

Pupil Premium Strategy

This statement details our school's use of pupil premium funding for the 2025 to 2026 academic year 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	Durweston CE Primary
Number of pupils in school	129
Proportion (%) of pupil premium eligible pupils	13/129 = 10%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023 - 2026
Date this statement was published	October 25
Date on which it will be reviewed	October 26
Statement authorised by	Jenny McMullen
Pupil premium lead	Clare Corrie
Governor / Trustee lead	Bronwen Jones

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£27,660
Recovery premium funding allocation this academic year	£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	£27,660

Part A: Pupil premium strategy plan

Statement of intent

At Durweston, we want all of our children to achieve their full potential, regardless of their background. We use the pupil premium funding to help us ensure that our disadvantaged pupils flourish and achieve just as well as all other pupils in our school.

We use a large part of our funding to focus on support in reading and maths. Our aim is that the attainment in the core subjects of reading, writing and maths of PP children without SEND will be in line with that of all other children.

We also use our funding to support the emotional and pastoral needs of our children as we know this is a key barrier to learning.

We want to ensure that our children flourish academically and socially whilst they are with us, and that they have the key skills they need to continue to flourish when they leave our care.

Challenges

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

Challenge number	Detail of challenge
1	Social and emotional barriers give children a barrier to good starting points
2	There are high SEND needs among PP children (3/13)
3	There is a lack of opportunity to practise key skills at home.
4	There is a need for support with communication and language, in order for children to flourish with spoken and written language.
5	Difficulty in establishing and maintaining positive relationships with peers as well as learning to understand and manage their own emotions.
6	Low attendance either through broken weeks or protracted periods of absence resulting in loss of learning.

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
Pupils demonstrate through their behaviours that they are self-aware and with support are able to regulate.	<ul style="list-style-type: none"> Pupils are able to identify emotions and recognise their strengths. Pupils are able to demonstrate control over their impulses and

	<p>use regulation techniques to obtain optimal arousal levels for learning (recognising zones of regulation) Pupils demonstrate good organisational skills and independence in their learning.</p>
<p>Children without SEN should achieve in line with all other children</p>	<ul style="list-style-type: none"> • Data outcomes in Reading, Writing and Maths • 100% of PP children in Y1 meet the phonics check standard • 100% of PP children in Y4 meet the MTC standard
<p>All children have access to a rich and diverse curriculum and extracurricular activities</p>	<ul style="list-style-type: none"> • PP children take part in BSN sports fixtures • PP children take on roles of responsibility in school
<p>Outcomes in communication, language and literacy (EYFS) and exceed national average in Year 1 phonics screening.</p>	<ul style="list-style-type: none"> • Language is explicitly modelled by all staff. • Children speak confidently and in a range of environments. • Children use a range or technical (Tier 2 and Tier 3) words, within the correct context. • Phonics interventions lead to improved outcomes for the most vulnerable children. • Whole class reading and phonics teaching celebrates developing oracy. • Children can debate within the classroom, on a range of subjects.
<p>Attendance of PP children to be in line with non-PP</p>	<ul style="list-style-type: none"> • Attendance data shows that attendance and persistent absentees who are also PP reduce • PP children achieve about 96% or better. • Where attendance is less than 96%, a detailed graduated response is in place to ensure positive change.
<p>All PP children fully engaged in learning</p>	<ul style="list-style-type: none"> • Reading records and open afternoon evidence shows that children are learning at home as well as at school.

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: £8200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Experienced staff (UPS) who deliver QFT teaching in mixed ability classes	High quality teaching is the most significant factor in improving outcomes for all children, including those who qualify for pupil premium.	2,3, 4
MPS teacher and 1 x UPS teacher to enable core subject; maths, phonics and Science to be taught in single year groups.	High quality teaching is the most significant factor in improving outcomes for all children, including those who qualify for pupil premium.	2,3,4
Additional teacher in the mornings and one afternoon so that maths and phonics and science can be taught in smaller year group classes – teaching is more specific to group's needs	Findings by the EEF state that small group tuition helps children make accelerated progress: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/small-group-tuition	2,3, 4
All staff attend relevant DSAT CPL	The EEF states that, 'effective professional development offers a crucial tool to develop teaching quality and enhance children's outcomes in the classroom.' https://educationendowmentfoundation.org.uk/education-evidence/guidancereports/effective-professional-development	2,3,4
CPL for staff on core and foundation subjects to develop subject knowledge and approaches to teaching.	We want to ensure that our children receive a curriculum that is broad, well sequenced and high-quality. A focus will be on addressing misconceptions. This will be further developed through the support of subject leaders and CPL which will be knowledge focused.	2,3
Sounds Write subscription is available for all staff (online access)	The reading framework: 2024 2021 OECD report "PISA data consistently shows that engagement in reading is	2,3,4

	<p>strongly correlated with reading performance and is a mediator of gender or socio-economic status”. Research by the Institute of Education has also found that the benefits of reading continue as children get older, with the combined effect on children's progress at 16 of regularly reading books and newspapers and visiting the library “four times greater than the advantage children gained from having a parent with a degree”. The very best schools in our country are achieving near to 100% in the Phonics Screening Check, despite high levels of disadvantage. The effective teaching of reading, as evidenced in these schools, requires not just a systematic synthetic phonics programme but its consistent implementation in every class</p>	
<p>To regularly track progress and identify the impact of strategies for vulnerable learners in order to accelerate progress.</p> <p>Half termly pupil progress meetings with a focus on pupils eligible for the pupil premium.</p>	<p>EEF Special Educational Needs in Mainstream Schools report has five recommendations on special education needs in mainstream schools Recommendation 2 states the importance of building an ongoing, holistic understanding of pupils and their needs. This allows teachers to react to the information they collect to make a decision about the next personalised steps for teaching that child. This is also key for children eligible for the pupil premium as it builds the holistic understanding of the child including highlighting learning gaps or fragilities in knowledge or prior learning.</p>	2,3,4

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

Budgeted cost: £12,860

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Focus on improving children’s fluency in maths with targeted interventions for year 4 children to achieve success in multiplication times table check.</p>	<p>Effective provision for small groups and individuals As per the EEF, small group tuition has shown a potential of +4 months in attainment levels.</p>	2,3,4

Speech and language support	SALT. Communication Champion Programme. EEF One to one. +4 months EEF Oral Language. +6 months	1
All PP children with SEND heard read every day; all PP children heard 3 x weekly	Data outcomes in reading for PP children last year exceeded data outcomes for all children	2,3,4
Wellcom for all PP children in YR	Communication and Language is 'time sensitive'. If these skills are not securely in place by age 5, they are more difficult to acquire and their absence may hold the child back in other areas. Vocabulary at age 5 is a strong predictor of the qualifications achieved at school leaving age and beyond (Feinstein, L. and Duckworth (2006) EEF toolkit recommends that Oral language interventions (also known as oracy or speaking and listening interventions) refer to approaches that emphasise the importance of spoken language and verbal interaction in the classroom. They have very high impact	2,3,4
Tutoring – 1:1 or small groups to address identified gaps	"Small group instruction is effective because teaching is focused precisely on what the students need to learn next to move forward. Ongoing observation of your students, combined with systematic assessment enables you to draw together groups of students who fit a particular instructional profile."	2

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

Budgeted cost: £6,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA	Training for member of staff.	1
Lego therapy	Social and emotional issues are recognised in school as a barrier to children's attainment. Children who have emotional wellbeing are more likely to attend school.	1
Breakfast Club/After School club 3 x £4 x 39 = £468 1 x £4 x 190 = £760	As above	1,5
To have clear reactive monitoring and response	Good school attendance is vital to progress.	6

<p>systems to lower attendance.</p> <ul style="list-style-type: none"> • Graduated response in place for low attenders • Focus monitoring and same day calling • Regular attendance meetings in school with identified follow up actions which includes SENDCo and DSL • Liaison with LA and outside agencies 	<p>Children not in school miss QFT and targeted interventions</p> <p>DfE national attendance framework</p>	
<p>Priority access to clubs and activities</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches</p> <p>+6 months</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p> <p>+3 months</p>	
<p>Provide support for PP children to attend trips and residential</p>		1,5
<p>Uniform support 1 jumper and tshirt for all PP</p>		

Total budgeted cost: £27,660

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.

Intended outcome	Success criteria					
		2025	All children	All PP	All not SEND	PP not SEND
Children without SEN should achieve in line with all other children	Data outcomes in Reading, Writing and Maths	Reading	74%	79%	25%	93%
		Writing	73%	47%	71%	60%
		Maths	76%	84%	56%	93%

		Y1 Phonics	85% no PP children in Y1
		Y4 MTC	43%
All children have access to a rich and diverse curriculum and extracurricular activities	PP children take part in BSN sports fixtures PP children take on roles of responsibility in school	All PP children took part in at least one off-site sporting event last year. 23% of the children who took part in off-site sporting events were PP children. 20% of School Council were PP children 100% of Y6 PP children held roles of responsibility	
Attendance of PP children to be in line with non- PP	Attendance data	Attendance of PP children 90.43% Attendance of all children 94.35% 43% PP children had attendance over 95% 5 PP children had attendance of below 90% 2% unauthorised (holiday)	
All PP children fully engaged in learning	Reading records and open afternoon evidence shows that children are learning at home as well as at school.	100% of children are reading at home	

We had no PP children in Y1 last year so no relevant phonics data.

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
Play therapy	Koru

Service pupil premium funding (optional)

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?	n/a
What was the impact of that spending on service pupil premium eligible pupils?	n/a

Raising aspirations – we plan to discuss with our PP children what they might want to do in the future. We plan to involve them in inviting visitors from different careers into school to talk to the whole school. We aim to get them thinking about possible future careers and what they would need to achieve academically.