

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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

Detail	Data
School name	Diggle School
Number of pupils in school	195
Proportion (%) of pupil premium eligible pupils	
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022 2022-2023 2023-2024
Date this statement was published	30/9/22
Date on which it will be reviewed	28/9/22
Statement authorised by	Governing Body
Pupil premium lead	Sarah Newton
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£32,075
Recovery premium funding allocation this academic year	£8,579
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£40,954

Part A: Pupil premium strategy plan

Statement of intent

- We have high expectations for all pupils at Diggle Primary. We offer a broad, balanced and relevant curriculum and a wide range of enrichment opportunities to engage, enthuse and motivate children both academically and socially. We want all of our children to reach their academic potential and to develop well both socially and emotionally. Our overarching aim is for all pupils to leave Diggle School well prepared for the next steps in their learning journey as well-rounded, resilient and independent individuals. For our disadvantaged children particularly (including those in receipt of free school meals or who previously have been), we are very aware of the barriers which they may have to achieving this goal. We also recognise that some of our families sit just above the threshold for FSM and that their needs also need to be met, with support provided in the same way as we do for our identified disadvantaged children. Therefore, to ensure others can also benefit, interventions and approaches are not always limited to pupils eligible for the Pupil Premium. The staff team work collaboratively with our families and outside agencies to provide a holistic and personalised approach. We work hard to close any gaps in learning development and opportunity through quality first teaching, targeted interventions, equal access to enrichment activities and effective parental engagement. We have identified the key barriers to success for our children and used these to inform our pupil premium strategy. We have identified key outcomes and activities which we feel will deliver long term impact for our disadvantaged children. Catch-up and Recovery Premium funding will also allow us to further enhance the support needed for our pupils to recover lost learning for the next academic year due to the impact of COVID-19. This funding enables us to plan our interventions and support programmes year on year, based on the needs of the current cohort of children in receipt of Pupil Premium funding.
We use baseline assessments, analyse our data and make use of research, including EEF. EEF - School Planning Guide 2021 The key principles of our strategy are:
 - All children leave Diggle School with a breadth of knowledge, enriched through varied experiences and opportunities
 - All children develop a love of reading through exposure to high quality texts
 - All children develop the necessary vocabulary to be able to communicate effectively

- All children leave Diggle School reaching their full potential irrespective of background or ability
- Parents feel included and involved with school so that they can provide effective support to their children
- Attendance of disadvantaged children is in line with other children in school

Challenges

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

Challenge number	Detail of challenge
1	Lost learning, slower progress and gaps in knowledge as a result of the impact of COVID19 on disadvantaged pupils. Some children find it difficult to retain/recall prior knowledge
2	Language and Reading - Poor language skills (including speech and language difficulties) and a lack of exposure to high quality vocabulary and texts.
3	Learning behaviours – weaknesses for some pupils include lack of confidence, determination, self-belief, resilience, organisational skills and readiness to learn.
4	Attendance – poor attendance for a small number of disadvantaged children
5	Lack of parental support for some pupils’ affecting engagement, home learning, readiness for school, low self-esteem and aspirations.

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
<p>All children leave Diggle School with a broad knowledge of the world, enriched through varied experiences.</p> <p>All pupils make good progress across the curriculum from their individual starting points.</p>	<p>Teaching will be consistently high quality in all areas of the curriculum.</p> <p>The curriculum will be broad and balanced.</p> <p>Pupils will be well supported and tracked closely to ensure they make good progress.</p> <p>Teachers will use a range of retrieval and retention techniques to build</p>

<p>The gap is narrowed between the attainment of PP and non-PP children.</p>	<p>children's understanding over time. Targeted high-quality interventions will be used for children at risk of not making expected progress.</p> <p>Leaders will ensure staff are well supported through coaching and high quality CPD.</p>
<p>All children will be able to communicate their ideas and feelings using highly developed vocabulary.</p> <p>A reading culture that ensures all pupils read regularly and develop a love of books is embedded across the school.</p> <p>Increased % of PP pupils are working at ARE or above in phonics and reading.</p>	<p>Children will be exposed to a wide variety of high quality texts.</p> <p>Children will practise their reading fluency and develop better reading stamina.</p> <p>Phonics is taught to a high standard. Children with poor speech and language are identified quickly and supported in developing their skills.</p> <p>Teachers will use a range of retrieval and retention techniques to build children's understanding and vocabulary over time.</p> <p>Staff receive training to deliver effective interventions.</p>
<p>All children will leave primary school with a positive attitude to learning and with the self-confidence, resilience and organisational skills to succeed.</p>	<p>Children know and understand our '6 R's'.</p> <p>Teachers and support staff will teach and model these behaviours.</p> <p>School will provide a graduated approach to supporting children and families with their mental health.</p> <p>TAs will be deployed effectively to support individuals and groups, whilst also ensuring pupils do not become over reliant on adult support.</p> <p>Our Forest School and Commando Joe's curriculums will develop and enhance these learning behaviours</p>
<p>Disadvantaged pupils' attendance matches or exceeds national averages (96+%).</p>	<p>School will work diligently and successfully to improve the attendance of a small group of disadvantaged children through a graduated approach. Where necessary, school will work with external agencies to provide more intensive monitoring and support.</p>
<p>Parents have high aspirations for their children. They feel involved with school so that they can provide effective support to their children.</p>	<p>School staff will work with parents to ensure they can support their children with learning.</p>

	Parents are kept well informed about their child's progress and receive regular key information and updates.
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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: £ 4773

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment of a 1:1 reading support.	EEF Teaching and Learning toolkit: Teaching assistant interventions (+4)	1,2,5
Metacognition training to develop long term memory retrieval and writing conferences	EEF Teaching and Learning toolkit: (DLP – Spring/Summer 2022) Metacognition & self-regulation (+7) Feedback (+8)	3,5
Early careers Teaching Training	(2021-2023 / 2 years) 2 new teachers have full access to the ECF programme and have experienced staff mentors.	3,5
Mastering Number training and resources for Reception and Key Stage One.	EEF Teaching and learning toolkit: Collaborative learning approaches. (+5) Feedback (+8) Mastery learning (+5)	4

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

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provision of Maths Whizz as intervention along with technology to be used at home to	EEF Teaching and Learning toolkit: Homework (+5) Individualised Instruction (+4) Parental engagement (+4)	1,2,5

ensure children can access.		
Progress Groups - small group intensive teaching for targeted children across the school. Focus: maths/English gaps in knowledge. Teacher led. (Cost already included above)	EEF Teaching and Learning toolkit: Small group tuition (+4) Teaching Assistant Intervention (+4)	1,2,5
Daily reading activities for children who don't read at home.	EEF Teaching and Learning toolkit: Teaching assistant interventions (+4)	1,2,5

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

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Creation of a pastoral role to provide support for the children and parents struggling with mental health issues.	EEF Teaching and Learning toolkit: Behaviour intervention (+3) Social and emotional learning (+4) Mentoring Physical activity NFER report – Recovery during a Pandemic (Sept 2021)	3,5
Provision of equipment and uniform for school to allow children access all areas of the curriculum	EEF Teaching and Learning toolkit: School Uniform	3,5
Payment for Clubs, music lessons and school visits to ensure that children can access all extra-curricular activities	EEF Teaching and Learning toolkit: Arts participation. (+2) Aspirational Social and emotional learning (+4) Sports participation (+2)	3,5
Provision of taxis and before and after school club places to support parents in ensuring children attend school.	UCL School absence and pupil achievement. <ul style="list-style-type: none"> Each day of individual pupil absence results in around 0.3-0.4% of a standard deviation reduction in achievement. 	4

	<ul style="list-style-type: none">• Equivalently, eight days of absence (the average in England) would move a pupil one place down a ranking of 100 pupils (e.g. from 50th to 51st).• Pupils from low-income households see a larger negative effect from each day of absence	
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Total budgeted cost: £

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 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

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

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was 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, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.