



Dundry Primary School

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium from 2024-27 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 Dundry CE Primary School

Number of pupils in school 81
Proportion (%) of pupil premium eligible pupils 19 (23.45%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) 2024-2025 2025-2026 2026-2027
Date this statement was published November 2024
Date this statement was reviewed: November 2025 Date on which it will be reviewed: November 2026
Statement authorised by Anne-Marie Maggs Head Teacher
Pupil premium Lead: Beth George
Governor: Rebecca Dyer

Funding overview

Detail	Amount
Pupil premium funding allocation for 2024 -25	£26,640
Pupil premium funding allocation for 2025 -26	£30,000 (approx.)

Pupil premium funding carried forward from previous years

£0

(enter £0 if not applicable)

Total budget for this academic year (25-26) If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£30, 000
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Part A: Pupil premium strategy plan

Statement of intent

A beacon of hope on the hill - a small school making a big difference is our ambition for all pupils at Dundry School. We recognise that some children require additional support from us in order for this ambition to be realised.

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker, are young carers or receive support from our Education Welfare Officer. 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 is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through School-led Tutoring for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- ensure all additional support is regularly reviewed for impact
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
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1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with reading than their peers. This negatively impacts their development as readers from Reception through to Year 6.
3	Internal assessments indicate that writing attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils and that these pupils are making slower progress than their peers.
4	Internal assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils, although they are making good progress which is often better than their peers.
5	Our observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to complex family circumstances. These challenges particularly affect disadvantaged pupils, including their attainment.
6	Our attendance data indicates that attendance among disadvantaged pupils is currently 3.6% lower than for non-disadvantaged pupils. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.

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
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<p>Improved oral language skills and vocabulary among disadvantaged pupils.</p>	<p>Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</p> <p>Disadvantaged pupils in the Early Years reach a Good Level of Development in Communication and Language.</p>
<p>Improved phonics attainment among disadvantaged pupils.</p>	<p>KS1 phonics screening outcomes show that 80% disadvantaged pupils met the required standard.</p>
<p>Improved reading progress and attainment among disadvantaged pupils.</p>	<p>KS2 reading outcomes show that more than 80% of disadvantaged pupils met the expected standard.</p> <p>100% of disadvantaged pupils will make at least expected progress with a significant proportion making accelerated progress in order to catch up to ARE.</p>
<p>Improved writing progress and attainment among disadvantaged pupils.</p>	<p>KS2 writing outcomes show that more than 80% of disadvantaged pupils met the expected standard.</p> <p>100% of disadvantaged pupils will make at least expected progress with a significant proportion making accelerated progress in order to catch up to ARE.</p>
<p>Improved maths attainment for disadvantaged pupils at the end of KS2.</p>	<p>KS2 maths outcomes show that more than 80% of disadvantaged pupils met the expected standard.</p> <p>100% of disadvantaged pupils will make at least expected progress with a significant proportion making accelerated progress in order to catch up to ARE.</p>
<p>Improved retention, recall and response to learning for all pupils, especially those who are disadvantaged, closes knowledge gaps.</p>	<p>Assessments and observations indicate significantly improved retention, recall and response to learning in wider curriculum areas among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny, pupil conferencing and ongoing formative assessment.</p>

<p>To achieve and sustain improved social and emotional wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Sustained high levels of wellbeing demonstrated by:</p> <ul style="list-style-type: none"> · qualitative data from student voice, student and parent surveys and teacher observations · a significant reduction in behaviour incidents · a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance demonstrated by:</p> <ul style="list-style-type: none"> ● the overall absence rate for all pupils being no more than 2%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 1%. <ul style="list-style-type: none"> ● the percentage of all pupils who are persistently absent being below 8% and the figure among disadvantaged pupils being no more than 2% lower than 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, recruitment and retention)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Use of Teaching Assistants to support targeted small group interventions</p>	<p>When deployed effectively, Teaching Assistants can support an additional 4 months additional progress over the course of the year. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	<p>1, 2, 3, 4</p>

<p>CPD for teaching staff on effective assessment for learning, feedback and metacognition</p>	<p>The average impact of metacognition and self-regulation strategies is an additional seven months' progress over the course of a year.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p> <p>Effective feedback can support 6 months additional progress over the course of the year.</p> <p><i>There is evidence to suggest that feedback involving metacognitive and self-regulatory approaches may have a greater impact on disadvantaged pupils and lower prior attainers than other pupils. Pupils require clear and actionable feedback to employ metacognitive strategies as they learn, as this information informs their understanding of their specific strengths and areas for improvement, thereby indicating which learning strategies have been effective for them in previously completed work.</i></p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p>	<p>1, 2, 3, 4, 5</p>
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<p>Whole school systematic approach to teaching reading with support from the EnglishHub. This is supported with a well-resourced library of texts that progress from phonetically decodable texts, matched to our scheme, to high quality free-read texts matched to our reading spine. This will include use of small group guided reading, whole class reading and Precision Teach for sight reading.</p>	<p><i>The average impact of reading comprehension strategies is an additional six months' progress over the course of a year. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.</i></p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	<p>1,2</p>
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<p>Investment in resources to support the new validated phonics scheme</p>	<p><i>The average impact of the adoption of phonics approaches is about an additional five months' progress over the course of a year.</i></p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	<p>2</p>
<p>Investment in high quality texts, educational visits and curriculum development to support better learning in wider curriculum subjects</p>	<p>https://www.gov.uk/government/speeches/the-importance-of-a-knowledge-rich-curriculum</p> <p><i>"We are undeterred by the pandemic that we are living through, and by working together and through the teaching of a knowledge-rich curriculum, we can truly Level Up across the country</i></p>	<p>2,5,6</p>

	<p><i>and give children the education they deserve.” Nick Gibb addresses a Social Market Foundation panel event on raising school standards, July 2021</i></p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>1:1 feedback - 1:1 pupil conferencing for all independent writing (2x term) - 1:1 reading (at least 1x weekly depending on ARE level)</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback 1:1 teaching session: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p>	<p>1, 2, 3, 4, 5</p>

<p>Reading, writing, maths tutoring (small group with known HLTA) 1:1 feedback</p>	<p>The average impact of the small group tuition is four additional months' progress, on average, over the course of a year. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	<p>1, 2, 3, 4</p>
<p>Assertive Mentoring / Parental Engagement Assertive Mentoring combines improving a pupil's self-regulation with parental feedback and engagement</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p>	<p>5,6</p>
<p>The average impact of the Parental engagement approaches is about an additional four months' progress over the course of a year. There are also higher impacts for pupils with low prior attainment</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	<p>5,6</p>

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Whole school approach to Thrive including 1:1 and small group Thrive sessions for some pupils</p>	<p><i>The average impact of successful SEL interventions is an additional four months' progress over the course of a year.</i></p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	<p>6, 7</p>
<p>Introduce OPAL to strategically and sustainably improve the quality of children's play opportunities.</p>	<p>Decrease in reported behaviour and first aid incidents</p> <p>Better start to afternoon teaching time</p> <p>Increased resilience, collaboration and inclusion Improved self-regulation</p>	<p>5,6</p>

<p>Financial support with school visits, uniform and extracurricular activities, including breakfast club</p>	<p>https://www.tes.com/news/fiv-e-ways-good-schools-support-deprived-pupils</p> <p>Successful schools use a wider range of strategies, including school trips</p> <p><i>The research found that high-performing schools, both inside and outside of London, used a broader range of strategies to support disadvantaged pupils than lower-performing schools. Successful strategies for supporting children from poorer backgrounds included subsidising trips and extracurricular activities, and directing resources towards the early years and foundation stage.</i></p>	<p>6, 7</p>
<p>Embedding principles of good practice including engagement with Trust EWO service</p>	<p>DfE's Improving School Attendance</p>	<p>7</p>

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.

Intended outcome	Success criteria	2024-25 Outcomes	Review
<p>Improved oral language skills and vocabulary among disadvantaged pupils.</p>	<p>Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative</p>	<p>0% of PP pupils in EYFS achieved GLD (1 child with SEND Needs) PP pupils were supported to take part in class sharing assemblies and class</p>	<p>Continue with the full range of strategies that will promote and improve language skills and vocabulary acquisition.</p>

	<p>assessment. Disadvantaged pupils in the Early Years reach a Good Level of Development in Communication and Language</p>	<p>performances and were targeted in class to be supported with vocabulary acquisition and engagement in lessons. Early language screening was used to assess language difficulties and put interventions in place.</p>	<p>Ensure all staff realise the critical nature of this target and exploit every possible opportunity to reinforce strong language skills and vocabulary acquisition with children</p>
<p>Improved Phonics attainment among disadvantaged pupils.</p>	<p>Ks1 phonics screening outcomes show that more than 80% of disadvantaged pupils met the required standard</p>	<p>100% of PP pupils in Y1 passed the phonics screening check (92% of the cohort passed PSC).</p>	<p>Little Wandle has had a significantly positive impact for all pupils including PP pupils. Ensure consistency of delivery and high standards continue through regular CPD and monitoring.</p>
<p>Improved reading progress and attainment among disadvantaged pupils</p>	<p>KS2 reading outcomes show that more than 80% of disadvantaged pupils met the expected standard</p>	<p>Year 1 - 33.3% Year 2 – 100% Year 3- 33.3% Year 4 - 75% Year 5 – 37.5% Year 6 – 75%</p>	<p>Review reading interventions to ensure impact for PP. monitor guided reading sessions to ensure PP questioning and targeted support within lessons and improve the reading diet across the school</p>
<p>Improved writing progress and attainment among disadvantaged pupils</p>	<p>KS2 writing outcomes show that more than 80% of disadvantaged pupils met the expected standard. 100% of disadvantaged pupils will make at least expected progress with a significant proportion making accelerated progress in order to catch up to ARE</p>	<p>Year 1 – 50% Year 2 – 0% Year 3- 0% Year 4- 75% Year 5- 37.5% Year 6 – 50%</p>	<p>Ensure that PP pupils are targeted for 1:1 Pupil Conference when editing written work and are supported to learn SPAG. Ensure PP books are a priority for marking and specific needs are targeted.</p>
<p>Improved maths</p>	<p>KS2 maths outcomes show that more than 80% of</p>	<p>Year 1- 83.3% Year 2- 100%</p>	<p>Ensure consistency of delivery and high</p>

attainment for disadvantaged pupils at the end of KS2	disadvantaged pupils met the expected standard. 100% of disadvantaged pupils will make at least expected progress with a significant proportion making accelerated progress in order to catch up to ARE.	Year 3- 33.3% Year 4- 100% Year 5 – 37.5% Year 6 – 75%	standards continue through regular CPD and monitoring. Ensure that PP pupils are continued to be targeted in Y3/4 with multiplication tables as this has a strong link to future progress and attainment in UKS2
Improved retention, recall and response to learning for all pupils especially those who are disadvantage, closes knowledge gaps.	Assessments and observations indicate significantly improved retention, recall and response to learning in wider curriculum areas among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny, pupil conferencing and ongoing formative assessment.	Assertive Mentoring for PP pupils indicates that pupil attitudes towards behaviour were good and improved over the course of the year. Pupil attitudes towards effort improved from 18.75% excellent in term 1 to 81.25% excellent in term 6.	The smaller group or 1:1 provisions will be tracked more closely using Provision Mapping.
To achieve and sustain improved social and emotional wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing demonstrated by: <ul style="list-style-type: none"> - qualitative data from student voice, student and parent surveys and teacher observations - a significant reduction in behaviour incidents - a significant increase in participation in enrichment activities, particularly among disadvantaged pupils 	Assertive Mentoring for PP pupils indicates that pupil attitudes towards behaviour were good and improved over the course of the year. By the end of the year, attitudes towards behaviour beyond the classroom were good and increased slightly. 80% of KS2 PP children represented the school at sporting events throughout the year.	Continue with Assertive Mentoring and ensure that class teachers are able to use this to support conversations with pupils and parents on targets for improvement. Continue to develop and embed the whole school approach to Thrive. Continue the Thrive mentor program. Promote enrichment activities for PP children with 25% discounted rate for charged clubs.
To achieve and sustain improved attendanc	Sustained high attendance demonstrated by:	Whole school attendance was 93.87%. For PP pupils this was	Continue to work closely with the EWO service to improve

<p>e for all pupils, particularly our disadvantaged pupils</p>	<ul style="list-style-type: none"> • the overall absence rate for all pupils being no more than 2%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 1%. • the percentage of all pupils who are persistently absent being below 8% and the figure among disadvantaged pupils being no more than 2% lower than their peers. 	<p>95.01%.</p> <p>Over the year, 13 pupils across the whole school were considered Persistent Absentees (14.28 % of all pupils). Of these 13 pupils, 4 were PP pupils. The average attendance rate for the PA group was 83.5%. For the PP PA pupils the average attendance rate was 95.01%.</p> <p>Assertive Mentoring for PP pupils indicates that pupil attitudes towards attendance and punctuality improved over the course of the year. By the end of the year, attitudes towards attendance had increased from 12.5% very good in Term 1 to 56.25% very good in Term 5.</p>	<p>attendance. Ensure timely letters are sent to all PA pupils and meetings to support parents are held and followed up as required. Celebration and reminders regarding attendance in school newsletters. Attendance Matters added to website</p> <p>Continue with Assertive Mentoring and ensure that class teachers are able to use this to support conversations with pupils and parents on targets for improvement.</p>
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Externally provided programmes

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
Big Cat Reading Books	Collins
Doodlemaths	Doodle Learning

Further information

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