

Pupil premium strategy statement

Dawpool 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	233
Proportion (%) of pupil premium eligible pupils	4% (9 pupils)
Academic year/years that our current pupil premium strategy plan covers.	2024-25 2025-26 2026-27
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Headteacher
Pupil premium lead	Headteacher
Governor / Trustee lead	Mrs H. Williams

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£16,230
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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>	£16,230

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.

Aims

- To reduce the attainment gap between disadvantaged pupils and their peers.
- To ensure all pupils have access to the full curriculum offer, including enrichment activities.
- To support the well-being and mental health of all pupils.

Principles

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

Challenges

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

Challenge number	Detail of challenge
1	Attainment at age-appropriate level
2	Reading attainment and reading for pleasure
3	Mental health, social and emotional well-being
4	Access to trips and out of school clubs and activities
5	Skills for learning for life
6	Speech and language development

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
Accelerated progress in Reading which therefore lead to increased attainment levels.	Improved end of KS2 results so ensuring a successful start to the next phase of their education and beyond.
Targeted children can start the day positively.	Staff will report children have arrived on time and are settled.
Individuals and families to secure emotional wellbeing and resilience support, which will then impact on ability to learn.	Families will be able to access support within 6 weeks of a request being made.
All children have had the opportunity to experience wider curriculum opportunities.	Survey of after-school club/activity attendance will show an increase. All children to attend all trips and residential.
To develop key skills and engagement with full curriculum, developing resilience, problem solving and collaborative skills.	Pupil feedback shows improved emotional and well-being.

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: **£5100**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Bespoke resources and programmes for individual / small groups	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1, 2, 3, 5, 6
Release time for SENCo and Deputy Headteacher to support inclusion	https://educationendowmentfoundation.org.uk/education-evidence/using-pupil-premium	1, 2, 3, 6
Reading lead to network with other schools	https://d2tic4wvo1iusb.cloudfront.net/documents/guidance-for-teachers/pupil-premium/Pupil_Premium_menu_evidence_brief.pdf.pdf?v=1649431092	1, 2, 6

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

Budgeted cost: **£7100**

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA support for individuals or small groups	Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	3, 5
KS1 and EYFS speech and language interventions	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	1, 2, 6

Teaching assistants deployed to support vulnerable pupils in class	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants	1, 2, 3, 5, 6
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£4100**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Forest school opportunities for all classes.	https://www.nfer.ac.uk/media/i3mjhtkh/education_outside_the_classroom_an_assessment_of_activity_and_practice_in_schools_and_local_authorities.pdf	3, 4, 5
School visits and residentials	https://www.researchgate.net/publication/287621860_The_value_of_outdoor_learning_Evidence_from_research_in_the_UK_and_elsewhere	3, 4, 5
Music lessons	https://www.kumon.co.uk/blog/the-benefits-of-children-learning-music/	3, 4, 5
Attendance monitoring and family liaison	https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance?utm_source=/education-evidence/leadership-and-planning/supporting-attendance&utm_medium=search&utm_campaign=site_search&search_term=attendance	1, 5

Total budgeted cost: £16,300

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

At Dawpool we strive to meet the individual needs of each child in school. Just as with all our children, we recognise that some children need additional support to achieve their full potential, others need challenge and extension. Some children are making strong progress without the need for additional support / opportunities. We therefore use our Pupil Premium money to enable us to increase our provision, to ensure that each child's needs are fully met.

Our progress figures over several years demonstrate good progress that has historically been achieved at Dawpool, they are very cohort specific and the KS2 Y6 cohort in 2023-24 had a greater proportion of pupils with SEND than in previous years.

We look carefully at the individual progress of children for whom we are in receipt of pupil premium funding. Some children receiving pupil premium funding are making good or outstanding progress compared to their peers where others are making less progress. In these cases, we look at how we can use additional funding to meet their needs and agree actions to ensure that for these children the gaps they have are diminishing.

2024 Data

Thurstaston Dawpool CofE Primary School

ALL MEASURES: Disadvantaged 2024

	AS+		HAS		SS		Near misses		Progress		Prog. % Cov.
	Sch	LA Nat	Sch	LA Nat	Sch	LA Nat	Sch	LA Nat	Sch	LA	
Reading	50.0% (2)	58.3% 62.5%	0.0% (0)	13.4% 18.1%	96.5	101.9 102.8	25.0% (1)	16.9% 0.0%	+0.0	+0.0	0.0% (0)
Writing	75.0% (3)	53% 58.6%	0.0% (0)	3% 6.4%	-	-	-	-	+0.0	+0.0	0.0% (0)
Maths	75.0% (3)	50.8% 59.2%	0.0% (0)	9.4% 12.9%	103.0	99.9 101.5	25.0% (1)	18.8% 0.0%	+0.0	+0.0	0.0% (0)
Reading, Writing and Maths	50.0% (2)	37.5% 45.6%	0.0% (0)	0.9% 3.1%	-	-	-	-	-	-	
Reading, Maths, GPS	-	-	-	-	98.9	100.7	-	-	-	-	
Reading and Maths	-	-	-	-	99.8	100.8	-	-	-	-	
GPS	25.0% (1)	51.7% 59.1%	0.0% (0)	13.3% 20.0%	97.2	100.8 102.4	50.0% (2)	20.4% 0.0%	-	-	
Science	100.0% (4)	63.8%	-	-	-	-	-	-	-	-	

2023 Data

Thurstaston Dawpool CofE Primary School

ALL MEASURES: Disadvantaged 2023

	AS+		HAS		SS		Near misses		Progress		Prog. % Cov.
	Sch	LA Nat	Sch	LA Nat	Sch	LA Nat	Sch	LA Nat	Sch	LA	
Reading	100.0% (1)	56.6% 60.2%	100.0% (1)	15.2% 17.5%	110.0	101.7 103.4	0.0% (0)	16.4% 0.0%	+14.4	-0.8	100.0% (1)
Writing	100.0% (1)	52% 58.2%	0.0% (0)	3% 6.6%	-	-	-	-	+12.6	-1.5	100.0% (1)
Maths	0.0% (0)	50.2% 58.9%	0.0% (0)	8.4% 12.8%	99.0	99.8 101.3	100.0% (1)	17.0% 0.0%	+3.9	-1.7	100.0% (1)
Reading, Writing and Maths	0.0% (0)	37.7% 44.0%	0.0% (0)	1.8% 3.2%	-	-	-	-	-	-	
Reading, Maths, GPS	-	-	-	-	104.0	100.6	-	-	-	-	
Reading and Maths	-	-	-	-	104.5	100.7	-	-	-	-	
GPS	100.0% (1)	52.2% 59.0%	0.0% (0)	12.4% 18.5%	103.0	100.5 102.1	0.0% (0)	18.1% 0.0%	-	-	
Science	100.0% (1)	61.2%	-	-	-	-	-	-	-	-	

2022 Data

Thurstaston Dawpool CofE Primary School

ALL MEASURES: Disadvantaged 2022

	AS+		HAS		SS		Near misses		Progress		Prog. % Cov.
	Sch	LA Nat	Sch	LA Nat	Sch	LA Nat	Sch	LA Nat	Sch	LA	
Reading	100.0% (5)	58.7% 62.5%	20.0% (1)	13.0% 17.4%	106.8	101.6 102.2	0.0% (0)	14.5% 0.0%	+4.0	-1.4	100.0% (5)
Writing	100.0% (5)	49% 55.7%	0.0% (0)	3% 6.2%	-	-	-	-	+4.5	-2.1	100.0% (5)
Maths	100.0% (5)	49.8% 56.6%	0.0% (0)	8.8% 11.8%	102.6	99.7 100.9	0.0% (0)	17.4% 0.0%	+1.4	-2.1	100.0% (5)
Reading, Writing and Maths	100.0% (5)	36.1% 43.0%	0.0% (0)	1.1% 2.8%	-	-	-	-	-	-	
Reading, Maths, GPS	-	-	-	-	104.4	100.5	-	-	-	-	
Reading and Maths	-	-	-	-	104.7	100.5	-	-	-	-	
GPS	60.0% (3)	52.0% 58.9%	20.0% (1)	10.7% 17.2%	103.8	100.7 102.2	40.0% (2)	18.7% 0.0%	-	-	
Science	100.0% (5)	62.3%	-	-	-	-	-	-	-	-	

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
Nessy – Literacy Support	Nessy.com
Maths Frame	Mathsframe.co.uk
Spelling Frame	Spellingframe.co.uk