



# Pupil premium strategy statement 2024-27

Produced and published November 2025

This statement details our school's use of pupil premium (and recovery 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	Dunnington C of E Primary School
Number of pupils in school	170
Proportion (%) of pupil premium eligible pupils	6.5%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024-27
Date this statement was published	November 2025
Date on which it will be reviewed	November 2027
Statement authorised by	Local Governing Body
Pupil premium lead	Clare Thompson
Governor / Trustee lead	Kevin Hall

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£14,391
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	<b>N/A</b>
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£14,391

# Part A: Pupil premium strategy plan

## Statement of intent

All of our children in receipt of a Pupil Premium Grant will be prioritised for additional focus and support. They will receive effective Quality First Teaching, have access to good learning resources, be supported by skilled and knowledgeable teachers and teaching assistants and receive tailored academic and emotional/social support which will help them thrive and achieve well.

Our Pupil Premium Strategy Plan identifies the following key strands:

- Quality First Teaching
- Academic Support / Intervention
- Emotional/Social Support / Intervention

## Challenges

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

Challenge number	Detail of challenge
1	Gaps in academic performance/attainment – assessments, observations and discussions show that disadvantaged children generally have greater difficulties with phonics, writing, maths fluency and concentration – negatively impacting their academic development.
2	Social, Emotional, Mental Health needs – particularly in relation to self-esteem, self-regulation and relationships
3	Early language, speech and communication needs
4	Early attachment issues which can impact on early educational development within the home (particularly post-adopted children)
5	Support with homework.
6	Access to technology and educational materials in the home
7	Lower attendance than their peers, which impact on both academic outcomes and their sense of belonging at school.

## 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 for Pupil Premium Pupils	Success criteria
Improved attainment in phonics, early reading and maths in KS1 and improved progress scores maths by end of KS2	KS2 mathematics and reading progress score to be consistently >0 (national average) for pupil premium cohort Gaps in learning are identified and support is given through quality first teaching and targeted intervention. Progress is reviewed and evaluated to show impact.
Pupils with SEMH needs will be happier within school and at home and will be more able to self or co-regulate within the school environment.	Pupil voice and parent voice alongside teacher observations evidence improved wellbeing CPoms logs show lower behaviour incidences Reduction in suspensions Pupils confidently able to engage in a full and balanced curriculum, adapted as appropriate. and also able to participate in a full range of extracurricular activities and experiences. Opportunities to be recognised as confident members of the class, taking on responsibility and representing the school.
Children from disadvantaged backgrounds will have access to enrichment activities after school	Pupil voice, parental voice. Pupils confidently engage in a full range of extracurricular activities and experiences.
Improved attendance	There will not be an attendance gap between disadvantaged pupils and their peers.

## 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 + supply, recruitment and retention)

Budgeted cost: £5700

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff CPD which includes teaching assistants (staff meeting time and training) with a particular focus on: maths teaching and learning, improving the play and lunchtime experience for all children and inclusion, belonging and mattering, attendance.	<p>High quality staff CPD has resulted in improved Quality First Teaching (EEF)</p> <p>Social and emotional learning, EEF Evidence suggests that children from disadvantaged backgrounds have, on average, weaker Social Emotional Learning skills at all ages. These skills are likely to influence a range of outcomes for pupils: poorer mental health and lower academic attainment, poorer attendance.</p>	1, 2, 3, 4, 6
Continued investment in Little Wandle Letters and Sounds systematic, synthetic phonics programme	<p>Supporting staff to achieve greater levels of consistency in approach to teaching of phonics and early reading</p> <p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly those from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions.</p> <p>EEF phonics toolkit Closing the Gap</p>	1
Continued focus on embedding a mastery approach in maths to ensure that all children, including disadvantaged children, can make expected progress in mathematics.	Research by NCETM indicates that the NCETM/Maths Hubs Teaching for Mastery Programme is having a significant, positive impact: Teachers are becoming more knowledgeable about, and skilled at, their craft; classroom practice is changing in ways designed to help pupils develop deeper understanding; and there are	1

	encouraging signs that pupils are learning maths more securely. Early intervention models are enabling children to 'keep up, not catch up';	
Curriculum development to ensure it meets the needs of all pupils and is a meaningful curriculum for all children at Dunnington.	Investment in Chris Quigley Curriculum Resources - based on the fundamental principle that learning is a change to long-term memory, when working memory is supported disengagement lessens and that knowledge matters - basing curriculum design on these principles will enable children to experience success, be more motivated and lessen the need for processing/working memory demands. Spaced repetition over time allows learning to stick.	1
Implementation in the OPAL (outdoor play and learning) programme - investment in training for all staff to improve the play experience for all children at Dunnington.	<p>OPAL programme is action-research led - prove-n benefits from participating in the programme include:</p> <ul style="list-style-type: none"> <li>• Successfully transforming attitudes and culture across the whole school community, especially in relation to the value of play and attitudes to risk and dirt.</li> <li>• Getting schools to dramatically improve access to their grounds and the quality of the play offer available to children through low-cost high impact changes.</li> <li>• Changing children's patterns of behaviours away from problematic and disruptive and towards creative, imaginative, collaborative and resilient.</li> <li>• All OPAL schools report significant increases in children's joy and happiness in school. This is reported by the children themselves and the adults who care for them.</li> <li>• All OPAL schools report a transformation in the equality and equity of children's playtime experiences. Girls, children with additional needs, those on free school meals and non-sporty children</li> </ul>	1, 2, 7

	<p>consistently have better, more active and more enjoyable playtimes.</p> <p>Improving the play experience for children will lead to happier children and develop important skills like resilience and problem-solving. As well as being happier, they will be more ready to learn and able to apply these skills to the classroom environment.</p>	
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### Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £4345.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Investment in training and employing high quality TAs to deliver:</p> <p>Sensory Circuits Little Wandle phonics Zones of Regulation ADHD Friendly Strategies Demand Avoidance Using Visuals Anger De-escalation strategies</p>	<p>Evidence based interventions that indicates a positive impact.</p> <p>EEF making the best use of TAs</p>	1, 2, 3, 4
<p>Pupil Premium children targeted for extra intervention and support within lessons – particularly focussed on phonics catch up and fluency in mathematics.</p>	<p>Structured interventions (as recommended by EEF) have improved pupil academic outcomes in the past</p> <p>EEF making the best use of TAs</p> <p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly those from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions.</p>	1, 2, 3, 4

	EEF phonics toolkit Closing the Gap	
One to one support to ensure safety of individual pupils, peers and staff and to provide a bespoke curriculum with reduced demands and motivational activities.	One to one support has been recommended by all outside agencies as the best way to support particular children, ensure safety and provide the best opportunity for success in school. EEF social and emotional learning	1, 2, 3, 4

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

Budgeted cost: £4345.50

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
Whole staff training on inclusion, belonging and mattering.  Team teach training.  De-escalation training	Both targeted interventions and universal approaches can have positive overall effects: EEF Improving school behaviour.	2, 4
ELSA training and attendance at support network meetings to increase capacity for support	ELSA work in schools has proven impact on children's SEMH development and needs	2,4,
Mental Health/ Wellbeing Leads to support pastoral needs of children in school and help to engage families in their child's education. These roles will also be to support children's attendance and anxiety around coming to school.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life. EEF Social emotional learning	2, 4

<p>Improve the playtime and lunchtime experience for all children.</p>	<p>Playtime constitutes 20% of a child's time in school.</p> <p>Lots of evidence suggesting mental health and wellbeing benefits of investing in playtime and lunchtime.</p> <p>Research found that, amongst the schools which had previously completed the OPAL Programme to Platinum Award standard; 1) 100% of girls are now active and engaged every lunchtime play session 2) Behaviour improves by 80% and reported injury rates decrease (improved spatial awareness, resilience &amp; risk adeptness) 3) All teachers say they have gained 10 minutes extra teaching time after play because pupils are happier, satisfied with their play experiences and ready to learn 4) Children's self-reported happiness increases 5) 97% of children report full engagement/absorption in play, eliminating boredom 6) staff say they feel happier, more engaged and confident 7) Parental support has grown</p>	<p>2,4</p>
<p>Support plan/ provision map for individual needs</p> <p>Referrals for external support.</p> <p>Close working with Learning Hub, Educational Psychologist, Virtual Schools and families.</p> <p>Engagement with appropriate alternative provision to reduce risk of permanent exclusion and allow for successful reintegration into the classroom.</p>	<p>Strategies have been recommended by all outside agencies as the best way to support these children, ensure safety and provide the best opportunity for success in school.</p>	<p>1, 2, 3, 4</p>

**Total budgeted cost: £14391**



## **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.

During the academic year 2024-25, all eligible pupils have accessed effective quality first teaching. Where eligible pupils fall below age-related expectations or make slower than expected progress, they were prioritised for additional class teacher support, teaching assistant support and interventions, including ELSA/ wellbeing worker support, if required.

Throughout the year, we have put in huge levels of support to create bespoke timetables and provision for children struggling with anxiety, a sense of belonging and ability to regulate in school. We developed good relationships with external agencies, worked closely with families and invested in high quality staff CPD to support these children. Creating an ethos of inclusion is central to our vision this year and we will continue to do everything we can to ensure all children feel safe, supported and valued at school.

Our behaviour regulation policy with a focus on restorative practice and relationships and Zones of Regulation were further embedded last year: we have daily check ins to ensure every child is able to communicate how they are feeling and we are able to put the right support in place quickly if something is not right. Staff voice also shows increased belief and confidence that the behaviour regulation policy is able to meet the needs of all pupils, there has been a reduction of incidents logged on CPOMS and bespoke plans, alongside the appropriate use of Alternative Provision and Learning Hub Support, have been effective in supporting children who need extra help to regulate.

We have invested in the OPAL scheme and laid the groundwork, surveying pupils, parents and staff and collecting resources to improve the play experience for all children. Ground plans and action plans have been created and we have already seen a hugely beneficial impact: children are happy, engaged and excited by playtime and there has been a significant reduction of incidents happening during these social times. We are looking forward to seeing the continued positive impact of this scheme.

We continue to build on the pupil premium strategy plan from 2024-2025 into 2025-2026, striving to ensure that every pupil experiences a sense of belonging at school, feels able to attend and are able to experience academic success.

## Internal data for Pupil Premium (based on teacher assessments July 2025)

Based on 9pupils	Reading		Writing		Maths	
% below ARE	3/9	33%	3/9	33%	2/9	22%
% at ARE	3/9	33%	6/9	66%	4/9	44%
% above ARE	3/9	33%	0/9	0%	3/9	33%
% making slow progress	2/9	22%	2/9	22%	1/9	11%
% making expected progress	4/9	44%	7/9	78%	3/9	33%
% making good progress	3/9	33%	0/9	0%	5/9	56%

*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
Little Wandle Letters and Sounds Phonics and Early Reading Programme	Little Wandle
Mastering Number Programme	NCETM
ADHD Friendly Schools	ADHD Foundation
OPAL	
Behaviour and Belonging Course	

## Service pupil premium funding (optional)

<p><i>For schools that receive this funding, you may wish to provide the following information: <b>How our service pupil premium allocation was spent last academic year</b></i></p>
<p><b>The impact of that spending on service pupil premium eligible pupils</b></p>