

Pupil premium strategy statement- Dame Dorothy 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Dame Dorothy Primary
Number of pupils in school	180
Proportion (%) of pupil premium eligible pupils	50 pupils (25%)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2025/26 – 2028/29
Date this statement was published	September 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Iain Williamson
Pupil premium lead	Iain Williamson
Governor	Kay Adie

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£71,920
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£71,920

Part A: Pupil premium strategy plan

Statement of intent

Pupil Premium Statement of Intent – Dame Dorothy Primary School

At Dame Dorothy Primary School, our vision is to ensure that every child, regardless of background, has the opportunity to achieve their full potential. We recognise that disadvantaged pupils may face additional barriers to learning, and we are committed to using Pupil Premium funding strategically to close the attainment gap between these pupils and their peers.

Our Approach

We believe that high-quality teaching, targeted interventions, and a culture of high expectations are key to improving outcomes for disadvantaged pupils. Our strategy focuses on:

- **Early Intervention and Support:** Providing additional help as soon as gaps are identified.
- **Building Core Skills:** Ensuring pupils develop strong foundations in literacy and numeracy.
- **Flexible Delivery:** Adapting support to meet individual needs through a collaborative approach between teachers and teaching assistants.

Intervention Classes

To address gaps in attainment, we have implemented **daily intervention sessions in both Key Stage 1 (Nest class) and Key Stage 2 (Hive class)**. These sessions aim to:

- Reinforce **basic literacy and numeracy skills**, enabling pupils to access the wider curriculum confidently.
- Provide **personalized support** for disadvantaged pupils who require additional help to keep pace with their peers.
- Use **teaching assistants working alongside class teachers** in a **flexible and fluid partnership**, ensuring interventions are responsive and integrated into classroom learning.

Delivery Model

- Interventions are delivered **every day**, ensuring consistency and sustained progress.
- Teaching assistants collaborate closely with teachers to **identify needs, plan targeted activities, and monitor progress**.
- Sessions are **dynamic and adaptable**, allowing pupils to receive timely support without missing essential classroom learning.

Expected Impact

Through this approach, we aim to:

- Narrow the attainment gap in reading, writing, and mathematics.
- Improve confidence and engagement among disadvantaged pupils.
- Ensure all pupils leave Dame Dorothy Primary School equipped with the skills they need for the next stage of their education.

Challenges

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

Challenge number	Detail of challenge
1	Oracy: From our assessments and observations it is clear that language skills and limited vocabulary are a key whole school focus for our children and particularly for those from a disadvantaged background.
2	Writing & grammar: Writing standards are below national expectations across all year groups and only 67% of pupils achieved the expected standard at the end of KS2 in 2025. A key focus of school improvement will be to implement the new writing framework strategy with external support.
3	Phonics: Phonics remains a core area for improvement in early years and KS1 to at least maintain outcomes at national expectations (81% at expected standard for 2025) and target support for disadvantaged groups to narrow the gap to their peers.
4	Health & Well-being: Using our newly awarded Beacon school status for PE and activity to embed a culture of daily activity and physical challenge to promote mental health and well-being for all learners. Establishing an inclusive and active breakfast club for all with affordable extended school opportunities until 5:30pm every day. These initiatives will be measured against improving attendance outcomes for all groups of pupils from just below national average figures in 2024/25 to above in 2025/26.
5	Wider Curriculum: Continue to provide experiences and cultural opportunities to all children beyond the confines of the classroom through visits. All children from disadvantaged backgrounds in Y4-6 to be provided with residential opportunities and aspirational ideas. This is to help narrow the attainment and attendance gap with our disadvantaged pupils and their peers. Updating technology opportunities for all children through access to new IT equipment that equips them to develop skills for an ever-changing workplace.

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
Oracy: Lead staff member to complete action plan and attend several days of CPD to give clear progression, coverage and expectations to school	School will be able to evidence new approaches to oracy delivery through an action plan and training for all staff, that provides clarity and progression.
Writing and grammar: Staff have completed training through the literacy and Trust lead to effectively deliver writing across all key stages.	End of year writing outcomes are showing an increase in the number of disadvantaged children achieving the expected standard in all year groups.
Phonics: All children receive daily phonics teaching within small groups and those identified as struggling with reading receive additional daily support.	End of KS1 90% of children have passed their phonics screening test by July 2026. By the end of KS2 all children are confident and competent readers.
Well-being: To provide regular emotional well-being support for all of our pupils through dedicated opportunities and themed days in addition to our PSHE curriculum	Role as a Beacon School for PE and activity demonstrates the impact on all children, captured through pupil surveys.
Wider Curriculum: To provide as many opportunities as possible for new experiences through curriculum linked visits. New IT equipment is in place to support learning opportunities.	All children (regardless of background) will have had multiple opportunities to participate in rich cultural experiences through visits in the locality and further afield.

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: **£30,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Oracy action CPD completed by lead person and action plan completed.	Lead person shares with all staff new approach to oracy. Action plan forms a key part of new planning and teaching across all key stages.	1
Writing & grammar	Lead person works alongside lead Trust member to introduce new framework for effective writing. This is introduced to staff across the academic year with support put in	2

	place to improve writing outcomes in all year groups.	
Whole school phonics delivery	Teachers and TA's effectively deployed to ensure that children are taught in phonics groups of no more than twelve to maximise impact of delivery	3
Target bottom 20% of readers and children identified with significant gaps in their learning	Catch up programme in place to provide additional TA support to those disadvantaged pupils needing support with reading to close the attainment gap. We will be providing additional phonics sessions for those children identified	3
Beacon School status for PE and activity	Demonstrating to a wider audience of schools how we are using active uniform to support our well-being culture	4
Establishing an inclusive accessible extended schools offer	In order to improve attendance outcomes for vulnerable groupings in addition to supporting learning behaviours and needs by providing an extended school offer that supports all families regardless of background through an inclusive approach centred on activity. Free breakfast club offer plus multiple after school clubs in place to support families until 5:30pm.	5

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

Budgeted cost: £28,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Multiple volunteers coming into school several times per week to support reading for most vulnerable pupils	Supporting disadvantaged children who are not receiving the regular home support for their formative reading skills.	3
High staffing ratios to support the effective delivery of phonics to children of similar abilities	Reduced size of phonics groups to target disadvantaged pupils and provide them with specific support	1, 2 & 3

New writing initiatives to be in place following CPD and support for all staff.	Lead person to complete CPD before a series of training sessions are implemented for all staff to help deliver effective writing lessons to children across all key stages.	1, 2 & 3
Improving IT equipment	64 new i-Pads purchased to support pupil learning and opportunities.	2 & 3

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

Budgeted cost: £13,920

Activity	Evidence that supports this approach	Challenge number(s) addressed
Subsidising culturally rich opportunities	Financially supporting disadvantaged pupils via extended school clubs running before and after the school day. (breakfast club) Reduced cost for musical tuition and sporting participation. Financial help for disadvantaged pupils attending residential visits, performances with the arts and curriculum opportunities	4 & 5
Themed well-being days held half termly as a driver to raise awareness and promote discussion	Well-being lead, supported by all staff, promotes national and local initiatives that is a driver for discussion with pupils and adults through activities, games and events that can highlight issues and lead to signposting families for help	4
A rich cultural capital programme is in place to broaden pupil experiences	Learning outside of the classroom environment to widen experiences, providing new opportunities and inspiring a love for learning are essential requirements for our most disadvantaged pupils. Regular trips and visits linked to curriculum are planned in, along with sporting competitions, an appreciation of the arts, subsidised musical instrumental	5

	teaching, outdoor residential adventures. Significant focus will be given to improve out IT capabilities to ensure that children have greater access to IT equipment to support their learning.	
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Total budgeted cost: £71,920

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 previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

Data for KS1 phonics has shown a rising 2-year trend from 60% in 2023 to 81% 2025. The conclusion of the Westgarth Hub programme to deliver Read, Write, Inc has had a positive impact on outcomes and demonstrates an effective use of the pupil premium spend.

Intervention programmes were timetabled daily to support disadvantaged pupils for phonics interventions, reading strategies and number fluency by careful deployment of staffing. Results for reading and writing are still below national expectations for 2025.

As a result we have reviewed our approach for 2025/26 to introduce a new writing framework with comprehensive CPD for all staff to ensure consistency of delivery.

Externally provided programmes

Programme	Provider

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	NA
What was the impact of that spending on service pupil premium eligible pupils?	