

Pupil premium strategy statement

This statement details Diamond Hall Junior Academy's use of Pupil Premium for the 2022 to 2023 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	Diamond Hall Junior Academy
Number of pupils in school	332
Proportion (%) of pupil premium eligible pupils	46%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2023 2023-2024 2024-2025
Date this statement was published	September 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Fiona Hoare
Pupil premium lead	Jemma Smith
Governor/Trustee lead	Catherine Harris

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£216,060
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	£216,060

Part A: Pupil premium strategy plan

Statement of intent

At Diamond Hall Junior Academy, we intend to support disadvantaged pupils in all areas of their development from the moment they arrive in our school. Our aim is that every disadvantaged pupil will achieve at least as well as their peers and have every opportunity to excel.

We understand the challenges our pupils are faced with in both their present and in their futures, therefore we strategically plan provision to ensure disadvantaged pupils are given every opportunity to achieve, excel and exceed. We intend for pupils to leave our academy, ready for the next phase of learning in Key Stage 3 and well-prepared for the future.

Diamond Hall Junior Academy has a Pupil Premium Grant allocation of £216,060 for the academic year 2022-2023. This funding is given with a specific remit of diminishing any differences between disadvantaged pupils and those who are not disadvantaged. Diamond Hall Junior Academy is working to support disadvantaged pupils in all areas of their education from the moment that they arrive in school. Our aim is that every disadvantaged pupil will achieve at least as well as their peers and have every opportunity to excel.

Some disadvantaged pupils face many and complex barriers during their education which make effective learning very difficult. Other pupils have very specific needs and still others, have few barriers at all. Below are some of the main difficulties faced, although it must also be said that the difficulties encountered are not unique to those who are disadvantaged. Common barriers to learning for disadvantaged children, can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”.

Our ultimate objectives are:

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- To meet or exceed nationally expected attainment rates.
- To support our children's health and wellbeing to enable them to access learning at an appropriate level.
- To experience a wealth of enrichment experiences to widen their horizons and unlock future opportunities.
- To improve attendance of disadvantaged pupils.

We aim to do this through:

- Ensuring that teaching and learning opportunities meet the needs of all the pupils.
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed through additional targeted teaching and support.
- A clear focus on increasing the resilience of pupils, building their self-esteem and also enabling them to develop those skills that will enable them to learn effectively in the classroom environment.
- Instilling high aspirations for all pupils so that they are able to experience, first-hand, the wide range of opportunities available to them.
- Ensuring enrichment programmes are accessed by all, providing financial support to enable pupils to participate.
- Attendance is closely monitored and procedures in place to address non-attendance.

Achieving these objectives:

To achieve these objectives, we have categorised the provision into seven areas:

1. Additional targeted teaching and support

- Ensuring all teaching is good or better thus ensuring that the quality of teaching experienced by all children is improved.
- Two additional teachers working in Year 6 (one morning one afternoon).
- All teachers focus on language and literacy development. Vocabulary banks are commonly used, and new language carefully introduced across the curriculum. Enriching and extending the wealth of language used by pupils is a key focus for staff, understanding that this will provide a route to access learning and a wider range of future career options. Increased focus on developing oracy.
- A SENDCo Assistant is in role to support the increasing level of SEND needs across school, ensuring all agreed provision is embedded.

2. Pastoral Support

- Pupils work individually or in small groups with external support agencies in order to support their needs and to build their self-respect and resilience.
- A Counsellor is on site 2 days per week, delivering targeted counselling to pupils for a wide variety of reasons.
- Early Help worker available in school one day a week, supporting individual children and families, as well as targeted groups of children.
- Attendance is reviewed fortnightly, with low attendance being addressed in a timely manner.

3. Behaviour Management

- For a variety of contextual reasons/issues, some pupils struggle to accept boundaries and manage their own behaviour. Extensive support is provided by Senior Leadership Team and where appropriate external support agencies.
- A new behaviour system is due to be introduced in Autumn 2.

4. Curriculum Programmes

- Identified children receive 1 to 1 support or intervention within smaller groups. For some pupils, this is planned on a regular basis and for others, it is managed by each teacher in conjunction with the SENDCO or assistant SENDCO, where needed, according to needs as they arise during the year.
- Small group support to focus on addressing specific needs of pupils is planned as pupils' approach key assessment points.

5. High Aspirations

- For some pupils, careers visits are planned into their learning programs so that they are able to experience, first-hand, the wide range of opportunities available to them.

6. Enrichment Programmes – beyond the curriculum

- School Trips/Theatre Visits/Residential Visits/Visitors to School – financial support is provided to enable pupils to participate. These will have a focus on raising aspirations and widening experience.
- Sports Coach - works with all pupils to provide coaching in a range of sports every lunchtime and after-school and ensure that pupils engage with sports (few facilities anywhere in local area and parent income can impact pupils accessing).
- Health and Wellness: access to enrichment through sport, other physical activity and healthy diet with financial support to provide access and equipment/resources.

7. Family & Community Programmes

- Support for transport costs for disadvantaged pupils.
- Early Help worker available in school one day a week.

Challenges

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

Challenge number	Detail of challenge
1	Attendance for disadvantaged pupils is low.
2	Narrowing the attainment gap across Reading, Writing, Maths and Science
3	Pupils' levels of Standard English in written and oral contexts.
4	Pupils' vocabulary development has an impact on all areas of the curriculum (the vocabulary gap is prevalent). Pupils need support and direction to develop as confident speakers who are able to express themselves clearly and with an appropriate range of vocabulary for their age.
5	Some pupils struggle to attend regularly, and some are persistently absent.
6	Some pupils need extensive pastoral support for a variety of reasons.
7	Some pupils face significant challenges in their lives and have social, emotional, and mental health needs that prevent them from learning. The pandemic has caused significant difficulties for some children including loss of family members.
8	Some pupils have very low expectations of themselves. In order to respond to the school's high expectations, and this needs constant re-enforcement and encouragement. Some families need support so that they are able to raise their expectations for their children and this may require targeted intervention and support.
9	Some pupils need to experience a wealth of enrichment experiences and a wide, rich curriculum, in order to widen their horizons and unlock future opportunities.
10	Some pupils do not have access to a healthy diet which impacts on their general well-being. Some do not participate regularly in sports and need proactive, individual support in order to overcome barriers.
11	Parents' own levels of literacy: reading, writing, speaking and listening.

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
Pupils will make at least expected progress in reading, writing and maths.	Gap will close in progress made between PP and non-PP. Percentages achieving the expected standard will increase.
Attendance will be improved, with fewer absence and persistent absentees.	Attendance of identified PP pupils increases and the gap between PP and non-PP narrows. Fewer PP persistent absentees will be identified. PP attendance to be in line with national figures.
Improve health and well-being	Increased capacity on the pastoral team to support vulnerable families and children.
Children will have raised aspirations through a range of broadening experiences.	Increased social and cultural exposure through educational visits and visitors into school.

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: £19,247

Activity	Evidence that supports this approach	Challenge number(s) addressed
High quality professional development for all staff so that outstanding practice is maintained in all classrooms, underpinned by metacognitive strategies, planning for interleaving and retrieval practice and grounded through a rich knowledge-based curriculum	EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD Sutton Trust – quality first teaching has direct impact on student outcomes. EEF guide to improving working memory Training and supporting highly qualified teachers deliver targeted support.	2, 3, 4, 8, 9
Staffing costs to provide coaching support and lead professional development.	EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD Sutton Trust – quality first teaching has direct impact on student outcomes.	2, 4, 8, 9
Deepen teacher's understanding of pedagogy across each curriculum by engagement with subject specialists in their field. Y3 and Y6 staff work closely with feeder schools to aid transition, curriculum development to enhance teacher's understanding of how knowledge builds in	EEF: Effective Professional Development EEF: Teaching and Learning Toolkit Ofsted: Curriculum research reviews	2, 3, 4, 8, 9

readiness for the next key stage and make amendments as needed to the curriculum.		
<p>Training to improve vocabulary acquisition across the curriculum, so that pupils are able to access the full curriculum and articulate their understanding.</p> <p>Training to close the vocabulary gap across school.</p>	<p>EEF: Preparing for Literacy</p> <p>EEF: Improving Literacy - Supporting oral language development KS1/KS2</p>	2, 3, 4, 8, 9

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

Budgeted cost: £150,579

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provision and deployment of teaching assistants and additional teaching staff appropriately is essential to supporting learning 'in the moment' and being able to respond to pupils who need additional support to keep up and catch up.	<p>EEF: Making Best Use of Teaching Assistants</p> <p>EEF : Teaching and Learning Toolkit - One to one tuition & Small Group Tuition</p>	2, 3, 4,
Provision and staffing of safe spaces available to targeted children throughout the day.	NFER: Recovery during a pandemic	2, 3, 4
Social and Emotional Learning – interventions to	EEF: Improving Social and Emotional Learning in Primary Schools	2, 3, 6, 7, 8,

support children with a range of skills including for example, emotional regulation, managing grief. Deployment of the school's Pastoral and Well-Being Team and Counsellor across school.	NFER: Recovery during a pandemic	
Professional development for all staff in developing a love of reading for pleasure and for learning within their specialist subject areas.	EEF: Preparing for Literacy EEF: Improving Literacy – Supporting oral language development KS1/KS2	2, 3, 4, 8, 9
To identify students with low levels of literacy and numeracy which impedes their learning and their confidence and facilitate/enable bespoke provision to meet the identified needs.	EEF: Preparing for Literacy EEF: Improving Literacy – Supporting oral language development KS1/KS2	2, 3, 4, 8, 9

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

Budgeted cost: £46,234

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance team to work with families to reduce the absence of pupils who struggle to attend regularly. Support from Attendance 100.	EEF: Guide to the pupil premium DfE: Improving school attendance: support for schools and local authorities Sutton Trust: Learning in Lockdown	1, 5
Pastoral teams to support pupils who struggle to manage their behaviour including provision of	EEF: Teaching and Learning Toolkit – Learning behaviours EEF: Improving Behaviour in Schools	6, 7, 8

personal intervention programmes.		
To provide the pastoral support to pupils who need additional help, including those who face significant challenges in their lives and have social, emotional and mental health needs that prevent them from learning well (this includes support for those who have experienced bereavement).	EEF: Improving Social and Emotional Learning in Primary Schools EEF: Guide to the pupil premium EEF: Healthy Minds DfE: Promoting and supporting mental health and wellbeing in schools and colleges	6, 7, 8
Planned opportunities for character development through our bespoke values programme.	DfE: Developing character skills in schools NFER: Leading Character Education in Schools	2, 4, 6, 8
Fitness and healthy diet activities for identified pupils to engage with sports and improve their health and fitness.	National School Breakfast Programme (NSBP)	9, 10
Provision of daily breakfast in classrooms for all pupils.	National School Breakfast Programme (NSBP)	10

Total budgeted cost: £216,060

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 2021 to 2022 academic year.

The impact of that expenditure on pupil premium children:

- Remote learning was available for all pupils when isolating.
- There is a gap between disadvantaged and non-disadvantaged pupils for absence and persistent absence.
- Enrichment activities have continued to support children in the wider curriculum and to support their talents.
- Investment in emotional well-being and mental health ensured children and families have been well supported. School Counsellor sessions continued to provide pupils with specialist intervention to support their mental health and well-being.
- The appointment of a SEND assistant provided greater, much-needed, capacity to the support we could provide pupils within school and to families at home. This has enabled pupils to utilise their self-regulation strategies and staff are knowledgeable in how best to support them.
- Termly tracking of progress has enabled SLT to intervene at the earliest possible time ensuring specific support can be implemented. As a result, pupils are able to engage and focus within lessons and achieve well.
- External agencies and services were utilised to support pupils' personal development, including mental health, behaviour and well-being.

Externally provided programmes

Programme	Provider
N/A	N/A
N/A	N/A

Service pupil premium funding

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?	N/A

What was the impact of that spending on service pupil premium eligible pupils?	N/A
--	-----