

Pupil premium strategy statement: Dunmore Primary School

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	Dunmore Primary School
Number of pupils in school	376 (+41 in Nursery)
Proportion (%) of pupil premium eligible pupils	23.9%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024/2025 to 2026/2027
Date this statement was published	December 2024
Date on which it will be reviewed	June 2025
Statement authorised by	Sam Bartholomew, Headteacher
Pupil premium lead	Sam Bartholomew, Head teacher
Governor / Trustee lead	James Tweed, lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£92790 (received in financial year)
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

Part A: Pupil premium strategy plan

Statement of intent

It is our intent that ALL pupils make good progress across all subjects through our **inspiring, inclusive, broad, balanced, relevant, and tailored** curriculum.

It is our intent that children are **inspired** by the work of others and their own work to have high aspirations and are motivated by the subject content.

Inclusivity is at the heart of Dunmore's work and so our curriculum intends to provide opportunities for all.

Our **broad** and **balanced** curriculum ensures that all children have opportunities to experience every curriculum subject

Our **relevant** curriculum enables children to be prepared for the next stage of education in the 21st century

Our **tailored** curriculum supports individuals with their own learning journey to meet their own needs.

Our strategy is integral to our mission statement aims:

- ensuring everyone's well-being and happiness as these are key to successful learning.
- promoting positive values and trusting relationships which underpin all the work of our school.
- meeting the needs of all our pupils, nurturing, developing and extending each child's skills and talents through healthy lifestyle choices
- encouraging children to develop the confidence to actively challenge themselves and recognise their own potential.
- creating and nurturing successful partnerships between parents, staff, governors and the wider community.
- helping children to prepare for a dynamic and changing world.

We consider the challenges faced by all pupils, whether they are vulnerable because they have a social worker, are a young carer, or identified as 'disadvantaged' by nationally informed criteria e.g. in care or a service child. The support outlined in this statement is for all pupils, regardless of whether they are disadvantaged or not.

We have a focus on high quality teaching for all with teaching strategies used to support disadvantaged pupils.

At Dunmore, we use a range of data to identify disadvantage and where support may be required. This can include formative and summative assessment as well as other information: for example, attendance data, social care involvement.

To ensure that our approaches are effective we assess pupils progress regularly and ensure that the support strategy offered is having the correct impact.

Our objectives for disadvantaged pupils are that they will be supported in their learning to achieve their highest outcomes,

Our pupil premium strategy ensures that children are supported to be emotionally ready to learn each day with well trained adults who maintain the highly inclusive culture.

This highly inclusive culture means that all staff take responsibility and have high expectations of pupil outcomes.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations and discussions with pupils show that disadvantaged pupils generally have greater difficulty with phonics than their peers and are supported less with reading at home. This negatively impacts on their development as readers. This is evident from Nursery – Year 6.
2	Assessments, observations and discussions with pupils indicate under-developed language skills and vocabulary gaps amongst disadvantaged pupils. These are evident particularly in our Early Years.
3	Our attendance data over the last year (23-24) shows that attendance amongst all pupils is slightly lower than pre covid levels but particularly for disadvantaged pupils, it is lower than for non-disadvantaged pupils. It is particularly noticeable for children with SEN needs. Also, the number of children below 90% is higher for disadvantaged pupils than non-disadvantaged. This is negatively impacting on disadvantaged children's progress, including those with SEN.
4	Observations and discussions with pupils and families have identified social and emotional issues for many pupils. These challenges particularly affect disadvantaged pupils, including their attainment.
5	Internal and external (where available) assessments indicate that reading and maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils at the end of each Key Stage 2.
6	Quality of teaching needs to be of the highest standard to meet the needs of all learners and that activities are appropriately scaffolded to build

	independence and therefore, more children reach the expected standard in Reading, Writing and Maths
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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
Improved phonic results in Year 1 and Year 2 Improved reading outcomes at the end of Key Stage 1	Assessments show that disadvantaged children achieve as well as non-disadvantaged in Key Stage 1 reading outcome and the phonics screening check
Improved oral and language skills and vocabulary among disadvantaged pupils	Assessments and observations indicate improved oral language amongst disadvantaged pupils in Early Years.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2024/25 demonstrated by: <ul style="list-style-type: none"> the overall absence rate for all pupils being no more than 4% the percentage of pupils who are persistently absent being below 5%
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils	Sustained high levels of well-being demonstrated by a reduction in the number of referrals to CAMHS and improved emotional literacy for children
Improved reading attainment among disadvantaged pupils at the end of Key Stage 2	KS2 reading outcomes in 2024/25 have improved compared with 2023/24 and the gap with national scores is closing
Improved writing attainment among disadvantaged pupils at the end of Key Stage 2	KS2 writing outcomes in 2024/25 have improved compared with 2023/24 and the gap with national scores is closing
Improved maths attainment for disadvantaged pupils at the end of Key Stage 2	KS2 maths outcomes in 2024/25 have improved compared with 2023/24 and the gap with national scores is closing

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: £54000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchasing of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Standardised tests provide valuable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction</p>	1, 2, 5
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will purchase resources and fund ongoing teacher training and release time.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	1, 2
<p>Whole school training on Language Development</p>	<p>A senior leader to attend training and be accredited as a 'Language Lead' and to cascade this training to all staff to ensure that our school is a language-rich environment and to improve oracy skills for all children.</p> <p>Communication and language approaches EEF</p>	1
<p>Subscription to a DfE validated Systematic Synthetic Phonics</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not</p>	1, 2

programme to secure stronger phonics teaching for all pupils.	necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF (Phonics programme purchased May 2022)	
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p> <p>Purchase of a new Personal, Social, Health Education scheme to ensure that our Personal, Social and Emotional Health curriculum is progressive and sequenced effectively</p>	4
Whole school training on Adaptive teaching	<p>In-house training and using external providers to develop a professional development programme on Adaptive teaching practices to ensure teaching meets the needs of all learners 1. High-quality teaching EEF</p>	6

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

Budgeted cost: £13000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Maths intervention "Maths for life" pilot scheme introduced for targeted children entitled to FSM who may/may not also have SEND	<p>Tuition and intervention targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups Small group tuition EEF (educationendowmentfoundation.org.uk)</p>	5, 6
Writing intervention	Small group writing intervention by the class teacher to increase the number of children reaching the expected standard at Key Stage 2	5, 6

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

Budgeted cost: £25790

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>3</p>

Total budgeted cost: £92790

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 2023 to 2024 academic year.

We have analysed the performance of our school's disadvantaged pupils during the 2023/24 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

DfE plans to publish key stage 2 school performance data for 2024, when these are published we will add them to this strategy document.

DfE has shared our school's 2022 and 23 performance data with us, to help us better understand the impact of the pandemic on our pupils and how this varies between different groups of pupils. COVID-19 had a significant impact on the education system and this disruption affected schools and pupils differently, and because of this, it is more difficult to interpret why the results are as they are using the data alone.

Data from end of year tests and assessments suggest that, despite some strong individual performances, the progress and attainment of the school's disadvantaged pupils in 2023/24 was below our expectations in maths and writing. There is some promising progress shown in years 4-6 for reading and our Year 4 Pupil premium cohort have made better progress than their peers. We also identified that some of the approaches we used to boost outcomes for disadvantaged pupils had less impact than anticipated due to staff changes and instability within this academic year.

The attainment gap between our disadvantaged pupils and non-disadvantaged pupils has grown since the start of the pandemic and demonstrates the additional impact of COVID-19 on disadvantaged pupils but this year it has begun to close across all subjects

In year persistent absence among disadvantaged pupils was 1% higher than their peers in 2023/24. End of year persistent absence decreased across the school during 2023/24. However, it went up from 31% in 2022/3 to 32.7% in 2023/24 for our Free School Meals pupils. Therefore, decreasing absence for all Pupil Premium pupils, SEND and EAL pupils remains a focus of our Annual Development Plan for 2024/25.

Our observations and assessments demonstrated that pupil behaviour remains excellent but challenges in relation to wellbeing and mental health remain significantly higher than before the pandemic.

Service pupil premium funding

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?	The Service Premium contributed to the employment of a Home School Link Worker, Teaching Assistant Support and to our Emotional Literacy Support assistant to support the emotional well being of service children.
What was the impact of that spending on service pupil premium eligible pupils?	This spending resulted in service children being supported in their wellbeing throughout the academic year, particularly when children were leaving or arriving at our school.

Further information

Our pupil premium strategy is supplemented by additional activity that is not being funded by pupil premium or recovery premium.

This includes:

- Strong leadership promoting our highly inclusive culture
- Training for all staff on Zones of Regulation
- Further training for staff on 'Behaviour and Attachment'
- A range of high quality extra curricular activities: choir, orchestra, sport clubs that ensure children develop skills for the future and hobbies that improve mental well-being.
- A high-quality curriculum which offers opportunities beyond the National Curriculum, including curriculum focus weeks
- We make sure that as far as possible, all children have access to our opportunities e.g. residential trips