

Pupil premium strategy statement

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
School name	Dilkes Academy
Number of pupils in school	475
Proportion (%) of pupil premium eligible pupils	18.53%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2024-2027
Date this statement was published	2 nd September 2024
Date on which it will be reviewed	31 st August 2025
Statement authorised by	Rhys Latham (Head Teacher)
Pupil premium lead	Jenny Rodgers (Deputy Head Teacher)
Governor / Trustee lead	Paul Fuller

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£143,560
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	£143,560

Part A: Pupil premium strategy plan

Statement of intent

Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils (EEF, 2019).

To raise achievement levels in reading, writing and maths across the school through the use of effective assessment and monitoring systems especially for disadvantaged pupils through ensuring high expectations and outstanding experiences.

To develop children's early speaking and listening skills to close the vocabulary gap. Vocabulary is key to building new knowledge and building concepts. It is essential to close the vocabulary gap in order to close the learning gap.

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
- When making provision for disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals

Challenges

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

Challenge number	Detail of challenge
1	<i>Language and vocabulary skills</i> Language skills and vocabulary can be underdeveloped in children from a disadvantaged background. Vocabulary is the key to building knowledge so the greater a child's vocabulary the quicker they can learn and build new concepts.

	Reading gives children access to learning across the curriculum. By developing fluent readers learning can be maximised.
2	Attendance of disadvantaged pupils tends to be lower than that of non-disadvantaged pupils. Our Attendance Officer and our Family Support Worker regularly monitor and challenge low attendance and offer support for those who need it.
3	Access to technology for homework/online learning Some families do not have the financial means to provide IT resources for their child to successfully complete homework or access further learning set by the school. This puts the children at a disadvantage with comparison with their peers.
4	Access to wider experiences and extra-curricular activities Some of our disadvantaged pupils do not have the opportunity to experience memorable events. Our curriculum creates opportunities for immersion and enrichment, including special days in school and educational visits. We also offer free extra-curricular activities for all children both before and after school.
5	Aspirations

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
Learning within lessons enables all PP students to make good or better progress	<p>Pupil premium children achieve or exceed national progress scores in reading, writing and maths.</p> <p>Pupil premium children achieve or exceed national standard in phonics in KS1</p> <p>Reduction in gap between disadvantaged pupils and non-disadvantaged pupils achieving expected or greater than expected progress in reading, writing and maths</p>
All disadvantaged pupils will be in line with non-disadvantaged and persistent absence will decrease.	<p>Attendance for disadvantaged pupils will be at least in line with other children nationally.</p> <p>Attendance officer, Parent Partnership Coordinator and DHT monitor</p>

	attendance of all PP children and liaise with parents and outside agencies as appropriate
All PP children access and complete homework in line with their peers and school expectations	<p>PP children use school provided laptops to access learning at home.</p> <p>After school homework clubs provide support for children.</p> <p>Parent workshops in the core subjects provides parents with information to support their child's learning.</p>
PP children's experiences are enhanced through participation in extracurricular activities and 'employment' roles	<p>Percentage of pupil premium children engaging with after school clubs increases.</p> <p>Pastoral and SLT will monitor and encourage engagement in these extra curriculum clubs.</p> <p>SLT monitor roles given to pupils to ensure that there are a proportionate amount of PP children in roles such as Sports Leaders, Lunchtime Crew, Road Junior Safety Officer, Eco Crew and School Councillors.</p>
Well-targeted and effective Pastoral Care ensures that our most vulnerable disadvantaged pupils are fully engaged in all aspects of school life	<p>Staff will be allocated effectively to support identified children.</p> <p>Support staff are used effectively to challenge and guide children without creating an over-reliance on adult support.</p> <p>Specialist Educational Psychology focusing on preventative and reactive support will be highly effective in supporting staff, pupils and parents.</p>

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 £19894

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Cooperative Learning - Dilkes Best Methods</p> <p>Staff sessions dedicated to action research to focus on effective teaching strategies which are highly effective for our pupils.</p> <p>Teachers actively engage with research on strategies and their effect sizes. They deliberately experiment with these in the own classroom.</p>	<p>Use of inset day to provide time for professional development.</p> <p>Additional cover being provided to allow leaders to coach and support parallel teachers.</p> <p>Regularly review the impact to ensure best actions are being taken and they are given desired outcomes.</p> <p>Monitoring timetable/support plan to check on quality of teaching and progress within books.</p> <p>The impact of collaborative approaches on learning is consistently positive.</p> <p>Approaches which promote talk and interaction between learners tend to result in the best gains</p> <p>Collaborative learning Toolkit Strand Education Endowment Foundation EEF</p>	1
<p>Reading – Whole class book approach and reading comprehension lessons focusing on the key comprehension skills.</p> <p>Exposure to high quality texts (vocabulary)</p> <p>Books for children which are relatable to a wide range of backgrounds</p>	<p>The EEF states that focusing on reading comprehension is a “high impact” strategy (+6 months).</p> <p>Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF</p>	1

and family circumstance.		
Embed systems and processes to develop a culture of reflective practice (through the use of Iris Connect) which is self-sustaining through: Establishing an ongoing coaching system targeting Teaching and Learning	<p>Collective Teacher Efficacy (CTE) has been identified by John Hattie as the number one influence related to student achievement.</p> <p>Home - Schools Partnership Program (schoolspartnershipprogramme.com)</p> <p>EEF-Effective-PD-Recommendations-Poster.pdf (d2tic4wvo1iusb.cloudfront.net)</p>	

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

Budgeted cost: £25,219 + £31,427 + £13,500 + £23,870 = **£94,016.00**

Activity	Evidence that supports this approach	Challenge number(s) addressed
ECAT will be delivered to Nursery pupils and Infant language link to Reception / Taking Time	<p>ECAT will encourage the development of early language through everyday fun and interesting activities which reflect children's interests and enable them to become confident and skilled communicators.</p> <p>Manor Park Talks Projects Education Endowment Foundation EEF</p>	1
Nuffield Early Language Intervention (NELI).	<p>This oral based language intervention will be targeted at children in nursery and reception who show weakness in their oral language skills and who are therefore at risk of having trouble with reading.</p> <p>Nuffield Early Language Intervention (re-grant) Projects Education Endowment Foundation EEF</p>	1
Children have small group/individual intervention with Words First	<p>Enhancing provision for speech and language support for pupils experiencing literacy difficulties through the employment of a speech and language therapist and teaching assistant purchased through Words First.</p>	1

	<p>Infant/Junior Language Link provides planned and resourced interventions for a graduated approach.</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	
<p>Wave 2 interventions planned and monitored in line with Grey Grids. Pupil progress meetings with evaluate the impact.</p>	<p>This arrangement enables the teacher to focus exclusively on a small number of learners, usually in a separate classroom or working area. This small group tuition is most likely to be effective if it is targeted at pupils' specific needs.</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	2,5
<p>Morning boosters Y6 Use of SATs Companion to support intervention for English and maths. Analysis of activities completed is sent to class teachers to then be addressed in class or through focused group work.</p>	<p>There is extensive evidence of positive effects across age groups and for most areas of the curriculum.</p> <p>Digital technology Toolkit Strand Education Endowment Foundation EEF</p> <p>Individualised instruction EEF (educationendowmentfoundation.org.uk)</p>	3,5,4

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

Budgeted cost: £35,738 + £13,229 + £16,463 + £1409 = **£66,839.00**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Family Support Team (TN) providing support to specific families in targeting their attendance and punctuality</p>	<p>Parental engagement Toolkit Strand Education Endowment Foundation EEF</p> <p>Two recent meta-analyses suggested that increasing parental engagement in primary and secondary schools had on average two to three months' positive impact.</p> <p>EEF Blog: Social and emotional learning - supporting schools to... EEF (educationendowmentfoundation.org.uk)</p>	2

<p>Targeting specific needs of vulnerable children through small group intervention which primarily focuses on the social, emotional and mental health of children.</p> <p>School counsellor working with targeted pupils 2 x ½ days a week</p>	<p>Parental engagement Toolkit Strand Education Endowment Foundation EEF</p> <p>Two recent meta-analyses suggested that increasing parental engagement in primary and secondary schools had on average two to three months' positive impact.</p>	<p>2</p>
<p>Family Support Team (TN/GC) to address specific reasons for lateness and absence by working with children, parents and external agencies to provide as much support as possible to improve the lateness and attendance for specific children. To work on the aim that children are attending school on time as much as possible, not missing key learning within their classroom and not missing specific interventions organised to target their individual needs.</p>	<p>Parental engagement Toolkit Strand Education Endowment Foundation EEF</p> <p>Two recent meta-analyses suggested that increasing parental engagement in primary and secondary schools had on average two to three months' positive impact.</p>	<p>2</p>
<p>Family Support Team (TN) to work with parents/carers to provide key information to enable them to understand the benefits of children receiving the Pupil Premium funding whilst they are at the Infant School so that the school can put this money to use to specifically support their</p>	<p>Parental engagement Toolkit Strand Education Endowment Foundation EEF</p> <p>Two recent meta-analyses suggested that increasing parental engagement in primary and secondary schools had on average two to three months' positive impact.</p>	<p>2</p>

children whilst they are with us.		
AHT to co-ordinate Dilkes Employment Roles. Children are given roles of responsibility to develop their confidence and self-esteem and will ensure the needs of PP children are heard. Playleader & Mental Health leads Enrichment days giving pupils wider opportunities.	To promote a sense of belonging amongst members of our community, ensuring that children's diverse voices are heard and they feel valued within the school. Engagement with school promotes higher levels of attainment.	4
Brilliant Club Develop key university readiness skills, including critical thinking and meta-cognition .	Aspiration interventions Toolkit Strand Education Endowment Foundation EEF Scholars Programme graduates are almost twice as likely to progress to highly-selective universities (UCAS evaluation, 2019) Robust impact reports showcasing progress towards national education targets Cited as an effective use of Pupil Premium by Ofsted	4&5
Sustain initiatives to meet children's basic needs through Magic Breakfast Scheme & Nurture Lunch Provision to enable access to learning.	Maslow's hierarchy of needs evidences that children who have had a good breakfast, feel a sense of safety and belonging, and have had their basic needs met are more likely to be 'ready to learn'. EEF Improving Behaviour in Schools	

Total budgeted cost: £ 180,749.00

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023-2024 academic year.

Dilkes Academy 2025

Pupil Premium Grant Expenditure

Report to Parents 1st September – 31st August 2025

Pupils on roll and pupil premium grant (PPG) received	
Number of pupils on roll	475
Number of pupils eligible for PPG	97
Amount of PPG received per pupil	£1480
Total amount of PPG received	£143560

<p>Main Focus of PPG spending in 2024/2025</p> <p>The main focus for spending has been on:</p> <ul style="list-style-type: none"> Parent partnership coordinator to support with parental engagement and support for learning. Welfare officer - who support pupils emotional wellbeing Enhance SEMH provision with support work with therapy dog Increase focus on the Higher attaining pupil premium pupils through working with the Brilliant Club as well as wave 2 interventions focusing on the core skills in both English and maths. Enhancing provision for speech and language support for pupils experiencing literacy difficulties through the employment of a speech and language therapist and teaching assistant purchased through Words First. Ensure pupils are supported in EYFS through ECAT intervention Ensuring that all pupils come to school and have access to breakfast in class upon arrival Therapy sessions with Jeremy (Therapy dog)

Enhance provision with approximate costs	
Full time Parent partnership coordinator (TN)	£45,678
Interventions DG & AP	£26729
Counsellor SW	£16464
Speech and language therapist Speech and language assistant (MH)	£26,499 (Sept to May)
Words First -Speech & Language	£30011
ECAT (CT)	£25,211
Additional Teaching Assistant support	£27633 (salary of TLW TA)
Mirodo/SATS Companion lead adults (LD)	£29040 (salary estimate LD) £3375 (overtime estimate of LD based on 1 month O/T)
MIRODO/SATs Companion Subscription	£1185/488
Magic Breakfast	£1783.79 Sept to Jun£178.38 Jul estimate

<p>Impact of pupil premium grant on outcomes</p> <p>The % of PP passing the KS1 phonics assessment in Year 1 is inline with national expectations</p> <p>Key Stage 2 At Standard: Reading: above national Writing: above national Maths: above national Key Stage 2 Greater Depth Standard: Reading: above national Writing: above national Maths: above national</p> <p>Progress for pupils accessing Free School Meals (PP)</p> <p>KS1: Reading: in line with expectations Writing: in line with expectations Maths: in line with expectations KS2: Reading: above expectations Writing: above expectations Maths: above expectations Overall, the outcomes for pupils accessing PP were good.</p>

Attendance

Attendance for PP children is only 1.9% lower than non-PP. Attendance for PP is in line with national figure for PP children.

Dilkes Academy attendance, for PP as well as non, is above the Local Authority.

- School level Pupil Premium grants were allocated as necessary to working with families to support needs.
- In addition to the support as listed above we have supported families with personal and specific needs, which have ranged from purchasing clothes, running our Pre-loved uniform to providing in and out of school food and more.

Pastoral support

Family Support Worker worked with 40 plus families over the course of the year supporting in various areas such as anxiety, attendance, behaviour or family issues. The Family Support Worker has also supported families with bereavements, parental illness and family breakdowns. The aim is to provide a point of contact that is welcoming and approachable whilst prioritising the child's academic progress and overall experience of school. This is a responsive provision based on the needs presented in the moment. The number of cases may not reflect the depth of work required; some families may need more than others.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
SATs Companion	
Words First	