Pupil premium strategy statement – Dunnington C of E Primary School – reviewed and updated July 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	89
Proportion (%) of pupil premium eligible pupils	9%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2023/2024 to 2026/2027
Date this statement was published	September 2025
Date on which it will be reviewed	December 2025
Statement authorised by	Monica Hogan McDonagh
Pupil premium lead	Headteacher
Governor / Trustee lead	Emma Daniell

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£28,800
Recovery premium funding allocation this academic year	£1656.56
Pupil premium (and recovery premium) funding carried forward from previous years	£0
Total budget for this academic year	£29,656

Part A: Pupil premium strategy plan

Statement of intent

The effective use of Pupil Premium Grant (PPG) encompasses all elements of our school vision and core values. All pupils, including the most severely disadvantaged and most able, are regarded as unique individuals and receive both challenge and support designed to best meet their needs to enable them to reach their full potential. We passionately believe that education plays a powerful and transformative role in improving life chances for disadvantaged pupils. In order to achieve this, children need to feel safe, valued, supported and part of the community.

Our main purpose is to focus on closing the gaps in achievement and attainment that may exist for different groups of pupils in our school.

Objectives :

● To reduce the gap in attainment between disadvantaged pupils in school and their peers
● To provide pupils with high quality teaching and learning opportunities
● To provide effective social and emotional support to disadvantaged pupils so they are safe, happy and able to attend every day
● Evidence-based strategies will be implemented to ensure the best impact on improving outcomes for disadvantaged pupils.
● Quality First teaching is key to improving outcomes for disadvantaged pupils
● We are committed to providing our disadvantaged pupils with access to a wide variety of curricular and extracurricular experiences and activities.

We have a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve. Academic progress of all pupils is reviewed at least termly by all staff. This includes any children we identify as being vulnerable to finding engagement in school life difficult for any reason, not only children termed 'disadvantaged'.

Challenges

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

Challenge number	Detail of challenge
1	Reception children have lower than usual starting points expected for Personal, Social and Emotional Development and in literacy, particularly in speech and language. Attainment gap appears on entry to the school meaning pupils are sometimes behind academically before they start.
2	Prolonged staff absence challenges the provision of Quality First Teaching, which has an impact on establishing good learning behaviours. This affects attitudes to learning and therefore attainment.

3	Inconsistent parental support at home which can mean pupils have limited access to activities which build their cultural capital
4	Pupils affected by social, emotional and mental health issues which can impact their ability to develop resilience and show positive learning behaviours
5	Lost learning time due to disruptive behaviours.
6	Learning time lost to poor attendance or lateness

Intended outcomes – for the 2023/24 academic year

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
Quality first teaching in place. Deliver CPD in relation to teaching phonics consistently across school including in KS2 where phonic knowledge is not secure.	EEF guide to pupil premium – tiered approach – teaching is the top priority CPD delivery to develop a school specific approach to teaching reading (including comprehension and vocabulary understanding) CPD in all subject areas to increase vocabulary development opportunities.
Vulnerable pupils to make at least expected progress in reading attainment Pupils to make at least expected progress in writing attainment.	The differential between attainment in reading and writing is narrowed. The gap between vulnerable children and non-vulnerable will be monitored closely and if it appears to remain. Appropriate interventions will be put in place.
Pupils to make at least expected progress in maths attainment.	The differential between attainment in maths and reading is narrowed.
To improve the engagement of disadvantaged children's parents, to support and improve the frequency and quality of daily reading at home.	Parental engagement and written responses seen frequently in pupil reading diaries. Parents attending workshops which outline early-reading steps to success and give options for parental support.
Ensure that all PP children have equal access to and engagement within cultural and enrichment activities	Monitoring of pupil involvement with lunchtime organised sport activities led by Sprint Active. Monitoring and prioritising of PP children's attendance at enrichment activities in and out of school. Positive pupil voice feedback about enrichment opportunities.

Activity in this academic year (during 2023/24)

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: **£16,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enhance teaching and learning; subject leaders participate in externally provided CPD in all areas of the curriculum.	EEF Guide to CPD: effective and evidence-based CPD will build knowledge, motivate the teaching team and promote a consistent approach to teaching and learning techniques, securely embedding practice over. Quality first teaching remains the most effective tool to improve outcomes for all children with a particularly beneficial effect on disadvantaged and vulnerable children. Targeted CPD will equip the team to embed positive learning behaviours across the school.	2
Improve the quality of social and emotional approaches to learning.	EEF Metacognition & Self-regulation: The potential impact of metacognition and self-regulation approaches is high (+7 months additional progress), although it can be difficult to realise this impact in practice as such methods require pupils to take greater responsibility for their learning and develop their understanding of what is required to succeed.	4,5
PP pupils access full broad and balanced curriculum	Improved attainment across the school, especially core subjects.	1,2,3,4,5,6
Incentive driven collaboration with parent community to improve behaviour, lateness and reduce holidays in term time.	Evidence shows that all children achieve more and invest in their own learning when school and home work together to achieve desired outcomes. Input from pupil voice, parents' surveys and parent workshops.	3,5,6

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

Budgeted cost: £10,000

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

Budgeted cost: £6,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provision of mentoring sessions to talk to children who are feeling anxious of going through a difficult time, particularly those pupils with PP	Evidence suggests hat feeling good about yourself can lead to better wellbeing and self-esteem.	3
Funding and support for pupils with PP to access the full extra-curricular offer including clubs, residential visits and educational visits	Boosting children's cultural capital is proven to allow them to fully access the curriculum.	5

Total budgeted cost: £32,500

Part B: Review of the previous academic year (2023-24)

Outcomes for disadvantaged pupils

The progress of pupils across school was monitored closely and assessment points used at the end of each term. Scaled scores were used to assess reading and Maths through NFER tests. For Year 5, past SAT papers were used.

School used the expertise of Send Supported through and visiting Educational Phycologists to support the assessment of pupils with specific learning difficulties, or those who were presenting with undiagnosed high level additional needs. The development of procedures and routines to support their inclusion and maximise their progress and attainment were put in place. Wellbeing and emotional support was given to the pupils who were in need.

Where additional support was required mentors, specialised counsellors and staff known to the pupils (including the Mental Health leader) supported individuals and small groups of pupils.

Pupils experienced variability in the quality of education they received and could not achieve as well as they should. Dunnington C of E Primary School is reviewing many aspects of its curriculum and is committed to getting it right for pupils.

Instability in staffing, including leadership, impacted the school's work to ensure that the curriculum is delivered in a way that supports good learning. Much of the curriculum development had to be undertaken by staff who were new to the school or leaders who had to assume additional duties of temporarily covering subject management due to staff absence.

The school has recently taken decisive action to revise its curriculum, including mathematics and phonics, writing and early reading.

The school prioritised the behaviour and safety of pupils and staff. Leaders were tenacious in ensuring pupils receive the pastoral support they need. The school introduced clear rules and routines for behaviour. However, some pupils were unable to access the self-regulation needed to benefit from school life. .

Changes to the school's approach to improving pupils' attendance, including a designated attendance a champion, are beginning to make a positive difference.