

Pupil premium strategy statement

This statement details Diamond Hall Junior Academy's use of Pupil Premium for the 2024 to 2025 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	328
Proportion (%) of pupil premium eligible pupils	42.07%
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 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Fiona Hoare
Pupil premium lead	Shelley Wilson
Governor/Trustee lead	Kerrie Whelan

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£219, 300
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	£219, 300

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 £219, 300 for the academic year 2024-25. 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, firsthand, 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 nonattendance.

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.
- Additional teacher working in Year 6.
- Additional teacher working in Year 5 (one term)
- PPA teacher employed.
- 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.

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.
- Outside agencies to support pupils with the understanding of safeguarding and community issues and online dangers.
- 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 in place.
- A Pastoral Liaison Group has been formed.

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, 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.
- Reciprocal reading was introduced in September 2023 to support identified pupils within Years 5 and 6 to increase progress in reading. This will be extended into y3/4 in the new academic year.
- Vocabulary Intervention to be introduced to support pupils with vocabulary acquisition.
- Music teacher sourced to teach ukelele to years 3 and 4.

5. High Aspirations

- For some pupils, careers visits and programmes 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.
- Health and Wellness: access to enrichment through sport, other physical activity and healthy diet with financial support to provide access and equipment/resources.
- Access to a range of after school clubs.
- Music development- Rock Steady launched in January 2024 with a view to school targeting disadvantaged pupils to access this. This will be continued in 2024-25.

7. Family & Community Programmes

- Support for transport costs for disadvantaged pupils.
- Family learning programmes held in school.

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 reinforcement 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 as well as improved punctuality.	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. Fewer pupils and incidents of lateness recorded.
Improve health and wellbeing	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: £13, 717.50

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, 3, 4, 8, 9

<p>Deepen teacher's understanding of pedagogy across each curriculum by engagement with subject specialists in their field.</p> <p>Y3 and Y6 staff work closely with feeder schools to aid transition, curriculum development to enhance teacher's understanding of how knowledge builds in readiness for the next key stage and make amendments as needed to the curriculum.</p>	<p>EEF: Effective Professional Development</p> <p>EEF: Teaching and Learning Toolkit</p> <p>Ofsted: Curriculum research reviews</p>	<p>2, 3, 4, 8, 9</p>
<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>	<p>2, 3, 4, 8, 9</p>
<p>Wellbeing Lead to work alongside pupil and staff wellbeing champions across school.</p> <p>Jigsaw PSHE teaching programme used to provide teachers with the skills, knowledge and resources to deliver learning that improves social and emotional literacy and consequently improves wellbeing.</p>	<p>EEF: Social and Emotional Learning</p>	<p>6, 7, 8, 10</p>

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

Budgeted cost: £152,782.66

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.	EEF: Making Best Use of Teaching Assistants EEF : Teaching and Learning Toolkit - One to one tuition & Small Group Tuition	2, 3, 4, 8
Provision and staffing of safe spaces available to targeted children throughout the day.	EEF : Teaching and Learning Toolkit - One to one tuition & Small Group Tuition	2, 3, 4
Social and Emotional Learning – interventions to 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.	EEF: Improving Social and Emotional Learning in Primary Schools	2, 3, 4, 5, 6, 7, 8, 10
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
To use reciprocal reading as an intervention to target specific pupils within Year 5 and 6 and increase progress.	EEF: Preparing for Literacy EEF: Improving Literacy – Supporting oral language development KS1/KS2 EEF: Reciprocal Reading	2, 3, 4, 11
Staff to be trained in, develop and deliver vocabulary programme	EEF: Improving Literacy – Supporting oral language development KS1/KS2	2, 3, 4, 11

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

Budgeted cost: £52,799.84

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.	EEF: Guide to the pupil premium Sutton Trust: Learning in Lockdown DfE: working together to improve school attendance.	1, 5, 7, 8
Pastoral teams (PLG) to support pupils who struggle to manage their behaviour including provision of personal intervention programmes.	EEF: Teaching and Learning Toolkit – Learning behaviours EEF: Improving Behaviour in Schools	6, 7, 8

<p>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).</p>	<p>EEF: Improving Social and Emotional Learning in Primary Schools</p> <p>EEF: Guide to the pupil premium</p> <p>EEF: Healthy Minds</p> <p>DFE: Promoting and supporting mental health and wellbeing in schools and colleges</p>	<p>6, 7, 8</p>
<p>Planned opportunities for character development through our bespoke values programme.</p>	<p>DfE: Developing character skills in schools</p> <p>NFER: Leading Character Education in Schools</p>	<p>2, 4, 6, 8</p>
<p>Fitness and healthy diet activities for identified pupils to engage with sports and improve their health and fitness.</p>	<p>National School Breakfast Programme (NSBP)</p>	<p>9, 10</p>
<p>Provision of daily breakfast in classrooms for all pupils.</p>	<p>National School Breakfast Programme (NSBP)</p>	<p>10</p>
<p>Educational psychologist to support with assessment, support and training.</p>	<p>EEF: Improving Social and Emotional Learning in Primary Schools</p> <p>EEF: Guide to the pupil premium</p> <p>DFE: Promoting and supporting mental health and wellbeing in schools and colleges</p>	<p>2, 3, 4, 6, 7, 8</p>
<p>Family learning programmes to support parents with academic expectations, internet safety, safety in the community.</p>	<p>DfE: Review of best practice in parental engagement</p>	<p>1, 5, 6, 7, 10, 11</p>

Continue Rock Steady to provide opportunities for pupils to learn to play musical instruments/sing as part of a band.	EEF: Guide to the pupil premium DfE: Developing character skills in schools	9
Support for pupils to access trips for enrichment and life experiences.	EEF: Life Skills and Enrichment	9
Support for school uniforms.	DfE: Education (Guidance about Costs of School Uniforms) Act 2021	8
Disadvantaged pupils who are entitled to Pupil Premium Funding will be offered free spaces at after school clubs to enable them to access enrichment and social activities without the barrier of cost.	EEF: Life Skills and Enrichment	9, 10
Contingency fund for acute issues	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £219,300.00

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 2023 to 2024 academic year.

The impact of that expenditure on pupil premium children:

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

The data demonstrated that there was evidence of accelerated progress and improved attainment on the previous academic year and that gaps are starting to decrease. However, the gap between disadvantaged and non-disadvantaged remains, in some year groups, and the focus needs to remain on closing this gap, particularly in writing.

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level. The data demonstrates that at the end of KS2 outcomes for disadvantaged pupils in maths, writing and combined data at EXS standard increased from last year and increased in all areas at higher standard. However, gaps still remain between disadvantaged and non-disadvantaged pupils.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

The data demonstrated that although overall attendance figures and persistent absence figures have significantly improved for disadvantaged pupils, there remains a small but decreasing gap between disadvantaged and non-disadvantaged in both areas.

Enrichment activities have continued to support children in the wider curriculum and to support their talents. School have ensured pupil premium children have been able to access these.

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.

External agencies and services were utilised to support pupils' personal development, including mental health, behaviour and well-being. This included an Early Help worker in school one day a week as an additional support basis for families and a school counsellor for wellbeing support.

Based on all the information above, the performance of our disadvantaged pupils met expectations in some areas, but did not meet in other areas, as described above. At present we are on course to achieve the outcomes we set out to achieve by the end of 2024/25, as stated in the Intended Outcomes section above.

Our evaluation of the approaches delivered last academic year indicates that the appropriate strategies were implanted to support the health and wellbeing of disadvantaged pupils and that a range of enrichment activities were provided. Attendance for disadvantaged did improve, but these needs to continue for the gap to close. Further strategies need to be implemented in the next academic year to continue to narrow the attainment gap.

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