

Pupil premium strategy statement – Dingle Community Primary School



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
Number of pupils in school	189 (07.01.26)
Proportion (%) of pupil premium eligible pupils	24.3% (07.01.26)
Academic year/years that our current pupil premium strategy plan covers	2025/2026 to 2027/2028
Date this statement was published	January 2026
Date on which it will be reviewed	September 2026
Statement authorised by	Nichola Heather, Headteacher
Pupil Premium lead	Jodie Richardson, Deputy Headteacher
Governor / Trustee lead	Wendy Newton lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£58,060
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£58,060

Part A: Pupil premium strategy plan

Statement of intent

At Dingle Community, we are committed to ensuring that every child has access to a high-quality education, regardless of their background or circumstances. Our school values encompass all that we do. We believe that every child should have a 'voice' and that every child who feels heard becomes 'a child who dares to dream.'

We pride ourselves on fostering an inclusive and nurturing environment where all pupils can thrive academically, socially, and emotionally.

Our Pupil Premium strategy is designed to address the challenges faced by disadvantaged pupils, ensuring that barriers to learning are identified and effectively tackled. We aim to close the attainment gap between disadvantaged pupils and their peers, enabling all pupils to achieve their full potential.

We are determined to provide:

- High-quality teaching as the cornerstone of our approach, ensuring that every pupil benefits from exceptional teaching and learning experiences.
- Targeted interventions tailored to meet the specific needs of disadvantaged pupils, with a focus on addressing gaps in knowledge, skills, and confidence.
- Pastoral care and well-being support to ensure pupils feel safe, valued, and supported in their learning journey.
- Enrichment opportunities to broaden horizons, raise aspirations, and foster a love for learning.

Our approach is informed by evidence-based research and a deep understanding of the needs of our pupils. We work in partnership with families, staff, and external agencies to provide a holistic support system that removes barriers to success.

The impact of our strategy is monitored and evaluated to ensure that every pound of Pupil Premium funding is spent effectively, making a tangible difference in the lives of our pupils.

By prioritizing equity and excellence, we aim to empower every pupil to succeed, regardless of their starting point.

Our school has:

- A designated Senior Leader for Pupil Premium, who will regularly contribute to the review of impact, will remain up to date with relevant guidance and research and will share good practice.
- A named Governor for Disadvantaged.
- A costed Pupil Premium Strategy that uses a consistent framework based on the three areas of need identified through the EEF research. This plan is available on the website and reviewed regularly by senior leaders and Governors.
- Allocated funding for disadvantaged students to access extra-curricular opportunities and ensure they are represented in every aspect of school life.

In addition, we will use the following guiding principles as part of our work in supporting Disadvantaged pupils:

- First, all staff are aware of the disadvantaged pupils they teach: we consciously build strong relationships with these pupils, gaining knowledge of their subject strengths and areas for development, their individual contexts and aspirations.

- We focus relentlessly on developing them as individuals: their talents, their academic endeavours and acknowledge and address the unique barriers they face.
- At the front of our minds, we remember that we are powerful advocates: we have a responsibility to ensure that every disadvantaged student is prioritised for enriching academic and extra- curricular opportunities that challenge and inspire them.
- We develop disadvantaged pupils as leaders in our community: we believe in them, even when they don't believe in themselves; we proactively encourage them to take on leadership roles and ensure they develop the skills in order for them to be successful.
- We know that excellent teaching is at the heart of disadvantaged learners' success: supported by our knowledge-rich, cohesive curriculum, consistent routines, feedback, high expectations and strong knowledge of individuals we understand the difference we can make to our most vulnerable pupils.
- We know that excellent teaching is adaptive and meets the needs of the learner: teachers engage with coaching and evidence-informed approaches to refine, develop and improve in order to ensure our learners achieve their potential.
- We understand the importance of subject mastery and seek always to develop subject knowledge and expertise.
- We address financial and practical barriers to learning and enrichment: we know how parents or carers can apply for bursaries to support access to activities and enrichment opportunities; we provide essential equipment, discounts for uniform and reduction in fees for residential trips and additional curriculum enrichment opportunities.
- We offer opportunities for independent practice: we explicitly teach pupils learning habits, which are embedded in lessons and monitor their success throughout their school career and intervene, where necessary, to support progress.
- We raise aspirations and focus on the future: we provide guidance and support that allow our pupils to explore opportunities they may not have considered.
- We understand that excellent attendance is fundamental to student success: we intervene early and positively when pupils are absent and work hard to ensure that any barriers to attendance are addressed.

[Together, we are building a brighter future for all at Dingle Community](#)

Challenges

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

Challenge number	Detail of challenge
1	Children entering school with speech and language skills below those of their peers
2	Children experiencing low self-esteem, aspirations and expectations.
3	Children who lack basic skills in key areas of the curriculum, e.g. phonics, basic number knowledge, language acquisition
4	Difficulties with attendance and punctuality; lack of parental understanding of the impact of absence
5	Complex family situations and families who need support with parenting skills.

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
Children will be able to develop their early language skills so that they make rapid progress and catch up with their peers	<ul style="list-style-type: none"> • From baseline data individuals will make rapid progress • Children will complete a programme of support and make good progress from their baseline assessment (e.g. Welcomm) • Children will be discharged from Speech and Language as they have made rapid progress • Early Years staff will have sound knowledge of early language acquisition and programmes to develop individual children • Parents are well supported and able to access resources from partner agencies as well as school to help support their child's development
Children will be confident learners who are ready to accept challenges and will be able to recover from setbacks quickly. They will develop into resilient learners.	<ul style="list-style-type: none"> • Children will develop their independent skills in line with age related expectations They will develop their social skills so that they can turn take, wait for their turn, be able to regulate their emotions, can name their emotions and know how to express these safely • Children are aspiration and have drive and ambition to be the best that they can be. They understand and model our school values at all times. • Children participate in activities at school based competition level, school to school competition level,

	<p>or try out new activities as they are encouraged or invited to take part</p>
<p>To raise the attendance of PP pupils so that the difference between PP and non-PP children in school is diminished.</p>	<ul style="list-style-type: none"> • 23/45 who have been identified with attendance of less than 95% will be in school more frequently. • Core groups of families will be identified and supported. School will rapidly intervene. • The whole school community will have an awareness of the importance of attendance and the impact this can have on PP Learners. • Attendance Officer will clearly signpost using the correct processes and communicate to all stakeholders • The Attendance Policy will be reviewed by the Governing Body to assess the effectiveness of the strategy
<p>Parents will swiftly receive support so that they can be the best parents. They will either be signposted or receive support from the correct external agency as well as leaders within school.</p>	<ul style="list-style-type: none"> • Referral pathways will be used by DSLs, SENDCo, SLT so that families receive the right support in a timely manner • Pupil progress meetings will include an update on vulnerable pupils and what support they are receiving educationally, emotionally and from external providers. • Pupil Premium Intervention records will monitor the impact of this support and document this further.
<p>Children will benefit from engaging first wave teaching from staff who are well informed about best practice. Pedagogy of TAs and teachers will be updated through training both in school, local partnerships and external providers</p>	<ul style="list-style-type: none"> • High quality teaching will mean that children will make at least expected progress • Where children are below age related expectations a programme of support will be put in place so that they can make desired progress • Intervention plans will be adjusted when needed so that there is not a time lag for children requiring support and help. • The right intervention will be delivered by the right staff member so that children make desired progress • Staff will be able to access CPD to ensure that they are learning from the best researched practices which feeds into high quality lessons

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: £13063

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</p> <p>£750</p> <p>Staff to be trained so that they can effectively deliver the new phonics programme</p> <p>£5000 (Inset Day, Staff Meetings, Phonic Release Time for Phonics Leader)</p> <p>Parental engagement sessions to raise awareness of the new scheme and how they can support their child/ren at home</p>	<p>EEF Toolkit: Phonics +5 months progress</p> <p>Whole school consistent approach will support pupils as they transition from one year group to another</p> <p>EEF Toolkit: Parental engagement +4 months</p> <p>Through release time of our Phonics lead, the early implementation of our phonics programme can be closely monitored, teachers can have access to immediate support and any issues with the quality of phonics teaching can be quickly addressed and rectified.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	<p>3,5</p>
<p>Leaders of curriculum areas will ensure that they are well informed about best practice by attending training and networking opportunities.</p> <p>They will be provided with opportunities to cascade this knowledge</p> <p>£1500</p>	<p>Network meetings within Dudley LA to support leaders.</p> <p>Opportunities to observe best practice in other schools.</p>	<p>3</p>
<p>The needs of children entering Dingle Community are becoming more complex and require more specialist support therefore CPD is required:</p> <ul style="list-style-type: none"> • Autism • Communication and Language delay • Welcomm training <p>£500</p>	<p>EEF Toolkit: Oral language interventions +6 months progress</p>	<p>1,3</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 Hub resources and CPD (including Teaching for Mastery training).</p> <p>Maths (including CPD Package) £513</p> <p>Maths Specialist Support and release time for staff £3000 (40 hours)</p> <p>Resource order £1800</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>	<p>3</p>
---	---	----------

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

Budgeted cost: £27,900

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Pupil progress meetings held termly with HT and DHT Meeting to be held and then reflection time for action planning to be held on the same day to continue momentum of discussions</p> <p>£650 (per year supply costs)</p>	<p>Sir John Dunford +1.5 years progress for PP children with highly effective teaching</p> <p>EEF Collaboration - Average impact +5 months</p>	<p>1,3,5</p>
<p>Additional phonics/reading sessions targeted at disadvantaged pupils who require further phonics support.</p> <p>£23,000</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>Phonics Teaching and Learning Toolkit EEF</p>	<p>2,3</p>

Speech and Language programme Welcomm and Talk Boost (As above)	Early Years intervention Action Impact - +6 months By ensuring that gaps in learners are targeted early on children will have a better chance of staying in line with their peers	1
Targeted interventions led by well trained staff	EEF Toolkit: Feedback +8 months, Small group tuition +4 months, reading comprehension +6 months, phonics +4 months. EEF shows that providing individualised instructions, one to one tuition, and feedback all have a positive impact upon learning. TAs help to develop deeper understanding and understanding in areas where children have gaps in their knowledge Tuition is more likely to make an impact if it is additional to and explicitly linked with normal lessons. Interventions are likely to be particularly beneficial when the teaching assistants are experienced, well trained and supported – for example, delivering a structured intervention. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	1,2,3
Lowest 20% of readers will be well supported so that they make rapid progress Reading Practice Interventions Reading Plus Targeted Software (£4250 Year 1)	EEF Toolkit: +5months Higher attainment in reading indicates better life chances Reading a wide variety of genres will support vocabulary acquisition	2,3

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

Budgeted cost: £17,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
-----------------	---	--------------------------------------

<p>Before School Nurture Provision and Lunchtime clubs £1600</p>	<p>Soft Start Nurture' targets pupils where SEMH needs impact on engagement in learning at the start of the school day and, in some cases, where resultant behaviour also impacts negatively on the learning of other pupils. Almost all pupils who have engaged in this before school provision are now ready for learning at the start of the actual school day and incidents of disruptive behaviour by targeted pupils, linked to their SEMH needs, have decreased significantly.</p>	<p>2,5</p>
<p>Review of the attendance strategy to ensure that best practice is being followed and in line with local offer. Communicate to all stakeholders. Attendance Meetings carried out with HT where attendance for PP pupils is below 95% £3000</p>	<p>EEF toolkit: Engagement with parents +4 months There is a strong evidence base that demonstrates the importance of high levels of attendance for pupil achievement. DfE data shows that 'at KS2, pupils not meeting the expected standard in reading, writing and maths had an overall absence rate of 4.7%, compared to 3.5% among those meeting the expected standard. Moreover, the overall absence rate of pupils not meeting the expected standard was higher than among those meeting the higher standard (4.7% compared to 2.7%).' https://www.childrenscommissioner.gov.uk/report/back-into-school-new-insights-into-school-absence-evidence-from-three-multi-academy-trusts/ https://www.childrenscommissioner.gov.uk/report/voices-of-englands-missing-children/ https://nces.ed.gov/pubs2009/attendancedata/chapter1a.asp</p>	<p>4,5</p>
<p>Well Being Leads, DSLs, SLT and SENCo Assistant complete necessary training so that they are able to work effectively with families at Dingle Community Primary School £5000</p>	<p>EEF toolkit: Engagement with parents +4 months There is significant research, nationally and internationally, to suggest that parental involvement in children's learning is positively related to achievement. Cotton and Wikelund (1989) in their study on parental</p>	<p>5</p>

	<p>involvement in education propose that the more intensely parents are involved in their children's learning, the more beneficial are the effects on pupil achievement. Moreover, they state that this holds true for all types of parental involvement in children's learning and for all types and ages of pupils. How to involve hard to reach parents</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	
<p>Wrap around club to be funded for identified PP pupils.</p> <p>£4000</p> <p>Trips, residentials and extra-curricular activities can be funded part-funded in line with the charging and remissions policy.</p> <p>£3500</p>	<p>EEF toolkit: Engagement with parents +4 months</p>	

Total budgeted cost: £58063

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

<u>Phonics Check</u>		
	% of all pupils	% of PP Pupils
Year 1	65%	50% (1 out of 2)
Year 2 Resit	53.8%	0% (0 out of 2)

<u>Key Stage 1 Outcomes</u>		
	% of all pupils (EXS Standard)	% of PP Pupils (4 Children)
Reading	50%	50%
Writing	56.6%	25%
Maths	50%	25%
RWM Combined	43.3%	25%

Year 4 MTC Score Average for PP 17.7

<u>Key Stage 2 Outcomes</u>		
	% of all pupils (EXS Standard)	% of PP Pupils 4 Children
Reading	75%	<u>50%</u>
Writing	67%	<u>50%</u>
Maths	75%	<u>50%</u>
SPaG	67%	<u>50%</u>
RWM Combined	67%	<u>50%</u>

	% of all pupils (GDS Standard)	% of PP Pupils
Reading	33%	25%
Writing	17%	25%
Maths	21%	25%
SPaG	13%	0%
RWM Combined	8%	0%

Actions to support this progress include

- Ensuing that all classroom- based staff know who the PP children are in their classes so that support is given to these children daily (including pre-teaching and other tailored interventions) and that, where possible, children who are 'word poor' have increased opportunities to work with children who we may consider as 'word rich'.

Ensuing our disadvantaged children access homework and additional support clubs as appropriate.

Ensuing our disadvantaged children are supported by our dedicated pastoral team and that any children who have an identified mental health or wellbeing difficulty are given a programme of support.

Ensuing all disadvantaged children who have concerning rates of absence are monitored and that parents are informed.

Externally provided programmes

Programme	Provider
Music	Dudley Performing Arts
Phonics	Little Wandle
Maths and Science	White Rose
Key Stage 2 Reading	Reading Plus
Maths	Times Table Rockstars Numbots
Summative Assessments	Testbase

Further information (optional)

Additional activity

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

Deputy Headteacher engaging in the RADY Program

A termly monitoring visit from a School Improvement Advisor

A termly monitoring visit from English Hub specialists

Engagement with the two year EEF Raising standards in Reading Program.

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 triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, and conversations with parents, students and teachers, in order to identify the challenges faced by disadvantaged pupils.

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 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.