

Pupil premium strategy statement

Distington Community 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	113
Proportion (%) of pupil premium eligible pupils	36.2%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024/2025 2025/2026 2026/2027
Date this statement was published	November 2024
Date on which it will be reviewed	November 2025
Statement authorised by	Carl Barnes – Acting Headteacher
Pupil premium lead	Carl Barnes
Governor / Trustee lead	Nicola Hodgson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£53,280
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year	£53,280

Part A: Pupil premium strategy plan

Statement of intent

Intent

At Distington Community School we aspire to empower our children to be successful through academic and wider learning experiences; for all our pupils to make good progress throughout the curriculum, to develop skills in areas linked to their passions and hobbies and to have a good understanding of their own well-being and be aware of strategies and support they can access at times of need. Together we will celebrate success and discuss areas for development and how we can build on these.

The pupil premium is additional funding received by schools for each pupil from disadvantaged families or background. It is allocated to school based on the number of children who come from low-income families - this is defined as those who are currently known to be eligible for free school meals. It is important to know that a pupil does not need to have a school dinner, but parents/carers must have applied and be entitled if they wanted one.

At Distington Community School we intend to use the pupil premium funding to close the gap between disadvantaged pupils and non-disadvantaged pupils in academic and wider school life. Funding will be allocated to provide small child: adult ratios (where able); ensure no child is excluded from activities due to a lack of resources, provide extra-curricular activities and experiences for all our pupils and to ensure all our children come to school ready and able to learn. We will provide high quality teaching to all. Teachers are aware of their pupil premium children and meet needs through various effective strategies. Progress, attainment, and well-being are monitored by the SLT and PP lead ensuring all children receive swift and timely intervention as needed. The Senior Leadership Team and Governors have a strategic view of pupil premium attainment and progress and use this to challenge and evaluate practice.

In addition, the school aims to promote the progress and attainment of pupil premium eligible children regardless of their background, ethnicity, socio-economic status or prior attainment. Here at DCS we recognise the importance of promoting personal development, welfare and behaviour as means to raising attainment, the school values parental engagement and holds school: parent relationships of high importance. The school understands that pupil premium children span the spectrum of abilities, and a special regard is taken to monitoring the progress of higher ability children and ensuring they also receive appropriate support and intervention to nurture, stretch and challenge their skills.

At DCS we aim to be a school of opportunity and success for all pupils, including, and especially, those who are in receipt of the Pupil Premium. Our school pupils eligible for the Pupil Premium are identified quickly so that we can support needs effectively. The needs analysis for the Pupil Premium is an on-going process through a pupil's learning journey at the school. We strongly believe that the measures of successful spending should be raising standards, the narrowing of the achievement gap and the broadening of opportunities for the most disadvantaged pupils.

Challenges

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

Challenge number	Detail of challenge
1	Lack of understanding and ability to apply communication and language skills across the curriculum / Poor oracy skills that negatively impact development across the curriculum.
2	Some pupils in receipt of PP funding show weaknesses in learning behaviours. These pupils physically and emotionally lack self-belief, determination, resilience and readiness to learn. They can struggle to reflect and evaluate their own learning and often lack self-motivation and confidence to improve. Lack of understanding when managing emotions which can lead to disruption to learning.
3	Attendance for disadvantaged pupils is below pre-pandemic levels and significantly below non-disadvantaged pupils. This is adding further challenge in relation to pupils academic and personal development.
4	Knowledge gaps in learning for disadvantaged pupils that has led to lower percentage of disadvantaged children working at age related expectations in reading, writing and maths.
5	Increased mental health and well-being needs of disadvantaged children that negatively impacts their readiness to learn.

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>High quality teaching Sustained progress overtime</p> <p>Attainment and progress to be at or above NA</p> <p>Close monitoring of number of children and different groups at ARE at the end of each term to ensure that we close the gap.</p> <p>Children able to apply their learning in new and varying contexts across the curriculum</p>	<p>Percentage of disadvantaged children working at age related expectation to increase year on year in all subjects.</p> <p>By end of 2026/2027 at least 65% of disadvantaged pupils to be working at age related expectation across all subjects.</p> <p>Percentage of disadvantaged children achieving expected standard in KS2 Reading, Writing and Maths to be inline or above NA every year.</p>
<p>High quality teaching Children will be immersed in a vocabulary rich curriculum,</p>	<p>Percentage of disadvantaged children working at age related expectation to increase year on year in all subjects.</p>

<p>which is then translated into their own written work.</p>	<p>By end of 2026/2027 at least 65% of disadvantaged pupils to be working at age related expectation across all subjects.</p> <p>Percentage of disadvantaged children achieving expected standard in KS2 Reading, Writing and Maths to be inline or above NA every year.</p>
<p><u>Targeted academic support</u> Refined, proven interventions in place to improve communication and language as well as oracy skills across school.</p>	<p>Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence,</p> <p>Vocabulary among disadvantaged pupils, including engagement in lessons, book scrutiny and ongoing formative assessment.</p>
<p><u>Wider Strategies</u> Children will understand the different emotions and how these can present.</p> <p>Children will have knowledge of strategies to use to manage emotions and positive ways to express these.</p>	<p>Sustained high levels of wellbeing by demonstrated by:</p> <ul style="list-style-type: none"> - qualitative data from pupil voice, pupil and parent surveys and teacher observations - children receiving rapid support from outside agencies where needed. - Outside agency support in place for pupils with the highest needs – referrals to be submitted in timely manner - Teachers to engage with appropriate staff leads when needed. <p>Access to in school support at all times via ELSA, nurture and with trained youth mental health first aiders.</p>
<p><u>Wider Strategies</u> Attendance to be above 95%.</p> <p>Attendance gap between Disadvantaged and Non-Disadvantaged pupils to be narrowed.</p>	<p>By end of 2024/2025 attendance of disadvantaged pupils to be at least 95%.</p> <p>By end of 2026/2027 attendance of disadvantaged pupils to be in line with pre-pandemic attendance for disadvantaged pupils (95.4%)</p> <p>The attendance gap between disadvantaged and non-disadvantaged pupils to be narrowed year on year.</p> <p>Early intervention and support in place to support attendance in line with school and LA attendance policies and procedures.</p>
<p><u>Wider Strategies</u> No child to be disadvantaged due to their personal circumstances.</p>	<p>All children offered the same opportunities and extra-curricular activities.</p> <p>Discussions with parents to ensure a good relationship, allowing them the confidence to speak with staff during times of need.</p> <p>Trips planned to widen our pupil’s life experiences</p> <p>Creating links with PTA/ local charities to signpost parents to during times of financial crisis.</p>

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: **£ 30,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>CT/TA to run personalised interventions to developing listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.</p> <p>EYFS staff will run structured speech and language interventions for their weaker learners – strategies will be taken from resources, advice and training provided by the local SALT team.</p> <p>Pre-planned interventions to focus on key areas of need:</p> <ul style="list-style-type: none"> - SEMH - Reading fluency - Speaking and Listening - Working memory skills <p>Interventions to follow Schemes of learning adapted by class teachers for the pupil's individual needs.</p>	<p><u>EEF Teaching and Learning Toolkit</u></p> <p>Oral language interventions (impact +6 months)</p> <p>Reading comprehension strategies (impact +6 months)</p> <p>Social and emotional learning (impact +4 months)</p>	1,2,4,5
<p>CPD related to Oracy progression and development of skills for all staff.</p>	<p><u>EEF Teaching and Learning Toolkit</u></p> <p>Oral language interventions (impact +6 months)</p> <p>Reading comprehension strategies (impact +6 months)</p>	1,4
<p>Whole school focus on developing effective learning behaviours to ensure pupils are prepared for their current and next stage of learning.</p>	<p><u>EEF Teaching and Learning Toolkit</u></p> <p>Metacognition and self-regulated learning (impact +7 months)</p>	2,5
<p>Specialist teachers to develop confidence and self-esteem whilst</p>	<p><u>EEF Teaching and Learning Toolkit</u></p>	5

building on children's skills and passions from outside the classroom. Specialist PE teachers/ coaches will work with each year group throughout the year.	Social and emotional learning (impact +4 months)	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 13,280

Activity	Evidence that supports this approach	Challenge number(s) addressed
Structured interventions – early oral language development. - Flashcards - Topic based language - Rapid intervention Continued with additions: - Read, Write, Inc, (reading and writing) - Reading fluency (reading and S&L) - Precision teaching (math fundamentals, reading fluency, spelling).	<u>EEF Teaching and Learning Toolkit</u> Oral language interventions (impact +6 months) Reading comprehension strategies (impact +6 months) Phonics (impact +5 months)	1,2,4
Purchase of additional books related to the school's reading scheme.	<u>EEF Teaching and Learning Toolkit</u> Oral language interventions (impact +6 months) Reading comprehension strategies (impact +6 months)	1,4
Arts project to support oracy skills and development through different media alongside specialist teachers and provider.	<u>EEF Teaching and Learning Toolkit</u> Oral language interventions (impact +6 months) Arts participation (impact +3 months)	1,2,3,4,5

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

Budgeted cost: £ 10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Developing the wellbeing of our pupils through structured interventions (Zones of Regulation, Kid safe, ELSA) and schemes of learning (Jigsaw).	<u>EEF Teaching and Learning Toolkit</u> Social and emotional learning (impact +4 months)	2,3,5
Rewards for in school achievements	The EEF Guide to the Pupil Premium	2,3,5
Poverty Proofing including providing equipment and uniform.	The EEF Guide to the Pupil Premium	1,2,3,4,5
Subsidised trip and activities	The EEF Guide to the Pupil Premium	3,5
Funded after school clubs / Free breakfast club	The EEF Guide to the Pupil Premium	2,3,5
Funded HAF / Gifted and Talented holiday programme activities	The EEF Guide to the Pupil Premium	2.3.5
Attendance training and development to ensure early intervention and support available	<u>EEF Teaching and Learning Toolkit</u> Parental engagement (impact +4 months) Working together to improve school attendance (DFE, August 2024)	3,5
Communicating with and supporting parents: <ul style="list-style-type: none"> - PTA - Meeting/ cafes organised with outside agencies and professionals to gain advice and support. - Class dojo - Curriculum days for parents to come into school and work alongside their children. 	<u>EEF Teaching and Learning Toolkit</u> Parental engagement (impact +4 months)	3,5

Total budgeted cost: £53,280

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outcome	Impact
<p>High quality teaching that supports sustained progress and attainment.</p> <p>Closing of the academic gap between disadvantaged and non-disadvantaged pupils.</p> <p>Children to be able to apply new learning across the curriculum</p>	<p>75% of disadvantaged pupils achieved GLD in 2023/2024 in Reception.</p> <p>88% of disadvantaged pupils passed the 2023/2024 Year 1 phonics screening check.</p> <p>Year 4 MTC average score for disadvantaged pupils was 20.5. This is compared to 18.3 nationally.</p> <p>50% of disadvantaged pupils achieved expected standard in reading and writing in end of KS2 assessments (small cohort not compared to national averages).</p> <p>33% of disadvantaged pupils achieved expected standard in maths end of KS2 assessments (small cohort not compared to national averages).</p> <p>Internal 2023/2024 progress data highlights that on average disadvantaged pupils made better that expected progress in reading, writing and maths across all year groups.</p> <p>Pupil voice and internal monitoring highlights an increased confidence and higher levels of retention across school.</p>
<p>Vocabulary rich curriculum</p>	<p>Topic specific vocabulary has been identified and is utilised across all subjects in all year groups.</p> <p>Lesson observations, learning walks, external visitors and moderation has highlighted positive environments that support the intended outcome across school.</p> <p>Internal 2023/2024 progress data highlights that on average disadvantaged pupils made better that expected progress in reading, writing and maths across all year groups.</p>

	<p>Pupil voice and internal monitoring highlights an increased confidence and higher levels of retention across school.</p>
<p>Refined, proven interventions in place to improve oral language and vocabulary skill on entry to and throughout EYFS.</p>	<p>75% of disadvantaged pupils achieved GLD in 2023/2024 in Reception.</p> <p>Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence,</p> <p>Improved vocabulary among disadvantaged pupils, including engagement in lessons.</p>
<p>Children will understand the different emotions and how these can present.</p> <p>Children will have knowledge of strategies to manage emotions and express their feelings.</p>	<p>Sustained high levels of wellbeing support in 2023/2024 demonstrated by:</p> <ul style="list-style-type: none"> - Pupil voice, pupil and parent surveys - Early intervention and support identified on multiple occasion - Pupil discussions and outcomes through PSHE curriculum - Improved attendance for disadvantaged pupils in 2023/2024. An increase of 0.81% on previous year.
<p>Attendance to be above 95%.</p>	<p>2023/2024 whole school attendance of 94.9% compared to 94.3% nationally.</p> <p>2023/2024 disadvantaged attendance was 93.3% compared to 91.8% nationally.</p> <p>Increased achievements evident through data and internal monitoring for pupils with strong attendance.</p> <p>Clear links and support in place for families regarding attendance.</p> <p>Continued to be an intended outcome in 2024/2025.</p>
<p>No child to be disadvantaged due to their personal circumstances.</p>	<p>All children offered the same opportunities and extra-curricular activities.</p> <p>Discussions with parents to ensure a good relationship, allowing them the confidence to speak with staff during times of need.</p> <p>Trips planned to widen our pupil's life experiences. Subsidised to allow maximum attendance from disadvantaged pupils.</p>

	<p>Creating links with PTA/ local charities to signpost parents to during times of financial crisis.</p> <p>HAF programmes funded by school to provide support during school holidays.</p>
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Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
Spelling Shed	Literacy Shed Plus
Letter join	Green and Tempest Limited
Emotional Literacy Support	ELSA Support
TT Rockstars	Maths Circle
Get set for PE	Get Set for Education