p> <p>Improved reading standards impact positively on future academic achievement, wellbeing and success in life. <a href="https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy">https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy</a></p>	<p>1,2</p>

new reading approach based on 'Little Wandle'		
Whole school focus on improving writing outcomes	To Improve writing outcomes in key stage 1 and 2 it is imperative that we improve their language capabilities. Purposeful speaking and listening activities support pupils' language development. All staff have accessed support for writing training and no nonsense spelling introduced to extend pupil's vocabulary and providing repeated opportunities' for pupils to use new words both verbally and within their writing  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a>	1,2,3
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.  <a href="https://www.gov.uk/government/publications/education-inspection-framework">https://www.gov.uk/government/publications/education-inspection-framework</a>	5
Subject specialist visitors	To further enhance children's understanding of certain topics, we have paid for visitors to come into school to further develop the children's knowledge and vocabulary around subject areas which can then be applied in independent work.	1,5
Music tuition 'wider opps'	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	5

	<p>listening and memory which can be used in all areas of the curriculum.</p> <p><a href="https://educationendowmentfoundation.org.uk/news/400-schools-wanted-for-cultural-learning-trials?utm_source=/news/400-schools-wanted-for-cultural-learning-trials&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=music">https://educationendowmentfoundation.org.uk/news/400-schools-wanted-for-cultural-learning-trials?utm_source=/news/400-schools-wanted-for-cultural-learning-trials&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=music</a></p>	
Jigsaw PSHE	<p>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 planning to implement statutory Relationships and Health education. 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.</p> <p>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.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</a></p>	4,5

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

Budgeted cost: £25,294

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonic sessions targeted at PP pupils who	<p>Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period of time.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</a></p>	1,2

require further phonics support (Y3 and Y1)		
Providing school led tutoring for pupils. Interventions will be phonics and maths based delivered by additional staff.	<p>Evidence indicates that children can feel more positive about interventions prior to a lesson and, therefore, it can boost their confidence and self-concept (Polark 2017; Trundley 2017; Earle and Rickard 2017;). It prevents/minimises experiences of failure in the lesson, where as re-teaching occurs after the difficult experience in the lesson (Lalley and Miller 2006)</p> <p>Pre teaching is more effective than re-teaching as it can transform the way a child sees themselves (Minkel 2015)</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/documents/pages/Tutoring_Guide_2022_V1.2.pdf?v=1668439120">https://d2tic4wvo1iusb.cloudfront.net/documents/pages/Tutoring_Guide_2022_V1.2.pdf?v=1668439120</a></p>	1,2,3
TA support in class	<p>EEF research shows teaching assistants can provide a large positive impact on learner outcomes when deployed well</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-intervention">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-intervention</a></p>	1,2,3
Forest schools Nurture groups. Pupil support worker	<p>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.</p> <p>A collaborative (or cooperative) learning approach involves pupils working together on activities or learning tasks in groups small enough to ensure everyone participates</p> <p>Collaborative learning approaches have appositive impact, on average, and are cost effective approach for raising attainment.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches</a></p>	1,2,3,4
1:1 support for pupils	<p>Supporting pupils with special educational needs should be part of a proactive approach to supporting all pupils—it is not an ‘add on’. It means understanding the specific barriers pupils face to learning and what they need in order to thrive so that they can be included in all that the school has to offer.</p> <p>Effective deployment of teaching assistants (TAs) is critical. School leaders should pay careful attention to the roles of TAs and ensure they have a positive impact on pupils with SEND.</p>	

	<a href="https://d2tic4wvo1iusb.cloudfront.net/eef-guidancereports/send/EEF_Special_Educational_Needs_in_Mainstream_Schools_Guidance_Report.pdf?v=1672425259">https://d2tic4wvo1iusb.cloudfront.net/eef-guidancereports/send/EEF_Special_Educational_Needs_in_Mainstream_Schools_Guidance_Report.pdf?v=1672425259</a>	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 14,524

Activity	Evidence that supports this approach	Challenge number(s) addressed
Supporting parents to improve attendance  Breakfast club	<p>DfE supporting pupil's attendance. <a href="https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities">https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</a></p> <p>We know that being away from school not only limits a child's ability to succeed academically, but also puts them at risk of criminal exploitation or being trapped in dangerous home environments.</p> <p>Through offering breakfast clubs to our PP families we hope to improve the children's attendance.</p> <p>Breakfast clubs that offer pupils in primary schools a free and nutritious meal before school can boost their reading, writing and maths results by the equivalent of two months' progress over the course of a year, according to the results of a randomised controlled trial published by the Education Endowment Foundation (EEF). <a href="https://educationendowmentfoundation.org.uk/news/breakfast-clubs-found-to-boost-primary-pupils-reading-writing-and-maths-res?utm_source=/news/breakfast-clubs-found-to-boost-primary-pupils-reading-writing-and-maths-res&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=breakfas">https://educationendowmentfoundation.org.uk/news/breakfast-clubs-found-to-boost-primary-pupils-reading-writing-and-maths-res?utm_source=/news/breakfast-clubs-found-to-boost-primary-pupils-reading-writing-and-maths-res&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=breakfas</a></p>	4
Family/pupil support worker	<p>Research shows improving parental engagement has appositve impact on pupil progress <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></p>	1,2,3,4,5
Support for pupils with English as a second language	<p>Children arriving as Ukrainian refugees provided with language support to develop English language skills and support for parents to understand education system and access fully the school offer.</p>	1,2,3,4,5

School trips and 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 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.	4,5
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**Total budgeted cost: £ 42,009**

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

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

End of key stage assessments in 2025 show that pupil premium had variable impact upon disadvantaged children. For example, 100% of disadvantaged pupils achieved expected in the phonics test compared to 66.8% nationally whilst EYFS 50% achieved GLD, there were only 2 disadvantaged pupils and one joined school at Easter after no prior education.

At Key stage 2 disadvantaged pupils achieved above national in reading, writing and SPAG but were significantly below in maths resulting in only 16.7% achieving expected in RWM compared to 47.4 nationally.

Overall absence for all pupils in 2024-2025 was 3.6% compared to 5.2%.

Persistent absence improved dramatically from 11.5% in 2024 to 5.2% in 2025.

Overall absence for disadvantaged pupils in 2024-was 8.1% whilst persistent absence of our disadvantaged is 28.6% due to 2 pupils being persistent absentees. Attendance of our disadvantaged pupils continues to be a focus in 2024-25

Our assessments and observations indicate that children's confidence, independence, language and their ability to socialise has improved considerably over 2024-2025 and this is reflected in the improved attendance figures.

Therapeutic approaches/support enabled a range of children at different times throughout the year to regulate their emotions, develop communication skills, build resilience which enabled them to access classroom and playground activities.

### Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

<b>Programme</b>	<b>Provider</b>
Little Wandle	Collins
Jigsaw PSHE	Jigsaw Education Groups
Kapow art, D&T and music	Kapow
Get set for PE and science	Get set

## Further information (optional)

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- Offering a wide range of high quality extra-curricular activities to boost well-being, attendance and aspirations. Disadvantaged pupils will be encouraged and supported to participate.