

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 effect that last year's spending of pupil premium had within our school.

School overview – updated 04/12/2024

Detail	Data
School name	Dunalley Primary School
Number of pupils in school	419 as at 05.12.2024
Proportion (%) of pupil premium eligible pupils	14%
Academic year/years that our current pupil premium strategy plan covers	2021/2022 (spring and summer terms) 2022/2023 2023/2024 2024/2025
Date this statement was published	31.12.2024
Date on which it will be reviewed	01.10.2025
Statement authorised by	Alison Godfrey, Headteacher
Pupil premium lead	Sue Raybould, Assistant Head - Inclusion
Governor lead	Rose Fox

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£108,180 (financial year 2024/25)
Pupil premium funding carried forward from previous years	£19,360
Total budget for this academic year	£127,540 (financial year 2024/45)

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all children, irrespective of their background or 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 is reflected in our vision and values –

Learning and achieving together

Our school empowers all children to embrace learning, achieve their personal best and build their emotional, social and physical wellbeing.

- ***We value each individual and celebrate diversity***
- ***We care about each other and the environment***
- ***We persevere and grow together***
- ***We are ready, respectful and safe***

Our goal is to equip our children with the knowledge, understanding, skills and attitudes that will enable them to thrive in our ever-changing world.

As well as focusing on the needs of children who are [eligible for the pupil premium](#), we will consider the challenges faced by vulnerable children, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching and learning are at the heart of our approach, with a focus on areas in which disadvantaged children require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time as benefitting non-disadvantaged children in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged children's attainment will be sustained and improved alongside progress of their disadvantaged peers.

Our approach is responsive to common challenges and individual needs, rooted in robust diagnostic assessment and not 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 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.

Challenges

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

	Detail of challenge
1	Observations and discussions with children indicate underdeveloped oral language skills and vocabulary gaps among many children. These are evident from Nursery through to KS2 and in general, are more prevalent among our disadvantaged children than their peers.
2	Assessments, observations, and discussions with children suggest disadvantaged children generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
3	Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged children have been impacted by partial school closures to a greater extent than for other children. These findings are supported by national studies. This has resulted in knowledge gaps leading to children falling further behind age-related expectations in core areas.
4	Discussions with families indicate that some find it difficult to support learning in the home. This is most prevalent among our disadvantaged families who are often living in challenging conditions.
5	Our attendance data shows that the relative attendance of children who access free school meals is lower than that of children who do not access free school meals. In some cases, poor punctuality and lateness also hinders progress at school. We recognise the impact that the pandemic, and unavoidable periods of isolation, has had on the attendance on all our learners.

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 oral language skills and vocabulary among disadvantaged children.	Assessments and observations indicate significantly improved oral language among disadvantaged children. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2024/25 show that more than 70% of disadvantaged pupils as defined by the government met the expected standard. <i>December 2021 teacher assessments identified that 45% of children of the 2021/2022 Year 3 disadvantaged cohort were meeting or exceeding expectations.</i>
Improved writing attainment among disadvantaged pupils.	KS2 writing outcomes in 2024/25 show that more than 70% of disadvantaged pupils as defined by the government met the expected standard. <i>December 2021 teacher assessments identified that 33% of children of the 2021/2022 Year 3 disadvantaged cohort were meeting or exceeding expectations.</i>
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2024/25 show that more than 70% of disadvantaged pupils as defined by the government met the expected standard. <i>December 2021 teacher assessments identified that 20% of children of the 2021/2022 Year 3 disadvantaged cohort were meeting or exceeding expectations.</i>
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing to 2024/25 demonstrated by: <ul style="list-style-type: none"> - qualitative data from pupil voice, online pupil survey, family feedback and teacher observations
To increase parental engagement in learning, with an emphasis on disadvantaged families.	Sustained high levels of parental engagement in learning by 2024/25 demonstrated by: <ul style="list-style-type: none"> - qualitative data from pupil voice, family feedback and teacher observations - 95%+ of families to attend regular progress reviews with teachers
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 average attendance of all pupils being 97%+ and the attendance gap between disadvantaged pupils

	<p>and their non-disadvantaged peers being reduced to less than 2% (in 2020/2021 it was 4.2%)</p> <ul style="list-style-type: none"> - unauthorised absence from school for all children will be less than 0.5% (in 2020/2021 it was 0.78%) - unauthorised absence from school for children eligible for the pupil premium will be less than 1% (in 2020/2021 it was 2.36%)
--	---

Activity during the 2024/2025 financial year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £4,581

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments.</p> <p>Training for teachers and teaching partners to ensure assessments are interpreted and administered correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil. 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 interventions or teacher instruction.</p> <p>EEF Blog: Measuring up - helping teachers to assess better EEF (educationendowmentfoundation.org.uk)</p>	3
<p>Purchase of a blended training package (WALKTHRU) to enhance the quality of our teaching and learning.</p> <p>Teachers and teaching partners to benefit from INSET training and online access to training materials.</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>	3

<p>Purchase of access to WIDGIT Online.</p> <p>This is an online portal for creating, printing, sharing and translating symbol materials online in order to enhance teaching, learning and communication.</p>	<p>Teachers throughout Dunalley use Widgit Online to produce a range of resources that enhance personal development, behaviour and learning. For example:</p> <ul style="list-style-type: none"> - Visual timetables support structure and routine and reduce anxiety for some learners. - Communication Books help some individuals express themselves and communicate their needs and wants. - EAL materials translate symbol materials for some children who speak English as an additional language. - Vocabulary flashcards and sheets support independent work and language development. - Symbol documents create supported stories, model texts, instructions and information sheets. - Colourful Semantics resources develop grammar and sentence construction skills. - Mind Maps develop higher-level thinking and improve reading comprehension. - Now and Next Boards can be used as effective behavioural management aids. - Social Stories provide guidance and direction for children in various social situations. <p>This investment complements the EEF Teaching and Learning Toolkits and provides teachers and leaders with practical resources that help them to enhance teaching and learning.</p>	<p>3</p>
<p>Purchase of Crick software - Clicker</p>	<p>The resource is designed to raise writing independence and confidence. It supports emergent, developing and struggling readers and writers in achieving writing success:</p> <ul style="list-style-type: none"> - Clicker Grids enables children to write with whole words and phrases. Emerging writers build sentences word-by-word, while Words Banks scaffolding to support developing writers. - Clicker's 'Picturize' button instantly adds pictures to any Clicker Grid, helping children to find the word they want. - Talking Clicker Books make curriculum content accessible for all and supports 	<p>3</p>

	<p>emergent readers and EAL pupils with Matching Sets, and Talk Sets develop speaking and listening skills.</p> <ul style="list-style-type: none"> - The child-friendly mind mapping areas helps children to prepare for writing and organise ideas. - Cloze activities can support assessment of pupils' knowledge and their ability to use semantic and contextual clues. <p>This investment complements the EEF Teaching and Learning Toolkits and provides teachers and leaders with practical resources that help them to enhance teaching and learning.</p>	
To enhance parental engagement in learning	<p>It is well known that parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with better academic outcomes. Evidence from the EEF Teaching and Learning Toolkit suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year. We plan to begin by enhancing the ability of families to support reading in the home.</p> <p>Working with Parents to Support Children's Learning EEF (educationendowmentfoundation.org.uk)</p>	4

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

Budgeted cost: £100,198

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implementation of evidenced based intervention programme, by a trained member of staff, for children in Reception which has been found to improve children's language and early literacy skills (NELI).	<p>The Nuffield Early Language Intervention (NELI) is designed to improve listening, narrative, and vocabulary skills. The DfE (Department for Education) has been working with the EEF and other delivery partners to make this programme available at no cost for schools where additional targeted support for oral language would be particularly beneficial.</p> <p>Further information can be found here –</p>	1

	Early years support for schools EEF (educationendowmentfoundation.org.uk)	
To train staff, purchase resources and deliver Talk Boost interventions which will support pupils who experience difficulties with speaking and understanding.	<p>Oral language interventions (also known as oracy or speaking and listening interventions) refer to approaches that emphasise the importance of spoken language and verbal interaction in the classroom.</p> <p>EEF research recognises that oral language interventions have very high impact for very low cost based on extensive evidence –</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	1
Maintenance of targeted one-to-one and small group phonics intervention for underachieving children.	<p>Studies in England have shown that pupils eligible for free school meals benefit from phonics interventions and approaches. This is likely to be due to the explicit nature of the instruction and the intensive support provided. Research has shown that some disadvantaged children may not develop phonological awareness at the same rates as other pupils, having been exposed to fewer spoken words and books that are read at home. Targeted phonics interventions may therefore improve decoding skills more quickly for pupils who have experienced these barriers to learning.</p> <p>Phonics EEF (educationendowmentfoundation.org.uk)</p>	2
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>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. Research has identified that many children with EAL, even with relatively well-developed oral language proficiency, are likely to have less vocabulary knowledge that non-EAL peers which in turn can have negative consequences on the English language and literacy development (Murphy, 2014). Click here for further information or see</p>	1

	English as an additional language (EAL) EEF (educationendowmentfoundation.org.uk)	
Employment of teaching partners to deliver evidenced based interventions before, in some circumstances during, and after school as a means of targeted areas of need accelerating progress. Teaching partners will be fully trained in delivering intervention programmes they provide.	<p>Research shows that the targeted deployment of teaching assistants, where they are trained to deliver an intervention to small groups or individuals has a higher impact on learner outcomes.</p> <p>Delivering interventions before and after school, as much as possible, ensures that interventions supplement teaching but does not reduce access to quality first teaching or reduce the number of high-quality interactions children have with their classroom teacher both in or out-of-class.</p> <p>Further information can be found here – Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)</p>	3

Wider strategies

Budgeted cost: £8,484 for named activities.

£14,277 for acute issues (contingency fund)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment of a family worker who provides personalised support and intervention and, where appropriate co-ordinates the involvement of outside agencies in ensuring that children flourish and succeed.	<p>Our family support team works with families to tackle barriers to learning and participation. They focus on several key areas –</p> <ul style="list-style-type: none"> - Improving attendance and punctuality <p>Research has found that poor attendance is linked to poor academic attainment across all stages as well as anti-social characteristics, delinquent activity and negative behavioural outcomes.</p> <p>Attendance interventions rapid evidence assessment EEF (educationendowmentfoundation.org.uk)</p> <ul style="list-style-type: none"> - Enhancing parental engagement in learning <p>Developing positive and productive relationships with families is crucial in ensuring that children</p>	3 4

flourish and thrive. Sometimes families benefit from sustained and intensive support that is rooted in carefully developed trusting relationships.

[Working with Parents to Support Children's Learning | EEF](#)
educationendowmentfoundation.org.uk

- **Providing support for families and children who are experiencing social, emotional, behavioural and mental health difficulties**

The report – Improving Social and Emotional Learning in Primary Schools – stresses that this is especially important for children from disadvantaged backgrounds and other vulnerable groups, who, on average, have weaker social and emotional skills at all ages than their better-off classmates. Research recommends actively engaging with parents/carers so that they can reinforce skills in the home environment.

[Prioritise social and emotional learning to avoid "missed..." | EEF](#)
educationendowmentfoundation.org.uk

[Improving Social and Emotional Learning in Primary Schools | EEF](#)
educationendowmentfoundation.org.uk

- **Promoting positive parenting**

Parenting can be an extremely challenging task and families sometimes need reassurance, support and guidance. Sometimes this can be effectively provided by school staff, sometimes signposting, and referring to outside agencies (e.g. Triple P) is desirable. Our family support team is experienced in meeting the needs of individual families.

[Level 4 Group Triple P \(Positive Parenting Program\) | EEF](#)
educationendowmentfoundation.org.uk

[Kevan Collins in TES: 'Parenting can bridge the disadvantage...' | EEF](#)
educationendowmentfoundation.org.uk

<p>Investment in Trusted Emotionally Available Adult (TEAA) training and resources</p>	<p>Children and young people have improved mental health and wellbeing as a result of positive relationships with adults in their school and community. Supportive adults keep children and young people safe and let them know that they have somewhere to turn to when needed.</p> <p>Practitioners working in schools have long known the benefits for children and young people of having a TEAA. Children need to have trusted adults in their lives in order to feel safe; if children feel safe, they thrive. For those who do not have TEAA outside of school, the impact on their wellbeing, confidence, academic success, and resilience of having a TEAA at school is hugely significant. Class teachers cannot always be emotionally available for their pupils, so having structures in place in schools where children can speak to an adult they trust, and potentially go on to engage in a short series of sessions in a particular area they may need support in managing (such as coping with change, building resilience, maintaining friendships, etc) can have a huge impact on the child’s happiness and success in life.</p> <p>The EEF have assessed the impact of social and emotional learning approaches and interventions: Social and emotional learning EEF</p>	<p>3 4</p>
<p>Zones of Regulation resources and training with the Advisory Teaching Service</p>	<p>The Zones of Regulation framework is designed to help individuals learn how to self-regulate their emotions. The framework categorizes feelings into four zones: Blue, Green, Yellow and Red. The skills taught in the framework include:</p> <ul style="list-style-type: none"> - Identifying your emotions by categorizing feelings into four zones - Self-regulation: Achieving a preferred state of alertness (zone) for a situation - Identifying triggers: learning what makes you ‘tick’ and why - Coping strategies: various techniques that help achieve emotional regulation and manage strong emotions 	<p>3 4</p>

	The EEF have assessed the impact of social and emotional learning approaches and interventions: Social and emotional learning EEF	
Contingency fund for acute issues	Based on our experience, and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost:

1 - Teaching	£4,581
2 - Targeted academic support	£100,198
3 – Allocated wider strategies	£8,484
Total budgeted spend -	<u>£113,263</u>
Left to allocate for acute issues	£14,277

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.

Our pupil premium activity impacted positively on our pupils in the 2023 to 2024 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.

Disadvantaged children - Key Stage 2 SATs results 2024

	Dunalley data	National data
Percentage of disadvantaged children achieving the expected standard in reading, writing and maths (combined)	54%	45%
Percentage of disadvantaged children achieving at least the expected standard in reading	61%	62%
Percentage of disadvantaged children achieving the higher standard in reading	46%	18%
Percentage of disadvantaged children achieving at least the expected standard in writing	54%	58%
Percentage of disadvantaged children were working at greater depth in writing	0%	6%

Percentage of disadvantaged children achieving at least the expected standard in grammar, punctuation and spelling	61%	59%
Percentage of disadvantaged children achieving the higher standard in grammar, punctuation and spelling	38%	20%
Percentage of disadvantaged children achieving at least the expected standard in maths	85%	59%
Percentage of disadvantaged children achieving the higher standard in maths	31%	13%

- 6 of the 13 children in this group benefitted from SEN Support.

Disadvantaged children without Special Educational Needs – Key Stage 2 SATS results 2024

	Dunalley Data	ALL children national data*
Percentage of disadvantaged children achieving the expected standard in reading, writing and maths (combined)	71%	61%
Percentage of disadvantaged children (without SEND) achieving at least the expected standard in reading	85%	74%
Percentage of disadvantaged children (without SEND) achieving the higher standard in reading	71%	28%
Percentage of disadvantaged children (without SEND) achieving at least the expected standard in writing	71%	72%
Percentage of disadvantaged children (without SEND) were working at greater depth in writing	0%	13%
Percentage of disadvantaged children (without SEND) achieving at least the expected standard in grammar, punctuation and spelling	86%	72%

Percentage of disadvantaged children (without SEND) achieving the higher standard in grammar, punctuation and spelling	57%	32%
Percentage of disadvantaged children (without SEND) achieving at least the expected standard in maths	100%	73%
Percentage of disadvantaged children (without SEND) achieving the higher standard in maths	57%	24%

*direct comparison not available

2023-2024 Academic year attendance data

	Dunalley data	National data
Absence rate for pupils who <u>were</u> eligible for free school meals	7.2%	11.1%
Absence rate for children who <u>were not</u> eligible for free school meals	4.7%	5.8%

Externally provided programmes

Programme	Provider
Widgit Online	Widgit Online
Learning Village	Learning Village Blended EAL Vocabulary, Language Structure and Reading Programme for New to English and Low Level Literacy Learners
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
NELI	Home Nuffield Early Language Intervention (NELI)
Clicker	Clicker - Crick Software UK

Further information (optional)

Our pupil premium strategy has been supplemented by additional activity that is not being funded by pupil premium or recovery premium. This includes:

- Embedding more effective practice around feedback. EEF evidence demonstrates that this has a very high impact for very low cost based on extensive evidence - [Feedback | EEF \(educationendowmentfoundation.org.uk\)](https://www.educationendowmentfoundation.org.uk/feedback).
- Utilising a [DfE grant](#) to train a senior mental health lead. The training will develop our whole school approach to mental health and wellbeing and enable us to better promote and support the mental wellbeing of children and staff whilst making the best use of existing resources.
- Offering a wide range of high-quality extra-curricular activities to boost wellbeing, behaviour, attendance, and aspiration. Disadvantaged children will be encouraged and supported to participate as research shows that they often do not, or cannot, access extra-curricular opportunities - [An Unequal Playing Field report.pdf \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/614442/an-unequal-playing-field-report.pdf).

In order to achieve the aims contained within this document we will draw on the EEF's guide to implementation and training materials – [Implementation | EEF \(educationendowmentfoundation.org.uk\)](https://www.educationendowmentfoundation.org.uk/implementation). We will scrutinise the impact of strategies and interventions on a regular basis and adjust our plan over time to secure better outcomes for children and families.