

Dinnington First School

Pupil Premium Strategy Statement 2025-26

This statement details our school's use of pupil premium (and recovery premium for the 2025 to 2026 academic year) 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

Metric	Data
School name	Dinnington First School
Pupils in school	315
Proportion of disadvantaged pupils	18%
Pupil premium allocation this academic year	£70,740
Academic year/years that our current pupil premium strategy plan covers	2024-25 2025-26 2026-27
Publish date	December 2024
Review date	December 2025, 2026, 2027
Statement authorised by	Daniel Talbot (Chair)
Pupil premium lead	Caroline Ash
Governor lead	Reverend Mark Edwards

Detail	Amount
Pupil premium funding allocation this academic year	£70,740
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£70,740

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 from their starting points and achieve high attainment across all aspects of the curriculum.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress of SEND pupils and for those who are already high-attainers. We also strive to improve their cultural capital and expose children to a wide range of experiences available to them from both the city and countryside that border our community.

We will consider the challenge faced by vulnerable pupils, such as social, emotional or psychological barriers to learning as a result of their circumstances. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

The focus of the pupil premium grant is to:

- Support the identification of barriers to learning that pupils are experiencing
- Identify learning priorities for pupils through consultation with teachers and leaders
- Support all children's mental health and well-being, developing resilience and independence
- Ensure attendance continues to be prioritised for pupil premium children and disadvantaged children

Our Ultimate Objectives are:

To ensure that our disadvantaged children achieve results in reading, writing and maths that are in line with their non-disadvantaged peers.

Quality first 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 disadvantaged 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 the progress for their disadvantaged peers. This will include closing the gap for all pupils but specifically for disadvantaged, vulnerable children and those with barriers to learning.

We assess, plan and teach to meet individual needs and do not make assumptions about the impact of disadvantage. To ensure our methods are effective we will:

- Ensure disadvantaged pupils are challenged in the work that they are 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
- Scaffold learning effectively to ensure all children achieve good outcomes
- Support is provided to enhance their social and emotional wellbeing where needed.

Challenges

Challenge number	Detail of challenge
1	Some disadvantaged pupils have lower attainment in reading than their non-disadvantaged peers. This often stems from poorer phonetic knowledge and lack of fluency / speed.
2	Some disadvantaged children have lower attainment in writing than non-disadvantaged. In particular spelling of common words, fluency in handwriting. Limited vocabulary and underdeveloped speaking and listening skills are also barriers to learning. Monitoring shows that this is likely to be accompanied with lower attainment in reading.
3	Some disadvantaged children have lower attainment in mathematics than non-disadvantaged. Monitoring shows that this stems from lack of early fluency in the basics of mathematics.
4	32% of Pupil Premium children are also on the SEND register. Their needs vary and children receive targeted support - individually and in small groups. Progress for those significantly below age related expectations is tracked via small steps.
5	Children face a range of challenges both socially and emotionally and this impacts negatively on their ability to learn, their attainment and progress. School closures have most significantly impacted disadvantaged children. There has been an increase in the numbers of families expressing concerns about anxiety themselves and in their children which has affected behaviour, routines and in turn attainment (and attendance).
6	Disadvantaged children in Dinnington may not receive the life experiences of non-disadvantaged pupils. Access to extra-curricular activities are extremely limited in the village and families may need additional support to take advantage of the school curriculum offer.
7	Dinnington is in the lowest centile on the idaci index for health. Disadvantaged pupils are more at risk of a limited / poorer diet which may negatively impact on their concentration and behaviour and capacity to retain information. Additional food may be required during the school day and an extended offer of sport/ exercise opportunities.
8	There can be a range of challenging home factors that affect our disadvantaged children. Some parents are reluctant to engage with school (possibly due to previously poor experiences with education themselves) and/ or support their children with learning.
9	Rates of lateness and lower attendance amongst PP children are too high and can significantly impact on attainment (13 PP children 92% or below). Wide range of school strategies and support from attendance officer working with families has proven to have a significant positive impact on attainment in order to improve outcomes.

Intended Outcomes

Intended Outcome	Success Criteria
Disadvantage children make accelerated progress in Writing	The attainment gap between disadvantaged children and their non-disadvantaged peers is narrowed. Monitoring shows that disadvantaged children are making better than expected progress from their starting points.
Disadvantaged children make accelerated progress in Reading	The attainment gap between disadvantaged children and their non-disadvantaged peers is narrowed. Monitoring shows that disadvantaged children are making better than expected progress from their starting points.
Disadvantaged children make accelerated progress in Maths	The attainment gap between disadvantaged children and their non-disadvantaged peers is narrowed. Monitoring shows that disadvantaged children are making better than expected progress from their starting points.
Children are well supported with their health and well-being.	Children receive appropriate support with their social and emotional well-being through school support and wider agencies.
Access to a wide range of extra-curricular activities and improved cultural capital through wider life experiences	Children will be encouraged and supported to take advantage of the full curriculum offer including extra curricular activities, visits / visitors and residential trips. The curriculum will be broadened to include further enrichment opportunities.
Children and families have access to support to ensure they have adequate food and nutrition.	School provides information and additional resources to support the nutrition of disadvantaged pupils.
Parental engagement is increased to support improve pupil outcomes	Provision for parental engagement is increased to support learning beyond school.
Attendance is good	Rates of lateness continue to reduce, and overall attendance is at least 95%

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)

Activity	Evidence that supports this approach	Challenge number addressed
<p>Following the full review of Pupil Premium Provision in school in September 2022 and we continue to monitor the impact of provision put in place. (Membership of Children North East Poverty Proofing 2022- to date)</p>	<p>Rationale Following a full external review of how the strategies we employ are affecting the disadvantaged children in our school we have put actions in place. Continuing training and monitoring this will support us in ensuring the best outcomes for disadvantaged children.</p>	<p>This will address all areas</p>
<p>Adaptive Teaching Programme Training for DHT and disseminated training for school staff (Ambition Institute) £2000</p>	<p>Rationale High-quality CPD, as emphasised by the EEF, is crucial because it transforms teaching practice, leading directly to better pupil outcomes. Evidence <i>'High quality teaching should be a top priority for Pupil Premium spending. Making sure an effective teacher is in front of every class, and that every teacher is supported to keep improving, is key' EEF Guide to Pupil Premium September 2025</i></p>	<p>1,2,3,4</p>
<p>HLTAs and TAs employed to conduct small group catch up work in Key Stage 1 and Key Stage 2 Precision teaching 1:1 10 minutes sessions. £17000</p>	<p>Rationale Children in throughout school have been identified as being below age related expectations which has been exacerbated by school closures. Evidence <i>'One to One / Small Group Tuition can lead to learning gains of around five months' EEF 2022</i></p>	<p>1,2,3,4</p>
<p>Learning support assistant delivering interventions in reception. £12000</p>	<p>Rationale Assessments have identified children in need of phonics and early maths interventions in order that they reach ARE. Evidence <i>'Additional small group support can be effectively targeted at pupils from disadvantaged backgrounds, and should</i></p>	<p>1,2,3,4</p>

	<i>be considered as part of a school's pupil premium strategy' EEF 2022</i>	
<p>Monitoring of implementation of writing curriculum and targeted CPD</p> <ul style="list-style-type: none"> • Release time for the literacy monitor teaching, learning, assessment and moderation in writing. • Continued CPD to ensure high quality teaching and assessment of writing • Purchase of any supporting resources (class texts) • Allocate time for all staff to review measures taken. • Release time for the literacy lead to conduct parent workshops <p>£4000</p>	<p>Rationale</p> <p>Attainment in writing is below that of Reading and Maths.</p> <p>Monitoring highlighted that the teaching of writing did not focus directly enough on the fundamentals of writing and developing a wide vocabulary.</p> <p>Evidence</p> <p>Improving Literacy in KS1 EEF</p> <p>Improving Literacy in KS2 EEF</p>	1,2,4
<p>Ensure ongoing thorough knowledge of pupil progress and engagement through Pupil progress meetings with SLT and class teachers.</p> <p>Monitor the progress of all pupils including those with barriers to learning. Effective interventions are put in place to accelerate learning and to monitored for impact.</p> <p>Senior Leadership release time to review data, monitor teaching and learning, monitor impact of interventions and work with families</p> <p>£2000</p>	<p>Rationale</p> <p><i>Gaining a thorough knowledge of your disadvantaged pupils' levels of attainment and engagement with learning is the first step to develop an effective Pupil Premium strategy. This may include exploring:</i></p> <ul style="list-style-type: none"> •attendance data and levels of persistent absence, including internal absence from lessons; •attainment data and reviews of pupil learning; •teacher feedback on pupils' levels of engagement and participation; •behaviour and exclusions data; •pupil and family feedback: identify strengths and challenges; •information on wellbeing, mental health, and safeguarding; and •information on access to technology and curricular materials. <p>The EEF Guide to Pupil Premium 2025</p>	
<p>New Maths Lead to undertake NPQL in Maths leadership.</p> <p>DHT (previous maths lead) to mentor new maths lead.</p> <p>Embed use of KIRFS (key instant recall facts to ensure foundational mathematical knowledge is embedded.</p> <p>£1000</p>	<p>Rationale</p> <p>High-quality CPD, as emphasised by the EEF, is crucial because it transforms teaching practice, leading directly to better pupil outcomes.</p> <p>Evidence</p> <p><i>'High quality teaching should be a top priority for Pupil Premium spending. Making sure an effective teacher is in front of every class, and that every teacher is supported to keep improving, is</i></p>	

	<i>key' EEF Guide to Pupil Premium September 2025</i>	
Voice 21 – Training of Voice 21 Lead and Voice 21 ambassador Release time for training leads, to prepare and deliver CPD to teaching and support staff and to monitor implementation and impact. £2000	Rationale Monitoring has highlighted that poor language acquisition is a barrier to learning for disadvantaged children Evidence <i>“Overall, studies of oral language interventions consistently show positive impact on learning, including on oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months’ additional progress over the course of a year.” EEF Oral Language Interventions</i>	
Projected Spend	£40,000	

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

Measure	Activity	
Read Write Inc Early Reading Support	Rationale Staff deployed daily to teach early reading through structured systematic phonics to impact positively on early reading outcomes Evidence <i>‘Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds’ EEF 2022</i>	1,2,9
Read Write Inc training and development days. 1:1 Training for SENDCo & Literacy Lead £5000	Rationale In order to maintain high standards and efficacy of the RWInc early reading provision staff need regular training. Observations have shown that without this provision loses fidelity to the scheme. We also have several new staff who will benefit from full training	1,2,9
Reading Plus – online reading programme £1000	Rationale Regular reading of a range of texts supports reading fluency and comprehension. Reading plus offers all children the opportunity and the impetus to read widely and regularly and offers teachers feedback on their reading in order that they can offer further support. We have now used this for a year with positive results Evidence <i>‘Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction.’ EEF 2022</i>	1,2,9

<p>Targeted use of Teaching Assistants to address gaps in learning</p> <p>£4000</p>	<p>Rationale</p> <p>Gaps in learning will be quickly identified through baseline assessments and highlighting priority areas in the curriculum to be covered.</p> <p>Targeted use of TAs will support teachers in delivering Quality First Teaching and small group interventions within the classroom.</p> <p>Evidence</p> <p><i>Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind.' EEF</i></p>	1,2,3
<p>Release time for Maths Lead to monitor and coach teachers so that all teaching remains at least good.</p> <p>£2000</p>	<p>Rationale</p> <p>Due to expansion there are several new teachers in school who have not received the previous CPD in the teaching of maths and are new to their roles. As writing is the focus of whole school CPD bespoke training for new teacher will ensure the quality of maths teaching remains at least good and is true to the scheme.</p> <p>Evidence</p> <p><i>'A policy of providing teachers with an entitlement to 35 hours of high-quality continuing professional development (CPD) a year has been shown to bring significant returns in the way of pupil attainment and earnings, and may tackle retention problems in the teaching profession' EPI 2021</i></p>	3,7
<p>Use of digital technology to support small groups of children or individual (disadvantaged) children. Access to Reading Plus / Timestables Rockstars and new English and Maths suite to improve engagement, retrieval and adaptive practice.</p> <p>£3000</p>	<p>Rationale</p> <p>Where children have regularly accessed Reading Plus and Times Tables Rockstars there have been some significant increases in reading age.</p> <p>Some disadvantaged children do not have access to IT at home and lack of equipment in school also limits access.</p> <p>Evidence</p> <p><i>'Using technology to support retrieval practice and self-quizzing can increase retention of key ideas and knowledge' EEF 2019</i></p>	1,3,7
<p>Projected spending</p>	<p>£15,000</p>	

Wider strategies for current academic year (for example, related to attendance, behaviour, well-being)

Measure	Activity	
<p>Attendance officer to monitor attendance and support families where attendance is low</p> <p>£600</p>	<p>Rationale</p> <p>Attendance officer monitors attendance fortnightly, feeds back to HT and supports families where attendance is low. Support for HT in strategies that encourage improved attendance.</p> <p>Evidence</p>	1,2,3,4,7,8

	Impact of attendance officer evident in previous years where her work with families has impacted positively on attendance	
School Nurse ½ day every two weeks to support physical and mental health and well-being £1500	Rationale Increase in parental requests for support with mental and physical health issues such as anxiety and toileting issues. School nurse on site supports those struggling to gain access to medical support. Evidence <i>School nurses are trusted by both schoolchildren and their families and could play a crucial role in preventing mental health problems from taking root – and reducing pressure on mental health services</i>	4,6,8 4,6,8
Access to a wide range of extra-curricular activities and improved cultural capital through wider life experiences £3000	Rationale Monitoring shows that the % of children attending after school clubs is much lower than non-pupil premium children Evidence Physical Activity Benefits EEF Arts Participation Benefits EEF	6,7,8,9
Access to free or subsidised breakfast club and holiday clubs. Dinnington lacks any sporting facilities or holiday activities for children and public transport is limited and unreliable. £3000	Holiday clubs are vital for Pupil Premium children because they provide enriching activities, healthy food, and essential social support, bridging the holiday learning gap, improving well-being, and offering parents vital childcare, directly addressing the disadvantages poorer children face in holidays, with evidence showing positive impacts on learning, health, and resilience, aligned with EEF goals for closing attainment gaps. Evidence <i>Evidence suggests that attending holiday clubs can have a positive impact on children's learning, health and wellbeing.</i> <i>This is especially true of clubs that provide enrichment activities – these are activities that complement what children learn at school - as well a healthy meal. DFE 2022</i> Benefits of Breakfast Clubs DFE 2025	6,7,8,9
Increase children's counselling £4640	Rationale Following Covid and school closures there has been a	4,8

	<p>significant increase in reports of anxiety in children. We continue to have a waiting list of children who we believe would benefit from counselling.</p> <p>Evidence</p> <p>Previous counselling has proved very successful.</p>	
<p>Teaching assistants to support class teachers in providing pastoral support.</p> <p>This includes small group play based learning, social stories, completing ‘the three houses’ and development of friendship groups.</p> <p>£3000</p>	<p>Rationale</p> <p>Teaching assistants work with small groups of children to offer pastoral support where children are noted to be struggling in a way which is affecting their learning – ie anxiety, friendship problems, behavioural issues.</p> <p>Evidence</p> <p><i>Social and emotional learning interventions seek to improve pupils’ decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.’ EEF Toolkit</i></p>	4,5,6,8
Projected spending	£18,740	
Total Projected Spend	£70,740	

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 2024 to 2025 academic year

Intended outcome	Success Criteria	Outcome (Age Related Exp)
<p>Disadvantage children make accelerated progress in Writing</p>	<p>The attainment gap between disadvantaged children and their non-disadvantaged peers is narrowed.</p> <p>Monitoring shows that disadvantaged children are making better than expected progress from their starting points.</p>	<p>GLD All 85% PP 60%</p> <p>KS1 All 75% PP 50% (6/12 pupils)</p> <p>Y4 All 82% PP 83% (13/16 pupils)</p> <p>Pupil premium who did not make age related expectation made excellent progress and the gap is closing – the fluency gap will continue to be further closed this year with focussed support</p>
<p>Disadvantaged children make accelerated progress in Reading</p>	<p>The attainment gap between disadvantaged children and their non-disadvantaged peers is narrowed.</p> <p>Monitoring shows that disadvantaged children are making</p>	<p>GLD All 85% PP 60%</p> <p>Phonics All 92% PP 75%</p> <p>KS1 All 80% PP 50% (6/12 pupils)</p> <p>Y4 All 90% PP 83% (13/16 pupils)</p> <p>Pupil premium children not yet at age related expectations made accelerated progress towards this and will continue</p>

	better than expected progress from their starting points.	to receive targeted support to further close the gap.
Disadvantaged children make accelerated progress in Maths	The attainment gap between disadvantaged children and their non-disadvantaged peers is narrowed. Monitoring shows that disadvantaged children are making better than expected progress from their starting points.	GLD All 85% PP 60% KS1 All 75% PP 50% (6/12 pupils) Y4 All 85% PP 75% (12/16 pupils) Y4 MTC All Av 22.6 PP Av 22.3 All PP children made accelerated progress however some children on the SEND register did not make the expected standard
Children are well supported with their health and well-being.	Children receive appropriate support with their social and emotional well-being through school support and wider agencies.	Achieved – The school nurse continues to support an increasing number of families and children some who have been subsequently discharged and made good progress. Kalmer counselling has been further extended to support more children and three children have been discharged having made excellent progress and improved attendance / well-being
Access to a wide range of extra-curricular activities and improved cultural capital through wider life experiences	Children will be encouraged and supported to take advantage of the full curriculum offer including extra curricular activities, visits / visitors and residential trips. The curriculum will be broadened to include further enrichment opportunities.	Achieved – All PP children included in all activities to facilitate development of cultural capital. Examples include Year 4 residential, holiday clubs, additional enrichment such as Rock Steady and Coding Club.
Children and families have access to support to ensure they have adequate food and nutrition.	School provides information and additional resources to support the nutrition of disadvantaged pupils.	Achieved – work with families through North of Tyne project in supporting families to access funding and provision and family cookery club. Increased wrap around facilities and holiday clubs.
Parental engagement is increased to support improve pupil outcomes	Provision for parental engagement is increased to support learning beyond school.	Achieved – More opportunities throughout the school year for parents to engage with school including whole school community coffee mornings and events. Harder to reach families work closely with school and attendance continues to improve.
Attendance is good	Rates of lateness continue to reduce and overall attendance is at least 95%	Achieved – Overall attendance is 95% and incidents of lateness are decreasing. The attendance officer and senior leaders continue to work with families to improve attendance.

