

Pupil premium strategy statement – Ham Dingle

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	355
Proportion (%) of pupil premium eligible pupils	20%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement for each academic year)	2024/2025 2025/2026 2026/2027
Date this statement was published	September 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Andrew Tilley
Pupil premium lead	Sam Matthews
Governor / Trustee lead	Lindi Nejrup

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£115,466
Recovery premium funding allocation this academic year	0
Pupil premium funding carried forward from previous years	0
Total budget for this academic year	£115,466

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

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

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils 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 pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	Persistent absence rates of our PP children is negatively impacting disadvantaged pupils' progress. 33% of disadvantaged pupils have been 'persistently absent' compared to 14% of their peers during that period.
2	Vocabulary gaps among many disadvantaged pupils are evident from Reception through to KS2 and in general, and are more prevalent among our disadvantaged pupils than their peers.
3	Assessments suggest disadvantaged pupils have greater difficulties with phonics than their peers.
4	Combined Reading, Writing and Mathematics data at Key Stage 2 shows a significant difference in the data between non complex PP children and their peers; writing attainment is the limiting factor.
5	Our PP pupils lack the enrichment opportunities that our non PP pupils experience.

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 achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance by 2025/26 demonstrated by: <ul style="list-style-type: none">• Bring PP attendance within 2% of non-PP children.• Bring PP PA attendance within 10% of their peers within that period.
2. Improved combined attainment among non complex disadvantaged pupils.	<ul style="list-style-type: none">• In 2026/27 KS2 combined outcomes of non complex PP children to be in line with non disadvantaged pupils.
3. Increase Phonics scores for PP children.	<ul style="list-style-type: none">• Phonics data for PP pupils to be in line with non disadvantaged pupils.

4. Improved oral language skills and vocabulary among disadvantaged pupils.	<ul style="list-style-type: none"> Wellcomm Assessments, EYFS data and GLD data indicate significantly improved oral language among disadvantaged pupils so that outcomes are in line with non disadvantaged pupils.
5. To increase the enrichment opportunities available to our PP children.	<ul style="list-style-type: none"> The participation of PP pupils to be at least proportionately represented in enrichment opportunities.

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: **£65,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase standardised diagnostic assessments for reading, maths and GPS.</p> <p>Purchase of 'Insight' tracking tool along with training and support</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups:</p> <p>Diagnostic assessment EEF</p>	2
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will purchase resources and fund ongoing teacher training and release time.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Teaching and Learning Toolkit EEF</p>	4
<p>Replenishing of a DfE validated Systematic Synthetic Phonics</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of</p>	3

<p>programme to secure stronger phonics teaching for all pupils.</p> <p>Purchase expert training and support to coach and guide WV1 phonics provision</p>	<p>word reading, particularly for disadvantaged pupils:</p> <p>Phonics Teaching and Learning Toolkit EEF</p>	
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths leader cluster network meetings, resources, online platforms and CPD</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Mathematics guidance: key stages 1 and 2</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	2
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff, in particular Conscious Discipline and Kagan collaborative strategies</p>	<p>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):</p> <p>Improving Social and Emotional Learning in Primary Schools EEF</p>	4
<p>Quality first teaching is always at the forefront of our approach to supporting all our children and particularly those who are disadvantaged.</p>	<p>Recruitment of high-quality teaching staff enables us to develop the highest quality of teaching. By using the technique of coaching in a targeted and collaborative way will build sustainability and capacity</p>	2,3,4

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

Budgeted cost: 30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds.</p>	3

delivered by school-led tutoring.	Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Teaching and Learning Toolkit EEF	
Additional literacy teaching for Key Stage 2, in small groups to provide a blend of tuition and mentoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who received tutoring will be disadvantaged.	Tuition targeted at specific needs and knowledge gaps in literacy can be an effective method to support low attaining pupils or those falling behind, in small groups Small group tuition EEF	2
Additional staffing to ensure high levels of targeted support and high-quality interventions delivered via recruitment of salaried ITT students	Additional staffing enables us to develop the highest quality of interventions and support in a targeted way.	1,2,3,4,5

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

Budgeted cost: **£20,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on behaviour management(CD) and collaborative learning approaches with the aim of developing our school ethos and improving behaviour across school.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions Teaching and Learning Toolkit EEF	1, 2, 5
Embedding principles of good practice set out in the DfE's guidance on working together to improve school attendance . This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	1

Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All
<p>Outdoor Play and Learning scheme launched in school (OPAL)</p> <p>Introduce and embed OPAL to ensure outdoor play and learning impacts positively on the school day and supports the school EwC virtues and values</p>	<p>Research based approach to playtimes, to develop outdoor play opportunities.</p> <p>EEF Physical Activity</p>	1, 5
<p>Education with Character (EwC)</p> <p>Continue to strategically map and sequence the school's Education with Character curriculum so that it is progressive and accessible for all</p>	EEF Arts Participation	1, 4,5
Free wrap around care – (interventions to be delivered in breakfast club) Free places offered to PP children who are on the PA list from 2023- 2024 or who have low attendance at the start of 2024. COST £20 a week x number of children	EEF (+3) EEF - "Targeted support for struggling pupils should also be a key component of an effective Pupil Premium strategy; as well as strategies that relate to nonacademic factors, including improving attendance, behaviour and social and emotional support."	1,5
<p>Ensure all disadvantaged pupils are able to access enrichment activities.</p> <p>Payment plans offered to parents for education visits to reduce financial pressures.</p> <p>Places reserved for PP children to attend after school clubs. PP lead to monitor attendance.</p>	EEF (+1) Physical activity has important benefits in terms of health, wellbeing and physical development. EEF (+3) Arts participation - can occur either as part of the curriculum or as extra-curricular activity.	1, 5

Total budgeted cost: £115,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year. The Further Information section below provides more details about our planning, implementation, and evaluation processes.

Intended outcomes

• Improved oral language skills and vocabulary among disadvantaged pupils.

- All Reception children were assessed using Wellcomm when they started school and interventions ran throughout the year. 9 children started the programme in September and 4 children completed it by the end of the academic year. 75% of PP children achieved the expected standard in Speaking and 63% in Listening and Attention in Summer 23

• Improved phonics attainment among disadvantaged pupils

- Staff have continued to receive training on RWI and have received regular coaching sessions from the Phonics lead. The Phonics lead led training sessions throughout the year and undertook strong data analysis to move the learning on. Progress was made and 64% of PP children achieved the expected level in the Year 1 phonics screening.

• Improved maths attainment for disadvantaged pupils at the end of KS2.

- Maths attainment for disadvantaged pupils at the end of KS2 was 59% in summer 2023 compared to 80% of non-disadvantaged pupils.

• To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.

- Attendance for PP children was 91.87% compared to 95.25% of non-disadvantaged.
- Persistent Absence for PP pupils was 25.88% compared to 11.2% of non-disadvantaged pupils.

• To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.

- During 2023 – 2024, 100% of PP children had attended an enrichment event including trips and visits

- 12 PP children have accessed free breakfast places during this academic year.
- Growth mindset analysis indicates that 90% of PP pupils had a growth mindset with 0% fixed mindset

• Improved parental engagement and communication between home and school with parents of disadvantaged pupils

Overview of Key Outcomes

- By Summer 2 – Dojo sign up was 94% . This is a reduction from earlier in the year. This was due to several new families who joined school late in the summer term, and hadn't yet joined the site.

Externally provided programmes

Programme	Provider
Wellcomm	Renaissance

Further information (optional)

Additional activity

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

- embedding more effective practice around feedback. [EEF evidence on feedback](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We also commissioned a pupil premium review to get an external perspective.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also contacted schools local to us with high-performing disadvantaged pupils to learn from their approach.

We looked at several reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.