

Pupil premium strategy statement: Dunmore Primary School 2025-2028

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	371 (+39 in Nursery)
Proportion (%) of pupil premium eligible pupils	14%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025/2026 to 2027/2028
Date this statement was published	November 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Sam Bartholomew, Headteacher
Pupil premium lead	Ruth Bartholomew, Key Stage 1 leader
Governor / Trustee lead	James Tweed, lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£96,225 (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

Dunmore Primary School intends that all pupils progress, thrive, and are prepared for the future through tailored support, high-quality teaching and nurturing partnerships with families and communities.

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

Inclusivity is at the heart of Dunmore's work and so our **inspiring** 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, previously 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 our pupils. These are evident particularly in our Early Years.
3	Our attendance data over the last year (24-25) shows that attendance amongst all pupils is slightly lower than pre covid levels but particularly for disadvantaged pupils as a group. It is also noticeable for a small number of children with SEN needs. Also, the number of children below 90% attendance is slightly higher for disadvantaged pupils than for 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. Also, the number of children reaching the expected level in Reading, Writing and Maths is below that of non-disadvantaged pupils.

6	The quality of teaching must consistently be of the highest standard to effectively meet the diverse needs of all learners, ensuring appropriate scaffolding that fosters independence and enables more pupils to achieve the expected standards in Reading, Writing, and Mathematics.
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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 spoken language by pupils in Early Years to communicate, understand and interpret information.	Assessments show that children in Early Years have improved their spoken language to communicate, understand and interpret information.
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.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2027/28 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 2027/28 have improved compared with 2024/25 and are above national
Improved writing attainment among disadvantaged pupils at the end of Key Stage 2	KS2 writing outcomes in 2027/28 have improved and are above national outcomes
Improved maths attainment for disadvantaged pupils at the end of Key Stage 2	KS2 maths outcomes in 2027/28 have improved and are above national

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: £65000

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>	<p>1, 2, 5</p>
<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>	<p>1, 2</p>
<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>	<p>1</p>
<p>Subscription to a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p>(Phonics programme purchased May 2022)</p>	<p>1, 2</p>

<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):</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p> <p>Purchase and embedding 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
<p>Whole school training on Adaptive teaching</p>	<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</p> <p>1. High-quality teaching EEF</p>	6
<p>Whole school training on HiAS approach to writing</p>	<ul style="list-style-type: none"> External provider training to all staff on whole school HiAS writing (4 hours training on Inset day). Follow up 6 x 3 hour further training and planning with Year 1-6 teams with external advisor. 	5, 6
<p>Whole school Maths review</p>	<ul style="list-style-type: none"> External adviser completed maths review And revisiting in October 2025. Follow up with senior leader/s. Feedback to all teaching staff. 	5, 6

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

Budgeted cost: £18000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Numberstacks intervention</p>	<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</p>	5

	Small group tuition EEF (educationendowmentfoundation.org.uk)	
Phonics intervention	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) And in small groups Small group tuition EEF (educationendowmentfoundation.org.uk)	1
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: £13225

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	3
Employment of Family Liaison Officer	Developing relationships with families throughout the whole school, to support with attendance and wellbeing.	3, 4

Total budgeted cost: £96225

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.

We have analysed the performance of our school's disadvantaged pupils during the 2024/25 academic year using key stage 2 performance data, phonics check results, multiplication check results and our own internal assessments.

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and school level.

In 2025, the gap between disadvantaged and non-disadvantaged children's attainment was beginning to close in Reading. Over the last three years, disadvantaged children at Dunmore attained more highly than disadvantaged children nationally in Reading but not as highly as non-disadvantaged. In Writing and Maths, there remains a gap. In Writing, this gap is beginning to narrow. We continue to focus on closing this gap. In Maths over the last three years, disadvantaged children at Dunmore attain as well as disadvantaged children nationally but there remains a gap in children attaining as well as their non-disadvantaged peers, hence, commissioning external support for Maths.

Data from internal end of year tests and assessments suggest that, despite some strong individual performances, the attainment of the school's disadvantaged pupils in 2024/25 overall is below their non-disadvantaged peers in Reading and Maths within this academic year. However, there are classes where our disadvantaged children have higher attainment than their peers in Reading and Maths.

The attendance of pupils with Free School Meals decreased overall during 2024/25, therefore this needs to remain a focus for 2025/26 and remain on this strategy plan.

Persistent absence decreased across the school during 2024/25. However, it went up for disadvantaged pupils in the Autumn and Spring terms. Through focused work in the summer term this decreased. Decreasing persistent absence for all Pupil Premium pupils, SEND and EAL pupils remains a focus of our Annual Development Plan for 2025/26.

Staff have established a calm, orderly and purposeful environment through the school day. Pupils generally behave well. Challenges in relation to wellbeing and mental health remain significantly higher than before the pandemic. The appointment of the

Family Liaison Officer has supported families and provided support to help children come to school ready to learn.

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?	<ul style="list-style-type: none">• The Service Premium contributed to the employment of a Family Liaison Officer (in place since April 2025).• Teaching Assistants to provide pastoral care within classes• Emotional Literacy Professional Development for staff
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. This includes liaising with other schools – more detail is available: Dunmore Primary School - Children of the Armed Forces and Service Pupil Premium

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
- High quality interactions training for Early Years and KS1 staff.
- Communication and language SEND training for Early years staff.
- Wellcom training for Early Years staff.
- 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 focus weeks e.g. Values week, International week
- We make sure that as far as possible, all children have access to other opportunities e.g. residential trips