

Pupil premium strategy statement – Dunalley Primary School

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	417 (December 2025)
Proportion (%) of pupil premium eligible pupils	13.2%
Years that our current pupil premium strategy covers	2025/26 2026/27 2027/28
Date this statement was published	31/12/25
Date on which it will be reviewed	1/10/26
Statement authorised by	Alison Godfrey
Pupil premium lead	Sue Raybould
Chair of Governors	Ben Craig

Funding overview

Detail	Amount
Pupil premium funding allocation this financial year	£89,170
Pupil premium funding carried forward from previous years	£14,277
Total budget for this financial year	£103,447

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all children, irrespective of their background or the challenges they face, make good progress and achieve highly in all subject areas. The focus of our pupil premium strategy is for disadvantaged learners to excel, flourish and exceed both within and beyond our school.

This commitment is rooted in our school vision – *Learning and achieving together* – where we empower all children to embrace learning, achieve their personal best and build their emotional, social and physical wellbeing. We value each individual, celebrate diversity, care for one another and the environment, and persevere and grow together as ready, respectful and safe learners. Our goal is to equip our children with the knowledge, understanding, skills and attitudes that will enable them to thrive in an ever-changing world.

While focusing on pupils eligible for the pupil premium, we also consider the challenges faced by vulnerable children such as those with a social worker or those who are young carers. The activity in this strategy is intended to support their needs, regardless of whether they are formally disadvantaged.

High-quality teaching is at the heart of our approach, with a focus on areas where disadvantaged children require the most support. This has the greatest impact on closing the disadvantage attainment gap, while benefitting all pupils. Implicit in the intended outcomes below is our commitment that the attainment of non-disadvantaged pupils will be sustained and improved alongside progress for disadvantaged pupils.

Our approach is responsive to common challenges and individual needs, rooted in robust assessment rather than assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help children excel. To ensure they are effective we will:

- Ensure disadvantaged and vulnerable children are challenged in the work they are set and maintain high expectations.
- Act early to intervene at the point a need is identified.
- Adopt a whole-school approach in which all staff take responsibility for disadvantaged and vulnerable children's outcomes and raise expectations of what they can achieve.

Our strategy is informed by strong educational evidence and designed for long-term, sustainable impact. We will monitor progress termly and evaluate the effectiveness of our approach annually to ensure that improvements are secure and enduring.

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 pupil discussions indicate that disadvantaged and vulnerable children generally experience greater difficulties with writing than their peers. Some also experience difficulty in securing reading and maths skills.
2	Attendance data shows that pupils eligible for free school meals have lower overall attendance than their non-FSM peers. In some cases, poor punctuality and lateness further hinder progress.
3	Observations and pupil voice suggest that oral language development and vocabulary are less secure among disadvantaged and vulnerable pupils compared to their peers.
4	Assessments and observations indicate that the education and wellbeing of many vulnerable pupils are affected by social, emotional and mental health (SEMH) needs.
5	Discussions with families highlight that some find it challenging to support learning at home, particularly those experiencing difficult or complex circumstances.

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 writing attainment among disadvantaged pupils to support stronger combined reading, writing and maths outcomes at the end of KS2.	By 2027/28, KS2 writing outcomes for disadvantaged pupils will exceed the national average for disadvantaged learners. Baseline: <ul style="list-style-type: none">- Writing attainment: Disadvantaged pupils currently achieve close to the national average based on national distribution banding (3-year data set, using 2024/25 data).- Combined RWM attainment: The school's 3-year average is 56%, compared with 46% nationally for disadvantaged pupils (2024/25 data).

<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Whole-school attendance remains high and above national levels. Baseline: - In 2024/25, whole-school attendance was 96.3%, compared with the national average of 94.9%.</p> <p>Reduce the attendance gap between all pupils and those eligible for FSM6. Baseline: In 2024/25, attendance for FSM6 pupils was 93.9%, compared with 96.3% for all pupils.</p>
<p>Improved oral language skills and vocabulary among disadvantaged and vulnerable children.</p>	<ul style="list-style-type: none"> - Assessments and observations indicate significantly improved oral language skills and vocabulary - Improvements are triangulated with other sources of evidence, including engagement in lessons and ongoing formative and summative assessment.
<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our vulnerable and disadvantaged pupils.</p>	<ul style="list-style-type: none"> - Positive trends in pupil voice, online wellbeing surveys, family feedback and staff observations. - Improved self-regulation, emotional resilience and engagement in learning among disadvantaged and vulnerable pupils. - Provision includes the Zones of Regulation, targeted SEMH interventions, and the work of the Family Support Worker.
<p>To strengthen parental engagement and provide guidance for parents and carers to support learning at home.</p>	<p>Sustained high levels of parental engagement by 2027/28, demonstrated by:</p> <ul style="list-style-type: none"> - Positive qualitative feedback from families, pupil voice and teacher observations. - 95%+ of families attending regular progress reviews with teachers. - High attendance at family support groups and workshops.

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: £ 15,558

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments and training for teachers and teaching assistants to ensure they are administered and interpreted correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil.</p> <p>They complement teacher assessments, and the standardised format reduces the potential for bias or subjective evaluations. They assist teachers in measuring the relative performance of individuals and groups and help to ensure that children receive the correct additional support through teacher instruction or intervention.</p> <p>EEF Blog: Measuring up - helping teachers to assess better EEF (educationendowmentfoundation.org.uk)</p>	1
<p>Investment in WALKTHRUS and accompanying coaching as a means of enhancing teaching and learning throughout Dunalley.</p>	<p>WALKTHRUS draws on educational research and explains the art and science of teaching through succinct recommendations and explanations.</p> <p>The approach complements the EEF Teaching and Learning Toolkits and provides teachers and leaders with practical guidance and resources that help them to enhance classroom practice.</p> <p>Current government and Ofsted materials place high-quality, ambitious, inclusive teaching at the heart of their expectations for all schools and make it clear that this is essential to closing disadvantage-related attainment gaps.</p>	1
<p>Training with an Educational Consultant focusing on the importance and implementation of the oracy framework as a means of developing language skills, vocabulary growth, comprehension, reasoning, collaboration, confidence and social-emotional skills.</p>	<p>Research consistently shows that a well-designed oracy curriculum is crucial for supporting pupils' academic, social and emotional development. Studies highlight that strong spoken-language skills underpin reading, writing and wider curriculum learning, with EEF evidence indicating that high-quality oral-language approaches can lead to significant gains</p>	3

	<p>in progress, particularly for younger and disadvantaged pupils. Effective oracy provision also enhances pupils' reasoning, confidence, collaboration and ability to articulate ideas, helping to close vocabulary and attainment gaps. Importantly, research emphasises that oracy must be explicitly taught, well-scaffolded and embedded across the curriculum - not treated as an add-on - to maximise its impact on learning and equity.</p> <p>Oral language interventions EEF</p>	
<p>Training with an Educational Consultant with a focus on using assessment and feedback to enhance adaptive practice throughout Dunalley.</p>	<p>Research shows that effective adaptive practice improves access to learning, reduces the need for interventions and keeps pupils working on the same ambitious curriculum. It supports inclusion without lowering expectations and is central to Quality First Teaching.</p> <p>Further information can be found here: EEF Blog: ECF – Exploring the Evidence: ‘Adaptive Teaching’ and... EEF Feedback: The engine room of adaptive teaching EEF EEF blog: The Five-a-day approach: How the EEF can support EEF</p>	1

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

Budgeted cost: £ 47,285

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Delivery of Talk Boost interventions which aim to accelerate children's oral language skills – understanding, speaking, vocabulary, sentence building, narrative, conversation, listening and attention – helping them catch up to peers.</p>	<p>EEF research shows that oral-language interventions are highly effective, typically adding around six months of progress, with even greater impact in the early years. They strengthen pupils' vocabulary, speaking, listening and comprehension, which in turn supports reading and writing. The</p>	3

<p>Employment costs of one afternoon TP – 2.5 hrs X 3days per week (PS/R/Y1)</p>	<p>EEF highlights that these approaches are especially beneficial for disadvantaged pupils and are most effective when embedded in everyday classroom practice and delivered by well-trained staff.</p>	
<p>Employment of teaching partners to deliver evidence-based interventions before, in some circumstances during, and after school as a means of targeting areas of need for accelerated progress. Teaching partners will be fully trained in delivering intervention programmes they provide.</p>	<p>Research shows that the targeted and well-trained deployment of teaching assistants - particularly when they deliver structured interventions to small groups or individuals - has a significantly greater impact on pupil outcomes than general classroom support. Delivering these interventions before school, where possible, ensures that additional support supplements rather than replaces high-quality classroom teaching, and protects pupils' access to meaningful interactions with their teacher both in and out of lessons.</p> <p>Further information can be found here: Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>1</p>
<p>Investment in an online resource (Learning Village) that accelerates English language acquisition through curriculum- mapped lessons, challenges and games which simultaneously support, teach and track progress.</p>	<p>A number of children who have English as an Additional Language (EAL) have reached school age without having had consistent or sustained exposure to the English language.</p> <p>Research has identified that many children with EAL, even those with relatively well-developed oral language proficiency, are likely to have less vocabulary knowledge than peers who do not have EAL. This can have negative consequences on English language and literacy development (Murphy, 2014).</p> <p>Click here for further information or see</p>	<p>1, 3</p>

	English as an additional language (EAL) EEF (educationendowmentfoundation.org.uk) .	
--	---	--

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

Budgeted cost: £29,571

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Strengthening parental engagement to improve pupils' learning outcomes</p>	<p>EEF research shows that effective parental engagement can lead to meaningful improvements in children's learning, particularly in early language, literacy and numeracy. Approaches that provide parents with simple, practical strategies to support learning at home - such as shared reading, structured talk, and positive routines - are associated with improved outcomes, adding around three months' additional progress on average. The EEF emphasises that engagement is most impactful when schools tailor communication, build parents' confidence, and offer sustained support, especially for families who may face barriers to involvement.</p> <p>Further information can be found here: Working with Parents to Support Children's Learning EEF (educationendowmentfoundation.org.uk)</p>	<p>5</p>
<p>Investment in Hamish and Milo – a social, emotional and mental-health (SEMH) and social-emotional learning (SEL) programme designed for primary-aged children. It is designed to support emotional literacy, wellbeing, self-regulation, social skills, resilience, and mental health awareness.</p>	<p>EEF research shows that well-designed social and emotional learning (SEL) interventions can have a positive impact on pupils' wellbeing, behaviour and academic outcomes, typically adding around three months' additional progress. The EEF emphasises that SEMH support is most effective when it is embedded within everyday classroom practice and a positive whole-school culture, rather than delivered as isolated programmes. High-</p>	

	<p>quality staff training, consistent implementation and tailoring support to pupils with the greatest need—particularly those facing disadvantage—are key to achieving meaningful improvements.</p> <p>Further information can be found here - Social and emotional learning EEF.</p>	
<p>Ensure that all pupils regardless of family income, can participate fully in the enrichment opportunities that enhance personal development, broaden horizons and support cultural capital.</p>	<p>Research shows that children from less affluent families are less likely to access extra-curricular clubs, residential trips and wider learning experiences, which can limit social development, confidence, wellbeing and engagement in school.</p> <p>Further information can be found here: Arts participation EEF Children’s University - first trial EEF</p>	3
<p>Provide a healthy breakfast for children who do not receive it at home to boost readiness to learn, attendance, concentration and achievement.</p>	<p>EEF research shows that well-implemented breakfast clubs can lead to meaningful improvements in pupils’ readiness to learn, behaviour, attendance and, for younger pupils, academic outcomes.</p> <p>Evidence also indicates that breakfast clubs can create a calmer start to the day, enhance wellbeing and promote positive relationships.</p> <p>Further information can be found here: Magic Breakfast - trial EEF</p>	1, 2

Total budgeted cost:

1 - Teaching	£15,558
2 - Targeted academic support	£47,285
3 – Allocated wider strategies	£29,571
Total budgeted spend	£92,414
Left to allocate for acute issues	£11,033

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Our pupil premium activity impacted positively on our pupils in the 2024 to 2025 academic year.

Our strategically scheduled before- and after- school targeted intervention sessions, alongside our high-quality teaching and learning during the school day, enabled children to catch up and keep up.

Children with complex vulnerabilities, e.g. SEN and financial disadvantage, made good progress from their starting points having benefitted from personalised adjustments and support strategies.

2025 Key Stage 2 SATs results

	Dunalley data	National data
Percentage of children achieving the expected standard in reading, writing and maths combined	55%	47%
Percentage of disadvantaged children achieving at least the expected standard in reading	91%	63%
Percentage of disadvantaged children achieving the higher standard in reading	27%	21%
Percentage of disadvantaged children achieving at least the expected standard in writing	55%	59%
Percentage of disadvantaged children achieving greater depth in writing	0%	7%
Percentage of disadvantaged children achieving at least the expected standard in grammar, punctuation and spelling	82%	60%
Percentage of disadvantaged children achieving the higher standard in grammar, punctuation and spelling	9%	NA
Percentage of disadvantaged children achieving at least the expected standard in maths	91%	61%
Percentage of disadvantaged children achieving the higher standard in maths	18%	15%

2024-2025 Attendance data

	Dunalley data	National data
Absence rate for pupils who were eligible for free school meals	6.1%	10.6%
Absence rate for pupils who were not eligible for free school meals	3.4%	5.4%

*Not available at time of writing

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
Widgit Online	Widgit Online
Learning Village	Learning Village Blended EAL Literacy Programme
Talk Boost	Talk Boost - Speech and Language UK: Changing young lives
Trusted Emotionally Available Adult	Trusted Emotionally Available Adult (TEAA) : Gloucestershire Healthy Living and Learning
Zones of Regulation	Self-Regulation Curriculum The Zones of Regulation