

## Pupil premium strategy statement – Diamond Hall Junior Academy

This statement details our school's use of pupil premium funding to help improve the achievement 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	326
Proportion (%) of pupil premium eligible pupils	41.67
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2025-2028
Date this statement was published	October 2026
Date on which it will be reviewed	October 2027
Statement authorised by	Fiona Hoare
Pupil premium lead	Amin Abadi
Governor / Trustee lead	Kerry Whelan

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£214,245
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£214,245

## Part A: Pupil premium strategy plan

### Statement of intent

As a school and a Trust, we are committed to ensuring that *every child experiences excellence every day*. This means providing consistently high-quality teaching, nurturing environments, and opportunities that enable all pupils - especially those from disadvantaged backgrounds - to thrive academically, socially, and emotionally.

Our ultimate objectives for disadvantaged pupils are to realise strong academic outcomes, to ensure each child feels included through participating fully in school life, and through improved wellbeing and social-emotional development that will enable our pupils to succeed.

Our pupil premium strategy, alongside our school priorities, supports these aims by prioritising high-quality teaching, early identification and intervention, targeted SEMH support, and enrichment opportunities that build pupils' character development so they truly thrive. Key principles underpinning the plan include evidence-based practice, equity and inclusion, robust monitoring and accountability, and collaboration with families and external agencies to ensure every pupil has the opportunity to succeed.

The school is in an area of deprivation in Sunderland and an area that is more deprived than most neighbourhoods in England.

#### Objectives:

Achieve – disadvantaged pupils make strong academic progress and attain outcomes in line with their peers in all subjects.

Belong – pupils feel included, valued, and actively participate in all aspects of school life, including enrichment and leadership opportunities.

Thrive – pupils develop resilience, wellbeing, and social-emotional skills, enabling them to access learning and prepare for future success.

#### Our Strategy:

Our pupil premium strategy works towards these objectives by:

- focusing on high-quality teaching, targeted interventions, and rigorous tracking to close attainment gaps in reading, writing, and maths
- investment in enrichment opportunities, pupil voice initiatives, and inclusive practices to ensure disadvantaged pupils are represented and engaged
- prioritising SEMH support, early identification of needs, and strong safeguarding and pastoral systems to promote wellbeing and readiness to learn.

#### Key Principles:

- interventions and approaches are chosen based on research and demonstrated effectiveness
- needs are identified early to enable timely intervention and prevent gaps from widening
- high-quality classroom teaching is the foundation for improving outcomes
- every pupil has equitable access to opportunities that enhance cultural capital and personal development

- clear success criteria, rigorous monitoring, and Trust challenge ensure impact is measured and sustained
- strong partnerships with families, external agencies, and staff support holistic development

## Challenges

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

Challenge number	Detail of challenge
1	Disadvantaged pupils currently achieve lower outcomes in reading, writing and mathematics compared to their non pupil premium peers, creating an attainment gap. We are also mindful that some of our pupils are 'double disadvantaged'.
2	Some disadvantaged pupils continue to be persistently absent which hinders progress.
3	Some pupils' subject specific vocabulary is less developed than others.
4	Due to challenging home circumstances, some pupils need extensive pastoral support to effectively access their learning and make progress.
5	Low expectations of some pupils and their families are sometimes a barrier to learning, so families and their children need extra targeted support and interventions.
6	Some pupils need a broader wealth of enrichment experiences to access and benefit from wider learning opportunities.

## 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
1	Disadvantaged pupils make accelerated and expected progress in reading, writing and mathematics, so the gap in achievement is narrowed. Where identified, those pupils with double disadvantaged will improve achievement over time from starting points.	<p>Consistent high-quality teaching and effective use of assessment for learning strategies will support pupils' knowing and remembering key knowledge and skills.</p> <p>Achievement data will evidence a narrowing gap in outcomes for those pupils who are DA and SEND.</p> <p>End of year assessment data will indicate-achievement gap between PP and non-PP pupils will further narrow across the school.</p>

		<p>Percentage of pupils achieving EXS in all year groups will increase.</p> <p><i>Evidence: termly assessment data, end of year/end of KS2 outcomes, MTC, Progress meetings</i></p> <p><i>Responsibility: PP Lead</i></p> <p><i>Challenge &amp; Review: SLT to scrutinise termly reports</i></p>
2	PA will further decrease over time to be in-line with the national average compared with non-PP pupils.	<p>Actions will be appropriate and individualised and follow our embedded attendance routines and procedures.</p> <p>PA data for disadvantaged pupils will continue to indicate a downward trend.</p> <p>PP attendance overall will continue to be at least in line with or close to the national average.</p> <p><i>Evidence: Attendance data, tracking, monitoring and intervention</i></p> <p><i>Responsibility: Attendance lead, HT</i></p> <p><i>Challenge &amp; Review: SLT to scrutinise monitoring reports</i></p>
3	An improvement in subject specific vocabulary acquisition across the school.	<p>Further strategies will be implemented and embedded to support those pupils with a vocabulary deficit.</p> <p>Improved outcomes in reading comprehension across the school for disadvantaged pupils.</p> <p>Evidence of subject specific vocabulary being used both verbally and in books across all subjects and year groups.</p> <p><i>Evidence Reading comprehension assessment data, book scrutiny termly</i></p> <p><i>Responsibility: PP Lead</i></p> <p><i>Challenge &amp; Review: SLT to scrutinise outcomes and reports</i></p>
4	There will be further improvement in the engagement of vulnerable children and their families across the school.	<p>Further strategies will be trialled and implemented to provide engagement opportunities for pupils and their families.</p> <p>The Pastoral Liaison group will report an improved engagement with vulnerable families with a positive impact on learning so that SEMH support is strengthened.</p>

		<i>Evidence: PLG termly reports, parental engagement/attendance analysis, parental feedback/satisfaction</i> <i>Responsibility: PLG, HT, PP Lead, SENDCO</i> <i>Challenge &amp; Review: HT to monitor effectiveness of strategies</i>
6	Further opportunities will be planned for pupils to engagement in a diverse range of enrichment	<p>A rejuvenated programme of enrichment will be implemented, building on the existing excellent, diverse, provision.</p> <p>More pupils are engaging in wider enrichment activities across the school that will further develop their character development.</p> <p><i>Evidence: Participation data analysis, reports from teachers/Enrichment providers</i>  <i>Responsibility: PP Lead</i>  <i>Challenge &amp; Review: SLT to monitor rates of participation</i></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: £ 93,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Planned professional learning experiences for staff, focusing on effective practices in reading, writing and mathematics.	<p><b>EEF Guidance Report: Effective Professional Development</b> - Emphasises that high-quality teaching is pivotal for improving pupil outcomes, and CPD is a key lever for this.</p> <p><b>DfE Standards for Teachers' Professional Development</b> - States CPD should be sustained, evidence-based, and focused on improving pupil outcomes, including literacy and numeracy.</p> <p><b>Independent Review of Teachers' Professional Development</b> - Confirms</p>	1, 3, 4

	that high-quality CPD improves teachers' knowledge, practice, and confidence, which positively impacts pupil outcomes in core subjects.	
Professional learning opportunities and supportive and developmental quality assurance will ensure consistently strong classroom practices.	<p><b>Education Endowment Foundation (EEF) High-Quality Teaching Guidance</b> - States that great teaching is the most important lever for improving pupil outcomes.</p> <p><b>Department for Education (DfE) Teachers' Standards</b> - Requires teachers to adapt teaching to respond to the strengths and needs of all pupils, forming the statutory basis for strong classroom practice.</p> <p><b>Ofsted Research - Education Inspection Framework: Overview of Research</b> - Confirms that high-quality teaching and adaptive classroom practice are central to improving pupil outcomes.</p>	1, 3, 4
Assessments will be used to identify gaps.	<p><b>Education Endowment Foundation (EEF) Teacher Feedback to Improve Pupil Learning</b> - Recommends using formative assessment strategies to identify learning gaps before providing feedback, ensuring feedback is targeted and effective.</p> <p><b>Department for Education - DfE Guidance: Identifying and Addressing Gaps in Pupils' Understanding</b> - Advises schools to use formative assessment approaches (quizzes, observation, dialogic questioning) to establish pupils' starting points and address gaps.</p> <p><b>Closing the Gap with the National Curriculum (DfE/Ofsted-linked)</b> - Highlights the need for appropriate assessment to set ambitious targets and close attainment gaps, especially for disadvantaged pupils.</p>	1, 3, 4

Enhancing and improving subject specific vocabulary and, therefore, improving oracy skills.	<p><b>Education Endowment Foundation (EEF) - EEF Literacy Guidance Reports</b> - Across reports (<i>Improving Literacy in KS1, KS2, and Secondary</i>), EEF recommends: Explicit vocabulary instruction in every subject and prioritising Tier 2 and Tier 3 vocabulary</p> <p><b>DfE Oracy Seminar Paper</b> - Confirms that quality classroom talk impacts attainment in English, maths, and science.</p> <p><b>Ofsted Research - Why Oracy Matters (ESU Report)</b> Synthesises evidence showing oracy's impact on attainment, wellbeing, and life chances, advocating for its inclusion in the curriculum.</p>	1, 4
Staff to embed strategies so children know and remember more.	<p><b>Education Endowment Foundation (EEF) - Metacognition and Self-Regulated Learning Guidance Report</b> Recommends teaching pupils strategies to plan, monitor, and evaluate their learning, which helps them retain and apply knowledge.</p> <p><b>Department for Education (DfE) - The Reading Framework</b> - Emphasises systematic teaching and revisiting of key knowledge so pupils retain and apply literacy skills.</p> <p><b>OFSTED Subject Reports</b> - Emphasise embedding strategies like explicit vocabulary teaching, modelling, and cumulative knowledge building to support long-term retention.</p>	1, 3, 4

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

Budgeted cost: £90,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Appropriate adults to provide additional intervention sessions for pupils falling behind.	<p><b>Education Endowment Foundation (EEF) - Making Best Use of Teaching Assistants Guidance Report</b> - Recommends that TAs should deliver structured interventions rather than ad-</p>	1, 3, 4, 5

	<p>hoc support. Evidence shows that well-trained TAs delivering targeted, evidence-based programmes can lead to +4 months progress for pupils who are behind.</p> <p><b>DfE Literacy and Numeracy Catch-Up Strategies</b> - Highlights the role of trained support staff in delivering targeted interventions for pupils below age-related expectations.</p> <p><b>Ofsted Research - Education Inspection Framework (EIF) Research Overview</b> - Notes that additional targeted support for pupils falling behind is a key feature of effective provision, provided it is planned and monitored. Ofsted EIF Evidence Base.</p>	
To complement, specific targeted interventions in reading, writing and mathematics for PA pupils.	<p><b>Closing the Disadvantage Gap (EEF Toolkit)</b> - Highlights interventions such as reading comprehension strategies (+6 months), oral language interventions (+6 months), and metacognitive strategies (+7 months) for pupils who have fallen behind - often relevant for persistently absent pupils.</p> <p><b>Department for Education (DfE) - Working Together to Improve School Attendance (Statutory Guidance)</b> - Requires schools to provide holistic support for persistently absent pupils, including targeted academic interventions to address gaps in learning</p> <p><b>Ofsted Research - Securing Good Attendance and Tackling Persistent Absence Report</b> - States that schools must combine attendance strategies with academic catch-up interventions to mitigate the impact of missed learning.</p>	1, 3, 4
Embed foundational skills, especially vocabulary development.	<p><b>Education Endowment Foundation (EEF) Closing the Disadvantage Gap (EEF Toolkit)</b> - Highlights that disadvantaged pupils often need explicit</p>	1, 3, 4



	<p>teaching of foundational skills in literacy and numeracy.</p> <p><b>Department for Education (DfE) - Pupil Premium Guidance</b> - Advises schools to use funding for evidence-based interventions that secure basic literacy and numeracy skills for disadvantaged pupils.</p> <p><b>Ofsted Commentary on Disadvantage and Attainment</b> - Notes that effective schools prioritise basic skill development through structured interventions and high-quality teaching for disadvantaged pupils - Ofsted Blog.</p>	
Pastoral staff to support behaviour and liaise with relevant external agencies.	<p><b>Education Endowment Foundation (EEF) Improving Behaviour in Schools Guidance Report</b> - Recommends a whole-school approach to behaviour, including pastoral support for pupils with complex needs. Suggests working with families and external agencies for pupils at risk of exclusion or persistent absence.</p> <p><b>Ofsted Research - Education Inspection Framework (EIF) Research Overview</b> - States that effective schools provide pastoral support alongside academic provision, and work with external agencies to address barriers to learning</p>	2, 5, 6

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

Budgeted cost: £31,245

Activity	Evidence that supports this approach	Challenge number(s) addressed
Promote appropriate enrichment for disadvantaged pupils.	<p><b>Education Endowment Foundation (EEF) The Pupil Premium Guide</b></p> <p>Advises schools to use funding for high-quality teaching and wider strategies, including enrichment activities that build cultural capital for disadvantaged pupils.</p>	5, 6, 7

	<p>Suggests that enrichment can improve engagement, motivation, and social-emotional skills, which indirectly support academic attainment.</p> <p><b>Department for Education (DfE) - Pupil Premium Policy and Guidance</b> - States that schools should use funding to broaden experiences and opportunities for disadvantaged pupils, including trips, clubs, and cultural enrichment.</p> <p><b>Ofsted Reports on Disadvantage and Attainment</b> - Notes that schools closing the gap often provide structured enrichment programmes to build confidence and aspiration. Ofsted Research Overview.</p>	
All staff will ensure children feel they belong to the school.	<p><b>EEF Social and Emotional Learning (SEL) Interventions (EEF Toolkit)</b> - Evidence shows SEL programmes improve pupils' sense of belonging and engagement, leading to better academic outcomes.</p> <p><b>Department for Education (DfE) Behaviour in Schools Guidance</b> - Advises schools to create an inclusive, respectful environment where pupils feel safe and valued. Highlights the role of teachers in building positive relationships and promoting a sense of community</p> <p><b>Ofsted Research - Education Inspection Framework (EIF)</b> - Judges schools on personal development, including how well they promote inclusion and belonging for all pupils.</p>	5, 6, 7
Targeted support for PA pupils from attendance team and wider partnerships, as and when appropriate.	<p><b>Education Endowment Foundation (EEF) - Evidence Brief on Improving Attendance</b> - Highlights that persistent absence is strongly linked to lower attainment and recommends targeted, personalised support for pupils with high absence rates.</p>	2, 5, 6, 7

	<p><b>Department for Education (DfE)</b>  <b>Working Together to Improve School Attendance (Statutory Guidance) -</b>  Requires schools to liaise with local authorities and external agencies for pupils with persistent absence or safeguarding concerns. Pastoral staff play a key role in coordinating this support.</p> <p><b>OFSTED Securing Good Attendance and Tackling Persistent Absence Report -</b>Confirms that targeted, personalised support is essential for PA pupils, alongside academic catch-up and wellbeing strategies.</p>	
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**Total budgeted cost: £214,245**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

From the analysis of national attainment data, 2025, evidence indicates that, as a result of the school's pupil premium strategies the previous academic year:

- the gap in attainment for reading writing and maths combined continues to narrow over time for disadvantaged pupils compared to national non disadvantaged pupils, according to national attainment data
- the school's disadvantaged pupil's attainment is overall close to the average for disadvantaged pupils nationally
- the gap in attainment with non-disadvantaged pupils nationally significantly narrowed in reading and mathematics from previous years and there is no gap in writing in 2025.

Similarly, the trend in overall attendance for disadvantaged pupils is improving over time and is close to national average. Although persistent absence for disadvantaged pupils has been improving over time, there remain some worries for a significant minority. However, it is better than local persistent absence.

Current school attendance data indicates that overall attendance is close to national for non-disadvantaged pupils and persistent absence is less than the previous year thus showing an improving picture.

By prioritising health and well-being, and the increased capacity of the pastoral support group, most children are more resilient, engaged and ready to learn. In addition, the expansion of the pastoral team has strengthened support for vulnerable families, ensuring timely interventions and building stronger relationships between home and school. School counsellor sessions continued to provide vulnerable pupils with specialist intervention. External agencies and services were utilised to support pupils' personal development. The early help worker in school provided additional support for vulnerable families facing complex challenges. However, this area remains a priority for the school, especially so for our disadvantaged pupils.

Enrichment activities have continued to enhance children's engagement with the broader curriculum and foster the development of their character and talents. Participation in a range of enrichment opportunities has increased among pupils. Opportunities to broaden experiences have raised aspirations, with pupils showing greater confidence. However, further broadening our pupils' enrichment experiences by rejuvenating the provision is a priority.