

Pupil premium strategy statement – Dalton St. Mary's Church of England 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	210
Proportion (%) of pupil premium eligible pupils	10%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024-2027
Date this statement was published	31.12.25
Date on which it will be reviewed	31.12.26
Statement authorised by	Michelle Hughes
Pupil premium lead	Stephanie Pearson
Governor / Trustee lead	Jill Corris

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£34,395
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0.00
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£34,395

Part A: Pupil premium strategy plan

Statement of intent

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 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 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 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
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
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Challenges

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

Challenge number	Detail of challenge
1	<i>Through data analysis it has been identified that children are struggling with reading across the school.</i>
2	Children are struggling with their focus, behaviour and attention which is impacting their learning across the curriculum.
3	Parents unsure of how to support their children at home, online and with reading.
4	Lack of family resources (physical/emotional/financial) which impacts upon life experiences, health and well-being

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
<i>All children will be reaching the expected standard in Reading at the end of key stages</i>	Children will be confident with reading and understanding across the school. Data will show that a large percentage reach the expected standard for reading across the school. School tracking systems, including Tapestry, Cherry Tree and PIVATs, will illustrate progress made by pupils as will Arbor.
All children will be able to self-regulate through guided strategies, parental and family liaison.	At least annual surveys for parents, children and staff will show an improvement in this area. Our behaviour records will also show an improvement. Weekly Pastoral Meetings will highlight children quickly and enable us to put Early Intervention into place, including SERIS sessions, Early Help and Family Liaison.
Pupil Premium children will have access to high quality SERIS support	SLT will monitor the children who are accessing SERIS to evaluate whether participation in the group is raising self-esteem and engagement. The progress and attainment of these children will be illustrated in the school tracking systems, including Tapestry Cherry Tree and PIVATs.
Children have access to high quality resources to support learning and high-quality emotional support in school. Families have access to emotional support from school and advice on funding and financial support for educational experiences for their children. Support may be provided for wrap-around care and extra-curricular activities to enrich children's experiences.	Attendance amongst Pupil Premium children is in line with their peers. Pupil Premium children are accessing extra-curricular activities free of charge, wrap-around care and residential. All families, who are eligible, are claiming Pupil Premium and other benefits available to them.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 4000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Using high quality teaching resources to enable children to reach their full potential (4000)</i>	<i>EEF highlights high quality teaching of phonics and reading has a low cost/high impact</i>	1
<i>CPD for all staff in relation to, Metacognition and Self-Regulation, SEND, Quality First Teaching, Parental Engagement, PIVATs and Arbor/Tapestry.</i> <i>(0 cost supported in school and through Local Authority)</i>	The national College advocate that CPD is a way to ensure their skills and knowledge remain current and in line with the latest statutory guidance it can help to update their skill set and strengthen their career development. Staff using Metacognition and Self-Regulation with children is low cost/ high impact shown on EEF Parental Engagement work has low cost and moderate evidence	2 and 3

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
<i>To use targeted small group interventions where the children are identified through diagnostic assessment (£18000)</i>	<i>EEF states small group tuition is the most effective if targeted at pupils' specific needs.</i> <i>Also Teaching Assistant Intervention moderate impact for moderate cost</i>	1 and 2
<i>Take part in FPC Reading Project-small group daily reading</i>	EEF states that the teaching of reading comprehension is a crucial component of	1 and 2

<p><i>input-identified through diagnostic assessment</i></p> <p>FUNDED BY ORCINA</p>	<p>reading instruction and taught alongside a high-quality phonics programme can have high impact.</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 12395

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Employ 5 hours of SERIS support each week (£3000)</i></p> <p><i>Also, a Family Support Worker for 1 full day a week-funded by Orcina</i></p>	<p>Historical data analysis demonstrates progress made by pupils receiving SERIS support. EEF findings support this approach.</p>	2 and 3
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>Residential, Extra Curricular Visits, Wrap Around Care,</p> <p>Enrichments and Experiences</p> <p>Support with school uniform (£9395)</p>	<p><i>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)</i></p>	3 and 4
<p><i>Improve the engagement of parents through regular communication and invitations into school to keep updated and consulted on changes and new resources being used in and across the school.</i></p> <p><i>(no cost)</i></p>	<p><i>EEF states it is crucial to engage with parents to avoid widening attainment gaps.</i></p> <p><i>Strategies are typically more effective with very young children.</i></p>	1,2, 3 and 4

Total budgeted cost: £ 34395

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Aim	Outcome
<i>All children will be reaching the expected standard in Reading at the end of key stages</i>	<p>Reading results KS1: 80% achieved the expected standard</p> <p>PP children 0% achieved the expected standard</p> <p>KS2</p> <p>80% achieved the expected standard</p> <p>33.3% of PP children achieved expected</p> <p>Early Years</p> <p>82% of children achieved the expected standard for Comprehension</p> <p>2/4 PP child did achieve this =50%</p> <p>73% of all children achieved the expected standard for Word Reading</p> <p>2/4 PP children did achieve this=50%</p> <p>96% of all children met the expected standard for Listening and Attention-3/4 =75% PP children also achieved this</p>
All children will be able to self-regulate through guided strategies, parental and family liaison.	<p>Parent surveys showed a strong positive support for the school and the support put in place.</p> <p>In future we will be giving parents given specific support a google form to complete to give us feedback</p> <p>FSW worked well with children and their families to support where and when needed</p>

<p>Pupil Premium children will have access to high quality SERIS support</p>	<p>SLT monitor SERIS children weekly through Pastoral Meetings. These notes can be seen on Showbie.</p>
<p>Children have access to high quality resources to support learning and high-quality emotional support in school.</p> <p>Families have access to emotional support from school and advice on funding and financial support for educational experiences for their children. Support may be provided for wrap-around care and extra-curricular activities to enrich children's experiences.</p>	<p>All 21 children in receipt of Pupil Premium received support for school trips. All were offered access to After School Activities before the rest of the school and 17/21 took up this offer.</p> <p>2 children make regular use of the After School Club support</p> <p>6 children make regular use of breakfast Club support</p>