



# Primary Academy

## Pupil Premium Strategy

**2024 - 2025**

Before completing this template, read the Education Endowment Foundation's guidance on using your pupil premium funding effectively and DfE's using pupil premium guidance, which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium (and recovery premium) on, within the framework set out by the menu. All schools that receive pupil premium (and recovery premium) are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year. If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement.

Before publishing your completed statement, delete the instructions (text in italics) in this template, including this text box.

This statement details our school's use of Pupil Premium (and recovery 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 WOOD COMMUNITY ACADEMY
NUMBER OF PUPILS IN SCHOOL	302
PROPORTION OF PUPIL PREMIUM ELIBILBLE PUPILS	25.7 ( 82/319 – 23/24)
PUPIL PREMIUM ALLOCATION THIS ACADEMIC YEAR	£119,310
ACADEMIC YEAR/YEARS THAT OUR CURRENT PUPIL PREMIUM STRATEGY PLAN COVERS (3 YEAR PLANS ARE RECOMMENDED)	RECEPTION TO YEAR 2
DATE THIS STATEMENT WAS PUBLISHED	SEPTEMBER 2024
DATE ON WHICH IT WILL BE REVIEWED	SEPTEMBER 2025
STATEMENT AUTHORISED BY	MRS S TITHERINGTON
PUPIL PREMIUM LEAD	MRS S TITHERINGTON
GOVERNOR / TRUSTEE LEAD	JANET LUNN

FUNDING OVERVIEW	
DETAIL	AMOUNT
PUPIL PREMIUM FUNDING ALLOCATION THIS ACADEMIC YEAR	£119,310
RECOVERY PREMIUM FUNDING ALLOCATION THIS ACADEMIC YEAR	TBA but approx. (82 x £145) £11,890
PUPIL PREMIUM FUNDING CARRIED FORWARD FROM PREVIOUS YEARS (ENTER £0 IF NOT APPLICABLE)	£0
*RECOVERY PREMIUM RECEIVED IN ACADEMIC YEAR 2023 TO 2024 CAN BE CARRIED FORWARD TO ACADEMIC YEAR 2024 TO 2025. RECOVERY	
<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>	<b>£131,200</b>

## PART A: PUPIL PREMIUM STRATEGY PLAN

### STATEMENT OF INTENT

#### **Making a difference to the lives of disadvantage pupils.**

Diamond Wood Community Academy serves a community where **25.7%** of the children are classed as disadvantage pupils, those who are supported by Pupil Premium funding, is around national average. The Pupil Premium is government funding which is allocated to support children from low-income families who are currently known to be eligible for free school meals (FSM). It is allocated on a yearly basis. At Diamond Wood Community Academy Pupil Premium funding is targeted to narrow the gap in attainment.

We pride ourselves on providing our pupils with as many meaningful experiences as possible during their time with us. The Pupil Premium funding is used effectively to support disadvantaged pupils. The school provides extra teaching and programmes of support, which have been successful in improving their progress. Disadvantaged pupils make at least as much progress as their peers and sometimes more. This is because of the good care and attention given to supporting their learning, ensuring that they have equal opportunities to participate in out-of-school activities and, when necessary, access to pastoral support.

Children are introduced to a cross curriculum plan and experiences each half term, and these are progressively built upon each year. Well, advised planning has been created to ensure clear progression throughout the year groups and lessons and activities link directly to the supporting children with new experiences and learning new skills and language. New phonics and maths schemes have been implemented throughout the previous year and these will be closely monitored throughout the year to ensure that they meet the needs of all children and ensure that all disadvantage children achieve age related targets including passing their phonics screening test in year 1. Research has shown that schools can make a difference in ensuring that disadvantage children and their peers can all achieve, and the attainment gap can be closed. It has been demonstrated that great teaching and careful planning can have a huge impact on the outcomes of disadvantage children. Furthermore, at Diamond Wood Community Academy we understand that disadvantage children may not always link to low attainment children but may refer to middle and high attainment children. Therefore, carefully planned interventions and experiences needs to ensure that the funding meets the criteria for all children. For example: if a disadvantage pupil was on target to pass the year one phonics screening, it is our role as practitioners to ensure that they succeed in passing and get the best possible grades through interventions and through careful planning.

Despite improvements in reading attainment for pupil premium children, it is essential to continue including phonics and reading strategies in the pupil premium strategy because these initiatives are clearly having a positive impact. The rising scores demonstrate the effectiveness of these targeted interventions in narrowing the achievement gap between pupil premium children and their peers. Removing or reducing support at this stage risks undoing the progress made, as the strategies currently in place have been key drivers of success. Maintaining a focus on phonics and reading ensures sustained improvement, helping children to develop the foundational literacy skills necessary for long-term academic achievement.

Furthermore, as a school we believe that strong teaching further improves the outcomes for disadvantage pupils, therefore, Pupil Premium funding will be considered when exploring training and continuing professional development as this will have a positive effect on all disadvantage pupils and all pupils within the school environment.

Wider strategies such as attendance will be monitored throughout the year and Pupil Premium funding will support staffing and training on how to manage attendance within school. It has been recognised by Ofsted that as a school attendance is below national average, and the school already has key strategies in place to help manage attendance ensuring that all children can come to school every day. However, we will continue to highlight disadvantage pupils attendance and track this through registers and the attendance leader within school. This will be monitored through

the year to check if further support and funding needs to be allocated to ensuring children attend school daily, as this may lead to further parental guidance and support helping parent understand the importance of school every day.

All year groups will be expected to complete data for their class at the end of each half term, this data will then be used to identify and track disadvantage children and ensure that progress and attainment is on track. We can also identify gaps through data to ensure that all children are receiving the correct interventions to meet their needs. Although, it is suggested that the funding does not need to be spent on interventions, as a school we will assess the data and decide on the best resource that will have the biggest impact on disadvantage children. This will continue throughout the school year and monitored through the disadvantage pupil leader.

**CHALLENGES**

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

Challenge Number	Detail of Challenge
1	<p><b>Attendance and persistent absenteeism-</b> Mandy Farrar Safeguarding Officer</p> <p>In 2024/24, pupils known to be eligible for and claiming FSM had an overall attendance rate of FSM Children <b>90.64%</b> Non-FSM Children <b>91.94%</b></p> <p>The overall target for the school is 97%.</p> <p>Persistent absent overall in the school is <b>30.94%</b> with <b>19.78%</b> of these children being extended leave, with <b>10.08%</b> being the accurate figure for persistent absences.</p> <p>In June 2020 research, the EEF identified that “high levels of absence after schools formally reopen poses a particular risk for disadvantaged pupils”.</p> <p>The Government also published a document ‘Working together to improve school attendance’ in September 2022 to deliver guidance for schools on attendances and claims ‘<i>All schools have a continuing responsibility to proactively manage and improve attendance across their school community. As set out in section 1, attendance is the essential foundation to positive outcomes for all pupils and should therefore be seen as everyone’s responsibility in school.</i>’</p>
2	<p><b>Poor speech and Language skills- Sharon Shaw</b></p> <p>“By the age of three, more disadvantaged children are – on average – already almost a full year and a half behind their more affluent peers in their early language development”. The report describes this as “the word gap”. Department of Education- December 2017.</p> <p>One to one tuition through speech and language programs can be used within the school to develop children’s language skills. At Diamond Wood Community academy children’s oracy skills are below average with children having limited vocabulary and language development skills. This can be evident through the early years baseline scores showing children’s entry skills when arriving in the setting. This is also evident in when studying new arrivals throughout the school when they first arrive in the setting.</p>
3	<p><b>Lack of attainment in Reading and Phonics- One to one tuition</b></p> <p>The research was carried out by the Education Policy Institute (EPI) thinktank in English primary and secondary schools during the autumn term of last year, and spring 2021, using the metric of months of attainment lost for reading and maths.</p> <p>By October in last autumn’s term, average learning losses for primary students were 3.7 months for maths, and 1.8 months for reading. But for disadvantaged pupils, the average was 4.3 months of maths and two months for reading. One set of data found that in last year’s autumn term, primary children overall had lost 1.3 months of reading attainment in London and 1.5 months in the south-west of England, but 2.3 months in the north-east and 2.6 months in Yorkshire and the Humber.</p> <p>It is possible that some disadvantaged pupils may not develop phonological awareness at the same rate as other pupils, having been exposed to fewer words spoken and books read in the</p>

	<p>home. Targeted phonics interventions may therefore improve decoding skills more quickly for pupils who have experienced these barriers to learning.</p> <p>Despite improvements in reading attainment for pupil premium children, it is essential to continue including phonics and reading strategies in the pupil premium strategy because these initiatives are clearly having a positive impact. The rising scores demonstrate the effectiveness of these targeted interventions in narrowing the achievement gap between pupil premium children and their peers. Removing or reducing support at this stage risks undoing the progress made, as the strategies currently in place have been key drivers of success. Maintaining a focus on phonics and reading ensures sustained improvement, helping children to develop the foundational literacy skills necessary for long-term academic achievement.</p>
<p>Challenge 4</p>	<p>Self-Regulation and behaviour strategies</p> <p>Self-regulation and behaviour have been recognised as key challenges for this academic year, largely due to the lasting impact of the COVID-19 pandemic. The disruption to normal routines, social interactions, and learning environments has affected many children’s ability to manage their emotions and behaviour effectively. As a school, we see this as a whole-school priority and have identified the need to introduce "My Happy Mind" into the curriculum. This programme is designed to help children understand their behaviours, recognise their emotional triggers, and develop practical coping strategies to manage their feelings. By embedding this into our curriculum, we aim to support students in building emotional resilience and improving their self-regulation, which are essential for their overall well-being and academic success.</p>

**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.)**

<p><b>INTENDED OUTCOMES</b></p>	<p><b>Success Criteria</b></p>
<p><b>TO IMPROVE ATTENDANCE TO IN LINE WITH NATIONAL EXPECTATIONS- EFF- EXTENDING SCHOOL TIME +3 MONTHS.</b></p> <p><b>SUPPORTIVE OF SAFEGUARDING AND WELL BEING OFFICER ROLE.</b></p>	<p>The attendance gap between disadvantaged and non-disadvantaged reduces by 1%.</p> <p>All PP pupils will have the opportunity to attend after school or lunchtime clubs, including the new Wednesday curriculum club. Over the year the curriculum club will allow all children to experience a wide range of cross curricular activities that will link and support the Pupil Premium challenges.</p> <p>PP pupils will have the opportunity to have a healthy breakfast to start their day positively, feeling more energised and prepared for their day.</p> <p>They are more ready to learn. School attendance and lateness is addressed and improved.</p> <p>There is increased opportunity for social interaction.</p> <p>Attendance of PP pupils remains in line with other pupils</p> <p>Early identification of children at risk of not making expected progress due to absence.</p> <p>Improved attendance for all pupils</p> <p>Early identification of children at risk of not making expected progress due to absence.</p> <p>Improved attendance for all PP pupils.</p> <p>Attendance meetings will happen on a regular basis with the Head Teacher, Attendance Officer, Safeguarding Office and the School Nurse. This will be monitored and any persistent absent children or children at risk of becoming an persistent absent child will be asked to attend meetings to support parents with absents and help them understand the importance of school attendance.</p> <p>Early help and support will be provided for parents with younger siblings within the school focusing on PP siblings. Mandy the Safeguarding and Well Being Officer at Diamond Wood Community Academy will provide additional parental courses and support for all parents including those with siblings. This will be highly resourced with activities that can be used in the home environment.</p>

Mandy will also work with parents on days such as school readiness, international women’s day and other events to promote parental engagement and to ensure school has a positive relationship with all parents and carers in the community. Mandy supports the community around Ravensthorpe and provides food bank and uniform exchanges to ensure all children have the best possible start to life. A Uniform stock or shop will be purchased using the pupil premium money and be used to provide pupil premium children with the correct uniform and can be monitored throughout the year, if new sizes is needed or uniform is well used.

**TO IMPROVE SPEECH AND LANGUAGE SKILLS THROUGH THE ROLE OF MRS SHAW- SPEECH LANGUAGE, AND COMMUNICATION SUPPORT- EEF- ORAL LANGUAGE DEVELOPMENT- +6 MONTHS**

Disadvantaged pupils will make at least expected progress in speaking and listening. Detailed tracking and analysis of pupil progress will ensure that all pupils remain on track to achieve their individual targets. Children make progress with our Speech and Language programme so that many reach expected levels in Speaking and Listening at the end of KS1. New arrival children that are also eligible for PP will be provided with additional support through the Elip programme. Children will work through the programme and engage in one to one or group work to support the language development. The EEF- Oral Language intervention quotes, *‘The average impact of Oral language interventions is approximately an additional six months’ progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioral issues following work on oral language. Approaches that focus on speaking, listening and a combination of the two all show positive impacts on attainment.’*

**TO RAISE ATTAINMENT IN READING AND PHONICS.- EEF- PHONICS- +5 MONTH**

To ensure that all targeted pupils make at least expected progress. To accelerate progress for identified pupils. To improve the skills, knowledge and understanding in phonics. All targeted pupils will have additional teaching of reading to help close the gap between PP children and non PP children. Pupils at all levels will make accelerated progress in reading. One to one tuition will be in place daily for PP children across the school and where required. Assessment tracking promotes no child is left behind and PP children are tracked through assessments and regular monitoring of their assessments is checked to ensure no slowed progress or stalled progress. Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months’ progress. Research suggests that phonics is particularly beneficial for younger learners (4–7 year olds) as they begin to read. Teaching phonics is more effective on average than other approaches to early reading (such as whole language or alphabetic approaches), though it should be emphasised that effective phonics techniques are usually embedded in a rich literacy environment for early readers and are only one part of a successful literacy strategy.

**TO SUPPORT CHILDREN WITH SELF REGULATION AND BEHAVIOUR**

As stated previously, our school serves a diverse pupil body with a relatively high turnover and a majority of pupils speaking English as an additional language. Facing significant socio-economic challenges, with over 95% of pupils in the lowest 10% for deprivation, our staff prioritise safeguarding and well-being through partnerships with families and agencies. By implementing My

Happy Mind, focusing on emotional literacy, resilience, mindfulness, and well-being, we aim to empower every child to thrive academically in our supportive environment.

**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: £		
Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Delegating attendance to Debbie Tasker within the school and ensuring attendance is monitored throughout the year. CPD training is up to date with how to monitor attendance. All members of staff to be informed on the importance of attendance and attendance to be addressed in staff meetings throughout the year and with parents/carers.</p>	<p><a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/understanding-the-use-of-attendance-family-liaison-officers-as-a-school-level-strategy-to-improve-attendance?utm_source=/projects-and-evaluation/projects/understanding-the-use-of-attendance-family-liaison-officers-as-a-school-level-strategy-to-improve-attendance&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=attend">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/understanding-the-use-of-attendance-family-liaison-officers-as-a-school-level-strategy-to-improve-attendance?utm_source=/projects-and-evaluation/projects/understanding-the-use-of-attendance-family-liaison-officers-as-a-school-level-strategy-to-improve-attendance&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=attend</a></p>	Challenge 1
<p>Embedding Speech and Language programs throughout school through the Schools Speech, Language and Communication Support Worker.</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</a> Mentoring (2 months +)</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p>	Challenge 2
<p>All staff are now fully trained in the new phonics scheme Read, Write Inc, and will have regular training updates including new members of staff who will have time to observe staff within school and have access to the online classroom portal. Whole school phonics training for all staff and resources across school for daily phonics sessions with additional booster groups where required. A consistent, research based SSM phonics approach across school to raise attainment. Tutoring teachers will have additional training and support to ensure that they are following the phonics guidelines and understand how all learners develop.</p>	<p>Research based Read Write Inc, Systematic, Synthetic Phonics.</p> <p>Teacher working with Lowest 20% of pupils.</p> <p><b>EEF- Phonics- +5 months</b></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p> <p><a href="https://www.ruthmiskin.com/en/programmes/phonics/">https://www.ruthmiskin.com/en/programmes/phonics/</a></p>	Challenge 3

<p>Small group booster groups of RWI phonics to accelerate the progress of identified pupils.</p> <p>Daily reading through the Read Write Inc scheme and appropriate, phonic decodable books for children to access.</p> <p>ETA targeted three additional readers per class for one to one daily reading time.</p>		
<p>Training for my happy mind. Staffing meetings to run through suitable training and how to use the new programme.</p> <p>PSED leader to speak about any factors of the website that may be useful and ongoing training to continue to guide us through the programme.</p>	<p>Social and emotional learning (SEL) interventions seek to improve pupils’ decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.</p> <p>EEF- 4 + Months</p>	<p>Challenge 4</p>
<p>Happy Mind Programme</p> <ul style="list-style-type: none"> <li>Enroll all class teachers in the My Happy Mind training program via the learning platform by the end of August 2024 ready for the new academic year.</li> <li>Ensure all class teachers complete the training program and receive certification by the end of the first week in September.</li> </ul> <p>Conduct a post-training survey to assess teacher confidence and preparedness for delivering the program by the end of the first week in September.</p>	<ul style="list-style-type: none"> <li>Launch the My Happy Mind programme with an introductory week focusing on the 'Meet Your Brain' module starting the first week of September.</li> <li>Distribute the 'Meet Your Brain' module materials to all class teachers by the last week of term 23/24.</li> <li>Conduct classroom observations during the introductory week to ensure all classes are engaging with the 'Meet Your Brain' module.</li> <li>Schedule My Happy Mind sessions at the beginning of each week, with each session lasting 15 minutes, starting from the second week of September.</li> </ul> <p>Reiterate concepts from My Happy Mind sessions throughout the week during regular teaching and learning activities.</p>	<p>Challenge 4</p>

<p style="text-align: center;"><b>TARGETED ACADEMIC SUPPORT</b> (for example, tutoring, one-to-one support structured interventions)</p>		
<p><b>Budgeted cost: £ 14,000</b></p>		
<p><b>Activity</b></p>	<p><b>Evidence that supports this approach</b></p>	<p><b>Challenge number(s) addressed</b></p>
<p>3:1 Tutoring using recovery Premium</p>	<p>National Tutoring Programme research.</p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/</a></p> <p><a href="https://www.helenarkell.org.uk/documents/files/What-works-for-children-and-young-people-with-literacy-difficulties-5th-edition.pdf">https://www.helenarkell.org.uk/documents/files/What-works-for-children-and-young-people-with-literacy-difficulties-5th-edition.pdf</a></p> <p><b>EEF- One to One tuition- + 5 months</b></p>	<p>Challenge 3</p>

**WIDER STRATEGIES**

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

**Budgeted cost:** £ 55,860

Activity	Evidence that supports this approach	Challenge number(s) addressed
Safeguarding and Wellbeing Officer alongside the Attendance Lead to monitor and absences and lateness and to respond following the school policy. Regular meetings with families and communities.	DFE research lined to attendance and the correlation between attendance and attainment.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment</a>  <b>EFF- Extending School Time +3 Months.</b>	Challenge 1
Free Breakfast club place for key pupils and families who need support with attendance and punctuality.	<a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/national-school-breakfast-programme/">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/national-school-breakfast-programme/</a>	Challenge 1
Buddies Attendance Club at Lunch time- Supported by Safeguarding and Well Being office and Attendance Officer.	Central to raising standards in education and ensuring all pupils can fulfil their potential is an assumption so widely understood that it is insufficiently stated – pupils need to attend school regularly to benefit from their education. Missing out on lessons leaves children vulnerable to falling behind. Children with poor attendance tend to achieve less in both primary and secondary school.  School attendance Guidance for maintained schools, academies, independent schools and local authorities (2022)	Challenge 1

**TOTAL BUDGETED COST:** £

**PART B: REVIEW OF OUTCOMES**

**PUPIL PREMIUM STRATEGY OUTCOMES**

This details the impact that our Pupil Premium activity had on pupils in the 2024 to 2025 academic year.

**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 OUTCOMES	Success Criteria		
<b>TO IMPROVE ATTENDANCE TO IN LINE WITH NATIONAL EXPECTATIONS- EFF- EXTENDING SCHOOL TIME +3 MONTHS.</b>	Disadvantage Pupils		
	Present	Authorised Absent	Unauthorised absent
	90.9%	6.1%	3%
	Non disadvantage Pupils		
	Present	Authorised Absent	Unauthorised absent
	91.8%	5.9%	2.3%
	<p><b>1. Overall Attendance</b></p> <ul style="list-style-type: none"> <li>• <b>Disadvantaged Pupils:</b> 90.9%</li> <li>• <b>Non-Disadvantaged Pupils:</b> 91.8%</li> <li>• <b>Gap: 0.9% lower attendance</b> among disadvantaged pupils.</li> <li>• While the gap is under 1%, it still reflects a <b>slight disparity</b> in regular school attendance, which could accumulate over time and impact academic progress.</li> </ul>		
	<p><b>Authorised Absence</b></p> <ul style="list-style-type: none"> <li>• <b>Disadvantaged:</b> 6.1%</li> <li>• <b>Non-Disadvantaged:</b> 5.9%</li> <li>• <b>Gap: 0.2% higher</b> for disadvantaged pupils.</li> </ul>		
	<p><b>. Unauthorised Absence</b></p> <ul style="list-style-type: none"> <li>• <b>Disadvantaged:</b> 3.0%</li> <li>• <b>Non-Disadvantaged:</b> 2.3%</li> <li>• <b>Gap: 0.7% higher</b> for disadvantaged pupils.</li> </ul>		
	<p><b>Implications</b></p> <ul style="list-style-type: none"> <li>• <b>Persistent absenteeism</b> tends to be higher among disadvantaged pupils, which can <b>widen attainment gaps</b>.</li> <li>• <b>Targeted interventions</b> (e.g., pastoral support, home visits, attendance mentoring, family outreach) could help reduce unauthorised absences.</li> <li>• This data reinforces the need for schools to <b>monitor attendance patterns closely</b> and respond early, especially with disadvantaged pupils.</li> </ul>		

**TO IMPROVE SPEECH AND LANGUAGE SKILLS THROUGH THE ROLE OF MRS SHAW- SPEECH LANGUAGE, AND COMMUNICATION SUPPORT- EEF- ORAL LANGUAGE DEVELOPMENT- +6 MONTHS**

Listening, Attention and Understanding			Speaking	
Year Group	Disadvantage	Not Disadvantage	Disadvantage	Not Disadvantage
Nursery	75% on track 25% below	57% on track 37% just below 7% below		
Reception	78% On track 19% just below 3% below	64% on track 21% just below 9% below	81% on track 13% just below 6% below.	67% on track 15% just below 13% below
Speaking and <u>Listening</u>				
	Disadvantage		Not Disadvantage	
Year 1	3% above 63% on track 23% just below 11% below		77% on track 17% just below 6% below	
Year 2	20% on track 9% just below 71% no data?		28% on track 9% just below 61% no data?	

**Nursery**

**Listening, Attention and Understanding**

- **Disadvantaged:** 75% on track, 25% below
- **Not Disadvantaged:** 57% on track, 37% just below, 7% below

**Analysis:**

Disadvantaged pupils in Nursery are outperforming their non-disadvantaged peers in Listening, with a significantly higher percentage on track (75% vs 57%). Non-disadvantaged children show a broader spread, with a substantial proportion working just below expected.

**Reception**

**Listening, Attention and Understanding**

- **Disadvantaged:** 78% on track, 19% just below, 3% below
- **Not Disadvantaged:** 64% on track, 21% just below, 9% below

**Speaking**

- **Disadvantaged:** 81% on track, 13% just below, 6% below
- **Not Disadvantaged:** 67% on track, 15% just below, 13% below

**Analysis:**

Disadvantaged children in Reception continue to outperform their peers in both Speaking and Listening. The gap is particularly evident in Speaking, where 81% of disadvantaged children are on track compared to 67% of their non-disadvantaged peers. This suggests strong early support or interventions having a measurable impact.

**Year 1 (Speaking and Listening Combined)**

- **Disadvantaged:** 3% above, 63% on track, 23% just below, 11% below
- **Not Disadvantaged:** 77% on track, 17% just below, 6% below

**TO RAISE  
ATTAINMENT IN  
READING AND  
PHONICS. EEF-  
PHONICS- +5  
MONTH**

**Analysis:**

A small proportion (3%) of disadvantaged pupils are working above expectations, which is encouraging. However, overall, they are less likely to be on track than non-disadvantaged peers (63% vs 77%) and more likely to be below or just below expectations (34% vs 23%).

**Year 2 (Speaking and Listening Combined)**

- **Disadvantaged:** 20% on track, 9% just below, **71% no data**
- **Not Disadvantaged:** 28% on track, 9% just below, **61% no data**

**Analysis:**

The data for Year 2 is significantly incomplete, with 71% of disadvantaged pupils and 61% of non-disadvantaged pupils showing no available data. The limited information that is available indicates lower performance overall, but no robust conclusions can be drawn without the missing data being addressed.

Year Group	Reading		Writing	
	Disadvantage	Not Disadvantage	Disadvantage	Not Disadvantage
Nursery	75% on track 24% just below	54% on track 41% just below 4% below		
Reception	75% On track 19% just below 6% below	53% on track 28% just below 13% below	75% On track 19% just below 6% below	53% on track 28% just below 13% below
Year 1	17% above 37% on track 29% just below 17% below	17% above 51% on track 25% just below 7% below	6% above 51% on track 23% just below 20% below	7% above 58% on track 25% just below 10% below
Year 2	20% above 63% on track 14% just below 3% below	16% above 61% on track 12% just below 11% below	11% above 66% on track 17% just below 6% below	14% above 56% on track 19% just below 11% below

**Nursery**

**Reading**

- **Disadvantaged:** 75% on track, 24% just below
- **Not Disadvantaged:** 54% on track, 41% just below, 4% below

**Writing**

- *(Data not provided separately)*

**Analysis:**

Disadvantaged children show stronger Reading outcomes than non-disadvantaged peers, with 75% on track compared to 54%. A greater proportion of non-disadvantaged pupils are just below, suggesting they may be on the cusp of achieving age expectations. Writing data appears to be missing or not distinguished for Nursery.

**Reception**

**Reading**

- **Disadvantaged:** 75% on track, 19% just below, 6% below
- **Not Disadvantaged:** 53% on track, 28% just below, 13% below

**Writing**

- **Disadvantaged:** 75% on track, 19% just below, 6% below
- **Not Disadvantaged:** 53% on track, 28% just below, 13% below

**Analysis:**

Reception disadvantaged pupils are outperforming non-disadvantaged peers in both Reading and Writing, with a notable gap of over 20% more pupils on track in both areas. The profile of non-disadvantaged pupils shows more children working below expectations.

**Year 1**

**Reading**

- **Disadvantaged:** 17% above, 37% on track, 29% just below, 17% below
- **Not Disadvantaged:** 17% above, 51% on track, 25% just below, 7% below

**Writing**

- **Disadvantaged:** 6% above, 51% on track, 23% just below, 20% below
- **Not Disadvantaged:** 7% above, 58% on track, 25% just below, 10% below

**Analysis:**

Performance is more balanced in Reading, with both groups having the same percentage working above expectations (17%). However, disadvantaged pupils are less likely to be on track and more likely to be working below. In Writing, the gap widens, with a higher percentage of disadvantaged pupils below (20% vs 10%).

**Year 2**

**Reading**

- **Disadvantaged:** 20% above, 63% on track, 14% just below, 3% below
- **Not Disadvantaged:** 16% above, 61% on track, 12% just below, 11% below

**Writing**

- **Disadvantaged:** 11% above, 66% on track, 17% just below, 6% below
- **Not Disadvantaged:** 14% above, 56% on track, 19% just below, 11% below

**Analysis:**

Disadvantaged children in Year 2 perform slightly better than their peers in Reading, both in terms of working above and on track. In Writing, disadvantaged pupils again show a stronger “on track” rate than non-disadvantaged peers (66% vs 56%) and fewer working below. However, non-disadvantaged pupils have a slightly higher percentage working above in Writing (14% vs 11%).

**TO SUPPORT CHILDREN WITH SELF REGULATION AND BEHAVIOUR**

Year Group	PSED					
	Disadvantage			Not Disadvantage		
Nursery	75% on track 25% just below			67% on track 26% just below 7% below		
	<u>Self Regulation</u> Disadvantage	<u>Self regulation</u> Non disadvantage	Managing self Disadvantage	Managing self Non disadvantage	Building relationships Disadvantage	Building relationships Non disadvantage
Reception	91% on track 6% just below 3% below	4% above 73% on track 12% just below 9% below	84% on track 13% just below 3% below	4% above 76% on track 9% just below 9% below	91% on track 6% just below 3% below	4% above 80% on track 9% just below 5% below
Year 1	9% above 69% on track 11% just below 11% below			4% above 80% on track 12% just below 4% below		
Year 2	80% on track 20% just below			77% on track 11% just below 12% below		

**Nursery Analysis:**

Disadvantaged pupils are performing better in PSED overall (75% on track) compared to their non-disadvantaged peers (67%). However, the non-disadvantaged group has a small percentage (7%) working below expectations, which may warrant additional support.

**Reception Analysis:**

Disadvantaged children in Reception show stronger outcomes across all three PSED strands compared to non-disadvantaged pupils. The most significant gap is seen in Self-Regulation, where 91% of disadvantaged pupils are on track versus only 73% of non-disadvantaged.

**Year 1 - Analysis:**

Non-disadvantaged pupils in Year 1 outperform disadvantaged peers, with a higher percentage on track or above (84% vs 69%) and fewer working below (4% vs 11%).

**Year 2 - Analysis:**

Both groups perform similarly in Year 2 for PSED, but **disadvantaged pupils have fewer working below expectations (0%)** than non-disadvantaged peers (12%), despite slightly higher “just below” figures.

**Overall Summary**

- **Reception disadvantaged pupils are excelling across all strands of PSED**, consistently outperforming their peers.
- **Nursery disadvantaged pupils are also ahead** of their non-disadvantaged peers in overall PSED performance.
- **Year 1 shows a reversal**, with non-disadvantaged pupils performing better.
- **Year 2 is relatively balanced**, but the disadvantaged group has **no children below**, which is a positive indicator.

**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
Read Write Inc Programme	Ruth Miskin Read, Write, Inc.
White Rose Maths Interventions	White Rose Maths
EALIP	Speech and Language Programme
My Happy Mind	NHS

**SERVICE PUPIL PREMIUM FUNDING (OPTIONAL)**

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

**FURTHER INFORMATION (OPTIONAL)**

Pupil Premium money is additional funding which is allocated to schools to be used to support children who belong to groups which are vulnerable to underachievement. This includes children who are entitled to free school meals and children who are looked after by the local authority. The purpose of this funding is to accelerate progress and raise attainment.

The amount of money allocated to schools under Pupil Premium is clearly identifiable. It is, however, at the discretion of the school to decide how it is spent, since they are in the best position to assess what intervention strategies or additional support will be best placed to support their individual pupils to make progress.

All schools are required to report on the amount of funding received, how this is being used, and the impact of any work done. For the financial year, Diamond Wood Community Academy School was predicted to receive **£101,105** but actually received **£111,835** and this was fully spent.

The provision to which funds have been allocated has been decided based on rigorous research about interventions which have the most impact. EEF Teaching and Learning Toolkit has been used to prioritise spending based on potential impact. Low cost strategies with a high impact currently being used in school which are not reflected in the above spend include:

- Effective use of new phonics and maths schemes.
- The use effective and established interventions
- Mastery Learning.

Strategies being funded by this year's spend include:

- Interventions that link with the new phonics and maths schemes introduced within school.
- Promotion of attendance and parental guidance.
- Small group interventions.

- We have a whole school ethos of '**A place to grow, a place to shine**' and we believe that 'from small seeds, triumphant trees will grow' therefore **everyone** has the potential to succeed.
- We promote the attainment and progress of our disadvantaged pupils to help inspire them to see and strive to meet their full potential.
- We have a high quality **teaching and learning** in order to meet the needs of all our pupils.
- We ensure that **personalised provision** is in place for children who are Pupil Premium-eligible and have their barriers for learning identified and educational needs accurately assessed and met.

- We **utilise evidence** to decide which strategies are likely to be most effective in overcoming the barriers to learning.
- We **deploy staff effectively** to work with pupils who need the most support and training is provided where this is necessary to support pupils' learning.
- We have systems in place which carefully monitor, manage, and **support good behaviour and attendance** for all our pupils. If poor attendance is an issue, this is addressed as a priority.
- Our teachers and leaders **collect, analyse and use data** to identify pupils' learning needs and review progress regularly. Underperformance is addressed rapidly through additional support and interventions.
- Every effort is made to **engage and empower parents and carers** in the education and progress of their child.
- We believe in creating opportunities for our Pupil Premium children through extra-curricular activities and additional classroom or school-wide roles and responsibilities to **promote a sense of belonging and connectedness** in our school.