# 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 outcomes for disadvantaged pupils last academic year.

## School overview

| Detail | Data |
|---|---|
| Number of pupils in school | 130 including Nursery<br>107 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 – you must still publish an updated statement each academic year)** | 2026-2029 |
| Date this statement was published | 1.9.2026 |
| Date on which it will be reviewed | Termly |
| Statement authorised by | Michelle Trotter |
| Pupil premium lead | Michelle Trotter |
| Governor / Trustee lead | Patricia Camsey |

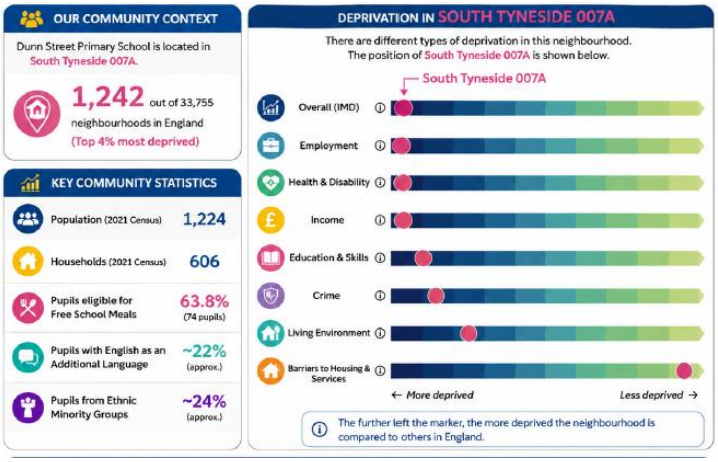
## Funding overview

| Detail | Amount |
|---|---|
| Pupil premium funding allocation this academic year | £109,640 |
| Pupil premium funding carried forward from previous years *(enter £0 if not applicable)* | £0 |
| **Total budget for this academic year**<br>*If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year* | £109, 640 |

# Part A: Pupil premium strategy plan

## Statement of intent

At Dunn Street Primary School, we believe that disadvantage should never determine a child's destination. Through "Together We Learn, Grow and Achieve", we are committed to ensuring that disadvantaged pupils receive the teaching, support and opportunities they need to succeed.




Dunn Street Primary School serves an urban community in Jarrow, South Tyneside, characterised by both strong community identity and significant socioeconomic disadvantage. The school is located within South Tyneside 007A, which the 2025 Index of Multiple Deprivation1,242nd most deprived out of 33,755 neighbourhoods in England**.** This means that only 4% of neighbourhoods nationally are more deprived**.** The area experiences particularly high levels of employment and education and skills deprivation, alongside higher-than-average levels of income deprivation affecting children.

Despite these challenges we are proud to serve our community and have a particularly important role in removing barriers to achievement and ensuring that socioeconomic disadvantage does not determine children's life chances. The school's curriculum and wider provision prioritise high-quality teaching, early language and reading, vocabulary development, attendance, wellbeing, enrichment, aspiration and strong relationships with families. The school's ambition is that every child, regardless of background or circumstance, develops the knowledge, skills, confidence and character needed to learn, grow and achieve.

Our 2026–2029 strategy has five tightly focused priorities: raising attainment in reading, writing and mathematics, reading fluency, EYFS, SEND and attendance. These priorities reflect our school context and build on identified gaps in basic skills, speech and language needs and the importance of regular attendance. The strategy is designed around the EEF three-tiered approach: high-quality teaching, targeted academic support and wider strategies.

Our ultimate objectives are to:
• substantially reduce attainment gaps between disadvantaged pupils and their peers;
• ensure disadvantaged pupils become accurate, automatic and confident readers;
• develop strong spoken language, vocabulary and communication from the earliest years;
• improve attendance and reduce persistent absence so pupils have consistent access to learning;

• strengthen parental engagement with reading, language and attendance;
• ensure barriers are identified early and addressed through evidence-informed action.

Key principles:
• high-quality teaching is the foundation of our strategy;
• intervention is diagnostic, targeted and regularly evaluated;
• attendance is treated as an attainment priority;
• language development is embedded across the curriculum;
• disadvantaged pupils are not treated as a homogeneous group;
• pupil premium funding is used where evidence indicates it can improve educational outcomes;
• governors, staff, pupils and families share responsibility for improving outcomes.

## Challenges

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

| Challenge number | Detail of challenge |
|---|---|
| 1 | Outcomes at the end of Key Stage 2 indicate that disadvantaged pupils would benefit from further support to consistently achieve in line with national expectations, particularly in reading and mathematics. |
| 2 | Phonics outcomes have improved over a three-year trend, reflecting strengthened early reading provision. The next stage of development is to build on this progress so that outcomes move closer to national averages, including for cohorts with higher levels of SEND. |
| 3 | Some children enter Nursery and Reception with developing levels of independence, communication, self-regulation and physical development, including aspects of personal care and readiness for structured learning. A sustained focus on early development and school readiness will support successful transition into Key Stage 1. |
| 4 | The school serves cohorts with very high proportions of disadvantaged pupils and pupils with special educational needs. Current data indicates the school has a significantly higher proportion of pupils with SEND needs, highest percentage of pupils with identified SEND above average proportion of pupils with Education, Health and Care Plans (EHCPs). Targeted, inclusive provision is therefore essential to ensure equitable access to learning, participation and achievement for all pupils |
| 5 | Attendance has improved for three consecutive years, moving closer to national averages, and persistent absence has reduced over the same period. The continued priority is to build on this positive trajectory so that attendance is consistently strong and all pupils, particularly those who are disadvantaged, benefit from maximised learning time. |

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

| Intended outcome | Success criteria |
|---|---|
| 1. Improved attainment in reading, writing and mathematics by the end of KS2 for disadvantaged pupils. | • The proportion of disadvantaged-pupils achieving the expected-standard in reading, writing and maths increases year-on-year.<br>• Gaps between disadvantaged-pupils and national outcomes continue to close, particularly in reading and mathematics.<br>• Internal assessment and national test data show sustained progress across KS2. |
| 2. Strong early reading foundations, with phonics outcomes continuing to improve and moving closer to national averages. | • The proportion of pupils, including disadvantaged pupils and those with SEND, passing the Year 1 phonics screening check increases and moves closer to national figures.<br>• Pupils who do not meet the standard in Year 1 successfully meet it in Year 2.<br>• Reading fluency and confidence improve across Key Stage 1, evidenced through assessment and pupil voice. |
| 3. Improved early development and school readiness for children in Nursery and Reception. | • Increasing proportions of children demonstrating age-appropriate independence, communication, self-regulation and physical development by the end of Reception.<br>• The percentage of pupils achieving a Good Level of Development rises and is at least in line with national averages over time.<br>• Transition into Year 1 is smooth, with reduced need for additional readiness or personal care support. |
| 4. Disadvantaged pupils and those with SEND access learning successfully and making strong progress from their starting points. | • Pupils with SEND and disadvantaged pupils demonstrate clear progress in individual targets and curriculum outcomes.<br>• Attainment and progress gaps narrow over time, despite the high level of identified need within the cohort. |

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| | • Inclusive provision is evidenced through engagement, participation and positive wellbeing indicators. |
| 5. Sustained improvement in attendance, with further reductions in persistent absence. | • Overall attendance continues to rise and moves above, or in line with, national averages.<br>• Persistent absence reduces further, particularly for disadvantaged pupils.<br>• Monitoring shows improved punctuality, engagement and continuity of learning. |

## Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £40,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| Whole-school reading fluency approach: consistent teaching of accuracy, automaticity, prosody, modelled fluent reading, repeated/paired/choral reading and vocabulary. | EEF evidence on reading fluency and targeted academic support; intervention matched to identified need and linked to classroom teaching. | |
| Read Write Inc. whole school training, Subscription and with termly consultant support | The EEF highlights that systematic phonics approaches are among the most effective strategies for early reading, particularly for disadvantaged pupils, supporting significant gains in word reading and decoding. | 2 |
| | | |
| Professional development, coaching and monitoring focused on reading | The EEF notes that high quality teaching and effective professional development are key drivers of pupil | 2 |

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| fluency, language development, assessment and adaptive teaching. | progress. Coaching and feedback improve consistency and programme fidelity. | |
| Dedicated teacher release time for high quality support plans and external professional liaison | The EEF highlights the importance of carefully planned, monitored and reviewed support for pupils with SEND. Structured review cycles ensure provision remains targeted and effective. | 4 |
| Whole-staff SEND CPD and coaching from experienced SENDCo and special-ist teachers | Evidence shows that effective Professional development And instructional coaching improve teacher practice and pupil outcomes. Building staff expertise in adaptive teaching is a key recommendation within EEF SEND guidance. | 4 |

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

Budgeted cost: *£64,640*

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| Targeted reading fluency intervention for pupils below age-related expecta-tions, including structured repeated reading, phonics catch-up and precision practice where appropriate. | EEF evidence on reading fluency and targeted academic support; interven-tion matched to identified need and linked to classroom teaching. | 1 |
| Reading Plus reading programme | The EEF highlights that technology supported learning can accelerate Progress when used to provide Structured practice, feedback and adaptive learning pathways in literacy. | 1 |
| Number Sense and Times Tables Rock Stars | Evidence shows that regular,struc-tured practice in mathematics Fluency supports improved accuracy, Confidence and later attainment in | 1 |

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| | maths. | |
| Investment in updated RWI resources and decodable reading books | Access to appropriate, closely matched reading materials supports Decoding accuracy, fluency and Reading confidence, particularly for early readers. | 2 |
| Fine motor daily toolkit for EYFS classes | Early physical development and early Literacy approaches underpin later writing and attainment. Strengthening fine motor control and hand strength supports mark-making, pencil grip and independence in writing tasks. | 3 |
| Gross motor climbing and balancing equipment enhancement | Gross motor development supports core strength, coordination, self-regulation and readiness to learn, all of which are associated with improved early attainment. Investment in structured movement opportunities is particularly beneficial in high disadvantage contexts. | 3 |
| Investment in Universal SEND provision resources aligned to the South Tyneside graduated approach | The EEF SEND in Mainstream Schools guidance emphasises that high quality teaching and universal inclusive provision should be the first response to SEND, reducing reliance on Individual interventions and improving access to the curriculum. | 4 |
| Termly review of intervention impact with clear entry criteria, measurable outcomes and planned exit or adaptation. | DfE guidance emphasises monitoring, evaluation, effective implementation and measuring pupil outcomes. | 1, 3 |

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

Budgeted cost: £5,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| Attendance monitoring and early intervention for disadvantaged | DfE guidance identifies attendance and persistent absence as key non-academic barriers to attainment and | 5 |

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| pupils, including individual attendance analysis, family meetings, attendance plans and multi-agency support where required. | recommends diagnosing underlying causes. | |
| Dunn Street Dot Shop Shop – rewards for attend-ance, punctuality and positive learning attitudes | EEF evidence indicates that behaviour, motivation and engagement strategies can positively influence learning behaviours when embedded within a wholeschool culture of high expectations and strong relationships. DfE attendance guidance also supports the use of targeted incentives alongside pastoral support to reinforce improved attendance and punctuality. | 5 |
| 'Feast Friday' weekly Punctuality and Attendance initiative | Incentive-based approaches can Support engagement and positive attendance habits, particularly when combined with strong pastoral follow up. | 5 |
| 'Punctual and Proud' half-termly punctuality rewards | Rewarding improvement And consistency helps reinforce Positive behaviour and routines linked to attendance. | 5 |

**Total budgeted cost: £***109,640*

## Part B: Review of the previous academic year
## Outcomes for disadvantaged pupils

## Outcomes for disadvantaged pupils

| End of Key Stage 2 outcomes | Pupils eligible for PP 2025/2026 | Pupils not eligible for PP 2025/2026 |
|---|---|---|
| % achieving the expected standard in reading, writing and maths | 24% | 50% |
| % achieving the expected standard in reading | 47% | 50% |
| % achieving the expected standard in writing | 53% | 100% |
| % achieving the expected standard in maths | 53% | 100% |

## KS2 outcomes across the plan

| Expected standard | 2024 | 2025 | 2026 |
|---|---|---|---|
| Reading, writing and maths | 64% | 95% | 29% |
| Reading | 73% | 95% | 48% |
| Writing | 64% | 95% | 62% |
| Mathematics | 77% | 100% | 62% |

## Overall evaluation

The strategy was partly successful. Strong disadvantaged KS2 attainment in 2025 was not sustained in 2026. Combined attainment was 24%, compared with 50% for non-PP pupils in school and 49% nationally for disadvantaged pupils. The aim to eradicate gaps was not met.

In 2026, 58.3% of PP pupils achieved GLD. PP and non-PP phonics pass rates were both 66.7%, with no in-school gap in the reported results. Listening, attention and understanding was a relative strength at 88.3%; speaking was 66.7%. SEN GLD improved to 50%, but SEN KS2 combined attainment was 25%. Farm trips for all classes and a Year 6 residential provided wider learning opportunities. 88% of PP pupils in Year 6 attended the residential.

COVID-related disruption to learning and the high SEND, FSM and high mobility within the cohort is important context for the 2026 KS2 pupil outcomes. Overlapping needs reinforce the priority for adapted teaching and sustained support. Annual cohorts differ (15 disadvantaged pupils in 2024, 15 in 2025 and 17 in 2026), so attainment comparisons do not measure individual progress.

# Review of intended outcomes

| | Desired outcomes and how they will be measured | Outcomes July 2026 |
|---|---|---|
| 1 | To ensure quality first teaching across all key stages where all teaching is good and some outstanding. | 58.3% of pupil premium pupils achieved GLD at the end of Reception and 66.7% met the phonics screening standard. At KS2, 47% met the expected standard in reading and 53% in both writing and mathematics; 24% met the combined standard.<br>Teachers demonstrate secure subject knowledge, check pupils' understanding and adapt teaching to their needs. Planned professional development supports these approaches. Attainment indicates partial success, with outcomes less secure at KS2. Current lesson and work evidence should confirm consistency. |
| 2 | Identified gaps in children's basic skills in reading, writing and mathematics eradicated. | 58.3% of PP pupils achieved GLD and 33.3% met the KS1 reading, writing and mathematics standard. At KS2, 47% met reading, 53% writing, 53% mathematics and 24% all three.<br>The outcome was not fully met. KS2 combined attainment was 67% in 2024, 93% in 2025 and 24% in 2026. Non-PP outcomes in 2026 were 50% combined, 50% reading and 100% in writing and maths. COVID disruption and high SEND/FSM needs provide context. Assessment and curriculum sequencing support progression. Target each pupil's remaining gaps. |
| 3 | Increase the percentage of pupil premium pupils passing the Year 1 phonics screening test. | 66.7% of PP pupils and 66.7% of non-PP pupils met the phonics screening standard in 2026. There was no difference in the reported pass rates, so the aim of closing the in-school phonics attainment gap was met.<br>The PP pass rate was 68% in 2025, so the intended increase was not achieved. Overall, this outcome was partly met. Continue systematic phonics teaching and targeted support for pupils who did not meet the standard. |

| | Desired outcomes and how they will be measured | Outcomes July 2026 |
|---|---|---|
| 4 | To develop the oracy skills of disadvantaged pupils to close the gap by the end of the Reception year. | 88.3% of PP pupils met the listening, attention and understanding Early Learning Goal and 66.7% met the speaking Early Learning Goal. Listening and attention was a relative strength; speaking remains a priority.<br>The outcome was partly met. Purposeful talk is planned across subjects and classroom vocabulary displays support language development. |
| 5 | All children with identified speech and language needs have clear programmes of intervention, delivered through high quality interventions. | EYFS staff bring expertise in child development, SEN, EAL and therapeutic interventions to support pupils with speech and language needs. Speaking attainment of 66.7% shows continued need. |
| 6 | All SEN children have SMART support plans. Interventions are delivered to a high standard. The curriculum is adapted and ambitious to meet their needs and develop skills, knowledge and understanding. | 50% of SEN pupils achieved GLD, 50% met phonics and 25% met the KS2 combined reading, writing and mathematics standard.<br>Autumn-to-Spring small-step progress (June review): KS1 reading 87.5%, writing 100%, maths 75%; KS2 reading 72%, writing 60%, maths 52%. These measure progress from starting points, rather than age-related attainment. Progress evidence shows partial success. KS2 writing and maths remain priorities. |

| | | |
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| 7 | Provide personalised, targeted pastoral support for individual pupil premium pupils to support emotional wellbeing, security and engagement in school and, where needed, out of school. | Early help, multi-agency working and strong relationships support pastoral provision and pupils' sense of belonging. The outcome is partly evidenced, but individual PP wellbeing, engagement and referral outcomes are needed to establish impact. Developing Healthy Minds buddy and play-worker activity remains a planned next step. |
| 8 | Parents and carers have increased knowledge, skills, understanding and confidence to support their children's academic and emotional challenges. | In the July 2026 survey (32 responses), 100% agreed that their child was happy, safe, taught well and making progress, that school developed communication, reading, writing and maths, and that they were informed of progress. Comments praised care, support and communication. Over 90% of parents engaged in both parents evenings this year. |
| 9 | Children have opportunities to experience the wider curriculum and enhance their cultural capital. | Disadvantaged pupils accessed a broad range of enrichment experiences designed to extend learning beyond the classroom and strengthen aspiration, belonging and engagement. Participation in trips, events and wider opportunities supported pupils' confidence, motivation and connection to school life. Feedback from pupils and families indicates these experiences are highly valued and contribute positively to attitudes to learning and attendance. Continued investment will ensure equitable access to enrichment for all disadvantaged pupils.<br>All classes attended farm trips in 2025/2026, and 88% of PP pupils in Year 6 attended the residential. This demonstrates strong participation by disadvantaged pupils in learning beyond school. |

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.*

| Programme | Provider |
|---|---|
| Launchpad for Literacy | Kirstie Page |
| Times Tables Rock Stars | Times Tables Rock Stars |

## Service pupil premium funding (optional)

| *For schools that receive this funding, you may wish to provide the following information:* **How our service pupil premium allocation was spent last academic year** |
|---|
| NA |
| **The impact of that spending on service pupil premium eligible pupils** |
| |