



Pupil premium strategy statement

This statement details our school's use of pupil premium (and National Tutoring Programme Premium 2025 to 2026 academic year) 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	Great Dalby Primary School
Number of pupils in school	137
Proportion (%) of pupil premium eligible pupils	10.2% (14)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023/2024 to 2025/2026
Date this statement was published	Sept 2025
Date on which it will be reviewed	Sept 2026
Statement authorised by	Nick Sale
Pupil premium lead	Nick Sale
Governor / Trustee lead	Gill Hussey and Liz Moore

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£24,155
Recovery premium funding allocation this academic year	£0
School Based Tutoring Funding	£0
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	£24,155

Part A: Pupil premium strategy plan

Statement of intent

Vision

Our ultimate goal is that every pupil, regardless of background or challenge, makes strong progress and achieves high attainment across all subjects. At Great Dalby, we are committed to ensuring disadvantaged pupils reach at least the attainment of their peers, establishing a secure educational pathway that leads to future success.

Strategy

Our pupil premium strategy is designed to support disadvantaged pupils from their individual starting points, including those who are already high attainers. We aim to guarantee equal access to opportunities for all pupils. At the heart of our approach is high-quality, evidence-based teaching, with targeted support in the areas where disadvantaged pupils need it most. Research shows that quality-first teaching has the greatest impact on closing the attainment gap.

Wellbeing and Resilience

We want all pupils to develop a positive self-image, resilience, and high self-esteem. For our most vulnerable children, additional support will be provided to achieve this. Our approach is responsive to individual needs and guided by ongoing diagnostic assessment.

Commitments

To ensure our approaches are effective, we will:

- Provide academic challenge for disadvantaged pupils.
- Ensure all staff are aware of disadvantaged pupils and take responsibility for their outcomes, maintaining high expectations.
- Identify learning gaps swiftly so that early intervention can take place.
- Monitor progress rigorously and adapt support where needed.

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 suggest disadvantaged pupils generally have greater difficulties with phonics/ early reading than their peers. This negatively impacts their development as readers. Continue the work from last year to ensure that PP continue to perform at least in line with non-PP.
2	To ensure that PP pupils continue to perform in line with non-PP in maths.
3	There has been an increase in the number of children struggling with their mental health over the last 2 years. Families have requested support and have been referred to Early Help, GP or the school nurse. The concerns have been due to a range of factors including; financial,

	domestic and mental health issues in the home. This has also impacted the attendance rates for disadvantaged children
4	Internal and external assessments indicate that writing attainment among disadvantaged pupils is below that of non-disadvantaged pupils.
5.	Family challenges and lack of enrichment experiences – through discussion with parents of disadvantaged pupils we identified the need to ensure all aspects of the wider curriculum are accessible for all regardless of the family financial situations. With this in mind all disadvantaged pupils at Great Dalby Primary School are given full access to all opportunities that the school provides including music lessons, residential, event and school trips.

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
A higher rate of pupil premium children achieving ARE or above in phonics/early reading across Early Years and KS1.	• Staff trained and up to speed with the delivery of RWI as new system. • Children grouped into appropriate levels (cross year group) • Reading books match phonic ability (including ditties) • Pass rate of disadvantaged pupils in line with peers 2025-2026. • Coaching for staff to develop high quality teaching. • Opportunities for fast track tutoring for pupils not at the expected standard.
Maths attainment for disadvantaged pupils to be in line with their peers.	• Teachers know gaps to be addressed from previous years • Established small group support for eligible disadvantaged pupils with targeted time/ interventions (based around EEF) to remove gaps in maths to bring them back to age-related expectations. • Pre-teaching to support eligible individuals to access content of maths lessons within whole class mastery sessions. • Number of disadvantaged pupils reaching age related expectations in line with peers 2025-2026 • Implementation of NumberSense Early Years, Fluency and Timetables

	across school to develop pupil's fluency and confidence in maths. • Participation in the Maths Hub to support teacher development.
To achieve and sustain pupil well-being, resilience and reduced poor mental health	Sustained high levels of confidence and resilience demonstrated by: • qualitative data from student voice, student and parent surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils • Offering ELSA support to pupils who require it. • Staff training on early identification of pupils requiring support. • To begin ELSA Training for a member of school staff and once qualified, provide ELSA sessions weekly.
Improved writing development for disadvantaged children	• Baseline assessments identify target groups. • Whole class teaching addresses key starting points. • Targeted groups and individuals have appropriate support planned and in place. • Number of disadvantaged pupils reaching age related expectations in English writing in line with peers.
All disadvantaged children have access to wider curriculum activities	• Increased uptake in music lessons, trips, residential activities. • PP taking part in after school clubs. • PP being given the opportunities to take part in school clubs within the school day as 'First and Always' children.

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

Budgeted cost: £9,000

Recovery premium funding - £0

Activity	Evidence that supports this approach	Challenge number(s) addressed
Baseline Use standardised diagnostic assessments. Training for staff to ensure assessments are interpreted and administered correctly. Conduct baseline assessments to identify target groups at the start of the academic year. Whole class teaching addresses key starting points - ensure staff keep up to date with whole class strategies of support for all (staff meetings, CPD, TRGS – focus on LAP writing) Coaching of ECT by experienced staff with a focus on English and maths.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF EEF – targeting Quality First Teaching to cover gaps from missed education builds confidence of children working within their attainment groups. 1. High-quality teaching EEF (educationendowmentfoundation.org.uk) EEF – Mastery approach to learning is a promising strategy for lower attaining pupils. Mastery learning EEF (educationendowmentfoundation.org.uk)	1,2,4
Phonics	EEF – Structure approach to phonics has been consistently found to be effective in supporting younger readers to master the	1

Staff trained to deliver RWI as new system for phonics. Children grouped into appropriate levels (cross lower years) Matching & monitoring of reading books to phonic ability (inc ditties)	basics of reading, with an average impact of an additional four months' progress. Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read. Phonics EEF (educationendowmentfoundation.org.uk)	
Staff Development Developing Quality first Teaching for all staff through staff training, CPD sessions. Curriculum and knowledge development through attending BEP development sessions. We will fund teacher release time to embed key elements of guidance in school and to access BEP resources and CPD Use standardised diagnostic assessments to ensure pupils are on the correct reading book for their level. Training for staff to ensure assessments are interpreted and administered correctly.	EEF – targeting Quality First Teaching to cover gaps from missed education builds confidence of children working within their attainment groups. 1. High-quality teaching EEF (educationendowmentfoundation.org.uk) The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk) OFSTED have provided documents to support the teaching of many foundations subjects that should be implemented. Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support and they are on the right level of book for their needs. Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	1,2,3,4

Training for staff in Number Sense Early Years, Fluency and Timestables.		
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Targeted academic support

Budgeted cost: £ 8,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Maths and English Established small group support for eligible disadvantaged pupils with targeted time/ interventions (based around EEF) to remove gaps in reading, maths and writing to bring them back to or close to age-related expectations. Pre-teaching, where required, to support eligible individuals to access content of maths lessons within whole class mastery sessions.	EEF – Pixl diagnoses development areas from the outset, provides small group tuition. EEF - Small group tuition and pre-teaching is effective; the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact.	1,2,4
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. Fast Track Read Write Inc. Read Write Inc. Phonics for pupils in KS2 who still require phonics teaching.	EEF – Structure approach to phonics has been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read.	1

School Led Tutoring

Budget Cost - £5,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics intervention	EEF – Structure approach to phonics has been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read.	1
Maths Intervention	EEF - Small group tuition and pre-teaching is effective; the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact.	2
Reading/Writing Intervention	EEF - Small group tuition and pre-teaching is effective; the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact.	1,2,4

Wider strategies

Budgeted cost: £ 2,155

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure all PP children have access to extra-curricular and curriculum enhancing experiences i.e. residential, after school clubs.	<i>Based on a 6 year research project 'Learning Away'–</i> Improving students' knowledge, skills and understanding In long-term follow-up studies, 82 per cent of KS2 pupils said their teachers and lessons on the residential helped them to learn. Improving students' resilience, self-confidence and wellbeing 78 per cent of KS2 pupils felt more confident to try new things they would not have done before the residential. Boosting cohesion and a sense of belonging 82 per cent of KS2 students said their residential experience helped them realise they could get on with people from other classes and schools. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning	3,4
Ensure all PP have access ELSA support if needed.	Social and emotional learning EEF (educationendowmentfoundation.org.uk) <i>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. This finding, however, has very low security, so schools should be especially careful to monitor the efficacy of SEL approaches in their settings.</i>	3

Total budgeted cost: £24,155

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 2023 to 2024 academic year.

We have analysed the performance of our school's disadvantaged pupils during the 2024/25 academic year using EYFS, key stage 1 and 2 performance data, phonics check results and our own internal assessments.

Intended Outcomes:

A higher rate of pupil premium children achieving ARE or above in phonics/early reading across Early Years and KS1.

Evaluation Statement

In reading, 77% of PP pupils are achieving age-related expectations (ARE), with 31% working at greater depth (GD). Within early reading across EYFS and KS1, there are 5 pupil premium children; 80% are achieving ARE, and 60% are achieving GD. This demonstrates a strong rate of attainment among disadvantaged pupils, with outcomes broadly in line with or exceeding expectations.

Maths attainment for disadvantaged pupils to be in line with their peers.

Evaluation Statement – Maths

In maths, 77% of pupil premium children are achieving age-related expectations (ARE), with 23% working at greater depth (GD). Compared to the national KS2 figure of 70% achieving ARE, our pupils are performing above national expectations. This reflects strong attainment among disadvantaged pupils and demonstrates that targeted support is helping to close the gap while raising outcomes beyond national benchmarks.

To achieve and sustain pupil well-being, resilience and reduced poor mental health

ELSA style Support was provided for any pupil premium child who required it.

Improved writing development for disadvantaged children

Evaluation Statement – Writing

In writing, 77% of pupil premium pupils are achieving age-related expectations (ARE). This is above the national KS2 figure of 72%, showing that disadvantaged pupils at Great Dalby are performing above national expectations.

All disadvantaged children have access to wider curriculum activities

All disadvantaged pupils were given full access to the wider curriculum and enrichment opportunities. Pupil Premium children participated in a broad range of extra-curricular experiences offered by the school, including after-school clubs and activities such as football, netball, basketball, music, and more. This ensured that every child could benefit from the same breadth of opportunities beyond the classroom.

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
Read Write Phonics	Ruth Miskin
NumberSense EYFS/Fluency/Timetables	NumberSense
ELSA Training	Leicestershire County Council