Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2025 to 2026 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	Dunn Street Primary
Number of pupils in school	112 (R-Y6)
Proportion (%) of pupil premium eligible pupils	68%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2023-2026
Date this statement was published	Oct 2025
Date on which it will be reviewed	Termly
Statement authorised by	Michelle Trotter
Pupil premium lead	Michelle Trotter
Governor / Trustee lead	Patricia Camsey

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£119,284
Recovery premium funding allocation this academic year	£0
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	£119,284

Part A: Pupil premium strategy plan

Our pupil premium funding sets the achievements of children from disadvantaged backgrounds as a priority within our school system. We strive to close the attainment gap between disadvantaged pupils and their peers. This is an important gain for these pupils as often they are more likely to be working at a lower attainment than other children and this can impact on their long term goals.

Pupil premium students are not all alike and as a school we ensure that we don't categorise pupils, by labelling them disadvantaged, but treating every child as an individual who has the potential to succeed and attain highly.

Our strategy works towards a three tiered approach that balances approaches to improve quality first teaching, targeted academic support and wider strategies. We also recognise that less is more; selecting a small number of priorities and giving them the best chance to succeed while ensuring that pupil premium is at the heart of a whole school effort, with all staff understanding the strategy and their role within it. Staff embrace research and training to identify the best possible interventions and support to ensure pupils thrive and to target closing the gap.

Intent

- All children achieve at least as well as their peers nationally
- All children have opportunities and experiences to gain the knowledge and cultural capital they need to succeed in life.

Implementation

- Teaching – quality first teaching to ensure gaps in learning are identified and eradicated
- Targeted academic support – specific targeted support for the children who have the most significant gaps and/or who are not making expected progress
- Wider strategies – to support parents and children with attendance, wellbeing and emotional support

Impact

- Gaps in children's learning will closed as seen in formative and summative assessment
- Summative assessment shows children's achievement in line with their peers
- Children's and families well-being, engagement and emotional health are improved

Challenges

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

Challenge number	Detail of challenge
1	Gaps in the children's basic skills has increased due to the pandemic and the limited amount of remote learning children accessed
2	Our reception and KS1 children have significant speech and language needs
3	A large proportion of disadvantaged children are also SEN
4	Pupils often lack metacognitive approaches and the ability to recognise their strengths and weaknesses and how to motivate themselves with learning and further ambition. Poor memory skills and the inability to transfer knowledge to long term memory impacts on pupil progression and attainment.
5	Parents have a lack of understanding of how to support their children's reading and numeracy skills. Also limited knowledge, experience and understanding of supporting their children's emotional wellbeing.
6	Before the pandemic the majority of children have had limited experiences outside of their family homes. This has increased in the last 18 months

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
To ensure quality first teaching across all key stages where all teaching is good and some outstanding	All new staff appointed are good and outstanding practitioners Robust and transparent monitoring schedule in place. Lesson observations, learning walks, book scrutinies, pupil voice
Identified gaps in children's basic skills in reading , writing and mathematics eradicated	The majority of children in each key stage will meet age related expectations. They will achieve identified end points in their curriculum and be ready for their next stage of learning
Increase the percentage of pupil premium pupils passing the Year one phonics screening test	Close the gap between PP and non PP passing the phonics test by July 2026.

To develop the Oracy skills of disadvantaged pupils to close the gap by the end of the Reception year.	Quality child centred learning experiences offered to all children through a curriculum focused on vocabulary and language development
All children with identified speech and language needs have clear programs of intervention. These will delivered through high quality interventions	High quality speech and language programs being delivered as seen through monitoring. Speech and language assessments will show progress by the children being supported via these intervention
All SEN children have support plans that are SMART. Interventions for these children are delivered to a high standard. The curriculum is being successfully adapted and ambitious to meet their needs and develop skills, knowledge and understanding.	SEN children make progress and able to access and achieve with increasing fluency and independence the full curriculum
Provide personalised, targeted pastoral support for individual pupil premium pupils to support their emotional wellbeing in order for them to be happy, secure and fully engaged in school. (and where needed out of school)	SENDCO and teaching staff to identify children based upon SEMH needs and possible external agencies support eg Early Help Plans 100% of Healthy Minds referrals will result in active support or therapy for identified children.
Parents and carers have increased knowledge, skills, understanding and confidence to support their children's academic and emotional challenges	Parents engage regularly with school and are able support their children academic and emotional wellbeing. They attend workshops and events and see themselves as their children's prime educators
Children have the opportunities to experience the wider curriculum and enhance their cultural capital	The curriculum is planned to include purposeful opportunities for the children to experience the wider curriculum both in and out of 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: £ 50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Gap analysis completed by all class teachers and subject leads	EEF Guide to supporting school planning	1,2,3,4
Curriculum planning to ensure it is rooted in knowledge and skills that children need to succeed in later life.	NFER research 'The quality of teaching is the most important school-based factor affecting children's attainment, particularly for those from disadvantaged backgrounds.' "Ensuring an effective teacher is in front of every class and that every teacher is supported to keep improving is the key ingredient of a successful school and should rightly be top priority for any pupil premium spend." (Sutton Trust Report, 2011)	1,2,3,4
Quality first teaching to ensure all children able to gain knowledge skills and understanding of curriculum	NFER research 'The quality of teaching is the most important school-based factor affecting children's attainment, particularly for those from disadvantaged backgrounds.' Phonics approaches have been consistently found to be effective in supporting young readers to master the basics of reading with an average impact of an additional four months' progress. Effective teaching of phonics is more effective on average than other approaches to early reading (EEF 2018)	1,2,3,4
High quality speech and language interventions delivered through CPD delivered by speech therapist to support staff	EEF Guide to supporting school planning	2,3,4

All teachers have knowledge and understanding of their children's SEN needs and the teaching needed to overcome barriers to the children's learning.	DFE – Subject curriculum reviews "Ensuring an effective teacher is in front of every class and that every teacher is supported to keep improving is the key ingredient of a successful school and should rightly be top priority for any pupil premium spend." (Sutton Trust Report, 2011)	1,2,3,4
Specialist support from education psychologist to ensure children are receiving appropriate strategies and referrals are made to correct professionals	Sage journals – Psychology, learning and teaching July 21	2,3
CPD delivered by SENDCO and LA for teaching and support staff on evidence based interventions such as Lexia, Power of 1	EEF – A tiered approach to 2021	3

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

Budgeted cost: £ 40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Appropriate, high quality, targeted intervention delivered to meet individual and group needs	EEF research – targeted intervention ensures all children make progress and gain the appropriate knowledge, skills and understanding to be ready for their next stage in learning	1,4
Specialist speech and language intervention delivered by speech therapist	RCSLT(Royal College of speech and language therapists) – research documents impact of partnership working in schools Communication and language approaches emphasise the importance of spoken language and verbal interaction for young children. They are based on the idea that children's language development benefits from approaches that explicitly support communication through talking, verbal expression,	1,2

	modelling language and reasoning. DFE(2020) have concluded that due to COVID-19 some pupils entering reception will have missed more than 20 weeks of early education with most impact being on language development. .(EEF 2019)	
SENDCo supports and monitors support plans and the interventions undertaken by the children to ensure progress is made	EEF research – targeted intervention ensures all children make progress and gain the appropriate knowledge, skills and understanding to be ready for their next stage in learning	3
SENDCo supports and monitors support plans and the interventions undertaken by the children to ensure progress is made	EEF research – targeted intervention ensures all children make progress and gain the appropriate knowledge, skills and understanding to be ready for their next stage in learning	3

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

Budgeted cost: £ 28,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Parental curriculum workshops to increase knowledge and parental involvement in children's learning	EEF – Parental engagement A study by professor Charles Deforges for the DFE found that the most important finding is that parental involvement in the form of 'at-home good parenting' has a significant positive effect on children's achievement and adjustment even after all other factors shaping attainment have been taken out of the equation. In the primary age range the impact caused by different 5 levels of parental involvement is much bigger than differences associated with variations in the quality of schools. The scale of the impact is evident across all social classes and all ethnic groups.	4,6

Curriculum to be planned to ensure opportunities for children to meaningfully experience wider curriculum.	EEF – tiered approach to 2021	1,2,3,4,5
Children to experience a wide range of extra-curricular opportunities such as sporting clubs, links with local library, community centre, Big Local	EEF – tiered approach to 2021	1,2,3,5
Free breakfast club for all to commenced inpartnership with Greggs Foundation	Running free of charge, universal breakfast club before school delivered an average of 2 months' additional progress for pupils in Key Stage 1. It was also found school breakfasts are more nutritious and that attending the club effectively prepares pupils for learning. Breakfast club schools also saw an improvement in pupil behaviour and attendance. (Magic breakfast)	1,2,3,4,5,6

Total budgeted cost: £ 119,284 (including £1,284 contingency)

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 2024 to 2025 academic year.

Outcomes for Disadvantaged

	Pupils eligible for PP 24/25	Pupils not eligible for PP 24/25
% achieving the expected standard in reading, writing and maths	93.3%	100%
% achieving the expected standard in reading	93.3%	100%
% achieving the expected standard in writing	93.3%	100%
% achieving the expected standard in maths	100%	100%

	Desired Outcomes and how they will be measured	**Outcomes July 2025**
1	To ensure quality first teaching across all key stages where all teaching is good and some outstanding	93.3% of pupil premium children met the expected standard at the end of Key Stage 2 in reading, writing and mathematics.
2	Identified gaps in children's basic skills in reading, writing and mathematics eradicated	63% of pupil premium children achieved a good level of development at the end of EYFS. 63% of pupil premium children met the expected standard at the end of Key Stage One. 93.3% of pupil premium children met the expected standard at the end of Key Stage 2 in reading, writing and mathematics.
3	Increase the percentage of pupil premium pupils passing the Year one phonics screening test	68% of pupil premium children met the expected standard in June 2025 and can read fluently.
4	To develop the Oracy skills of disadvantaged pupils to close the gap by the end of the Reception year.	75% of pupil premium children met the expected standard for speaking at the end of their reception year, this has enabled them to begin their journey into Key Stage 1 with their best start.

5	All children with identified speech and language need intervention. These will delivered through high quality interventions have clear programs of intervention. These will delivered through high quality interventions	Launch Pad for Literacy training has been delivered to EYFS and Key Stage One staff. This has provided a resource base to provide targeted intervention to those children who are at risk of not meeting their age related expectations.
6	All SEN children have support plans that are SMART. Interventions for these children are delivered to a high standard. The curriculum is being successfully adapted and ambitious to meet their needs and develop skills, knowledge and understanding.	40% of SEN children achieved their good level of development at the end of Reception. 50% of SEN children met the expected standard for their phonics screening check in Year 1. 67% of SEN children met the expected standard for reading, writing and mathematics at Key Stage 2.
7	Provide personalised, targeted pastoral support for individual pupil premium pupils to support their emotional wellbeing in order for them to be happy, secure and fully engaged in school. (and where needed out of school)	Family worker has continued to provide support for children and their families throughout the year. Children have been referred to work with Healthy Minds Team and Healthy minds have led workshops throughout the school.
8	Parents and carers have increased knowledge, skills, understanding and confidence to support their children's academic and emotional challenges	Parental engagement with school is high and positive. Parent questionnaires and meetings show this. Most parents of disadvantaged pupils have engaged in home learning and workshops throughout the year to support their child.
9	Children have the opportunities to experience the wider curriculum and enhance their cultural capital	In 2024-2025 all children at Dunn Street Primary made external visits linked to their curriculum areas, allowing the children to experience the wider world. This has enhanced knowledge and skills of the wider world and will support future aspirations.

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
Ruth Miskin Portal	Ruth Miskin
Launchpad for Literacy	Kirstie Page Launchpad for Literacy