

# Pupil premium strategy statement for Dunkirk Primary School – 2025 - 2028 (1<sup>st</sup> Year)

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	395 (July '25)
Proportion (%) of pupil premium eligible pupils	31.9% - 128 (July '25)
Academic year/years that our current pupil premium strategy plan covers	2025-2028 This is the first year of the plan
Date this statement was published	December 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Rachael Bower & Steve Parry
Pupil premium lead	Alex Hall
Governor / Trustee lead	Steve Whalley

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (25-26)	£193,804
Recovery premium funding allocation this academic year	
School led tutoring	
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> ) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	
<b>Total budget for this academic year</b>	<b>£193,804</b>

# Part A: Pupil premium strategy plan

## Statement of intent

- All pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas.
- Support to ensure that disadvantaged pupils (and pupils whose circumstances are such that they have noticeable barriers to their learning) achieve their goals, including progress for those who are already high attainers.
- High-quality teaching with a focus on areas in which disadvantaged pupils require the most support.
- Prioritisation of reading fluency to support the entire curriculum and learning journey including (where applicable) specialist small group support.
- Attendance support tailored to the needs of the family and understanding of the many and varied challenges of our community.
- Led by continuous and thorough research and robust diagnostic assessment.

As well as ensuring that all disadvantaged pupils receive the above, we are also vigilant in the knowledge that within our school we have pupils for whom other circumstances (be that access to support services, impact of unemployment or short-term contracts, lack of learning/school materials etc.) disadvantaged their own education.

The IDACI findings for our locality postcodes clearly show that the level of deprivation (6<sup>th</sup> decile on IDACI), income (ranging from 7<sup>th</sup> to 10<sup>th</sup> decile on IDACI) and employment (ranging from 7<sup>th</sup> to 10<sup>th</sup> on IDACI) are major barriers to the opportunities of our children.

It is our aim to ensure that all of the strategies and procedures outlined in this document are utilised to support all of these children.

## Challenges

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

Challenge number	Detail of challenge
1. Sustaining maths and reading attainment	<p>Whilst the gap in both attainment and progress in both maths and reading has closed over the last few years, we are still acutely aware that these subjects are foundational in ensuring our pupils are given every opportunity to succeed in later life. Data also shows that, in the Year 4 multiplication check results were lower for disadvantaged pupils than non-disadvantaged pupils. Analysis indicates that fluency is less well developed for disadvantaged pupils than non-disadvantaged pupils throughout the school.</p> <p>Similarly, whilst the gap in reading data for disadvantaged and non-disadvantaged pupils has closed dramatically, we are still seeing a noticeable gap in the fluency of reading (especially aloud) for these groups as well as less evidence of reading for pleasure.</p>
2. Improving attainment in writing	<p>Both KS1 and KS2 data show that there is still a gap between attainment data for writing and reading (in both PP and non-PP demographics of more than 15%. Whilst this discrepancy is apparent in national data too, it is especially concerning in our setting as it is suggestive of a disconnect between reading as a technical skill and reading as a means to derive enjoyment and thereby absorb literary tropes and skills. Over</p>
3. Continue to close the gap in attendance and cut down persistent absenteeism	<p>Overall attendance has risen to be above 95% however persistent and prolonged absenteeism is still a concern and is more prevalent in PP and disadvantaged children than it is with non-disadvantaged pupils.</p>
4. Enrich the educational experience and opportunities provided for PP pupils.	<p>Due to the high level of deprivation (see IDACI information in the prior intent statement for information on this) and the interlinked limitations that this puts upon families and children in our setting, it is our aim to:</p> <ol style="list-style-type: none"> <li>1. Ensure all disadvantaged pupils have access to a variety of sport and social clubs both during and after school that will be entirely without cost to the families.</li> <li>2. Where possible, trips and residential will be subsidised for pupils from disadvantaged backgrounds.</li> <li>3. A minimum of one afterschool club will have an academic focus to support the attainment and progress of disadvantaged pupils – this club will also include a free, hot meal for the pupil.</li> </ol>
5. Improve provision and outcomes in Early Years	<p>New leadership and increased funding in the early years setting mean that the comparatively (to national figures) high percentage of disadvantaged pupils that we receive at Early Years stage can be given high quality provision that will prepare them, fully, for the beginning of their learning journey.</p>

## 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
------------------	------------------

1. <u>Challenge 1</u> Sustaining maths and reading attainment	By 2026, Key Stage 2 attainment in Reading and Maths for disadvantaged pupils remains in line and above the national average. The progress scores continue to show that disadvantaged pupils make above the expected progress.
2. <u>Challenge 2</u> Improving attainment in writing	Key Stage 2 attainment is in line and above the national average. The progress scores continue to show that disadvantaged pupils make above the expected progress.
3. <u>Challenge 3</u> Continue to close the gap in attendance and cut down persistent absenteeism	Sustained high attendance by 2025-26 demonstrated by: <ul style="list-style-type: none"> <li>• The overall attendance rate and the attendance rate of disadvantaged pupils being over 95%</li> <li>• The overall unauthorised absence rate for all pupils being no more than 2%, and the attendance gap between disadvantaged pupils and their peers is less than 1%</li> </ul>
4. <u>Challenge 4</u> Enrich the educational experience and opportunities provided for PP pupils.	Sustained enrichment of experience demonstrated by: <ul style="list-style-type: none"> <li>• Qualitative data from PP pupil voice (those pupils that have accessed free spaces in clubs throughout the year)</li> <li>• Registration forms from sports and social clubs being ran and of trips that have been attended</li> <li>• Higher uptake in access to enrichment events/clubs/trips</li> </ul>
5. <u>Challenge 5</u> Improve provision and outcomes in Early Years	Demonstrated improved outcomes in the Early Years setting through: <ul style="list-style-type: none"> <li>• Learning walk observation findings</li> <li>• Pupil voice</li> <li>• Narrowing of the academic gap in disadvantaged and non-disadvantaged pupils</li> </ul> <p>New Early Years leader to be in place to lead.</p>

## 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.

**Total budgeted cost: £209,772.32 total - £193,804 of which is PP**

## Teaching

Budgeted cost: £14,944.32

Activity	Evidence that supports this approach	Challenge number(s) addressed
----------	--------------------------------------	-------------------------------

<p>Reading fluency focus group – Year 5</p> <p>Reading fluency focus group – Year 6</p> <p>£3212.16</p>	<p>Bespoke small group daily support, tailored to support misconceptions. Data outcomes show accelerated progress.</p>	1
<p>Core writing skills/grammar focus group – Year 5</p> <p>Core writing skills/grammar focus group – Year 6</p> <p>£3212.16</p>	<p>Bespoke small group twice weekly support, tailored to support misconceptions. Data outcomes show accelerated progress.</p>	2
<p>Curriculum development (inclusive of evidence focussed research in the design) for writing</p> <p>£3120</p>	<p>Release time ring fenced for Writing lead to facilitate the research, design and roll out of an adapted writing approach that will impact help enable a closure of the gap through an increased focus on creativity and less reliance on wider lived experiences.</p>	2
<p>Increased and improved CPD opportunities for closing the gap in an early years setting</p> <p>£5400</p>	<p>Assistant head teacher with oversight and leadership of the early years setting will allow for an increased and refined focus on how to close the gap between disadvantaged and non-disadvantaged pupils.</p>	5

## Targeted academic support

Budgeted cost: £168,210

Activity	Evidence that supports this approach	Challenge number(s) addressed
----------	--------------------------------------	-------------------------------

Teaching Assistant classroom support £37,029	Daily provision of Teaching Assistants to provide support at the point of learning. This involves strategies suitable to the age and stage of the pupils, sideways learning activities, gap teaching, adapted teaching and feedback at the point of learning and pre-teaching.	1 2
SEND Teaching Assistant support £16,830	Daily support for pupils on the SEN register within the classroom to ensure access to learning.	1 2
ELSA £5886	Access to ELSA two afternoons per week.	3 4
Teaching Assistant intervention £86,401	Daily interventions for pupils requiring tailored learning in addition to quality first classroom teaching. This includes, but is not limited to: routes to inclusion; phonics support; lightning squad; slide lessons and pre-teach.	1 2
EAL inclusion and support group £19,424	Daily Maths and English teaching from a specialist EAL teacher to support pupils who are unable to access whole class teaching due to their level of English language understanding to reintegrate them into the classroom.	1 2
Teacher ran after school booster groups for closing the gap in Maths and Writing £2640	Weekly booster groups for both Maths and English	1 2

## Wider strategies

Budgeted cost: £26,618

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance team to reduce percentage of persistent absence.  £14,021	Identify patterns of absence amongst persistent absentee disadvantaged pupils, and implement individualised plans to improve attendance - Attendance monitoring / action plans / family conferences  Case studies from schools that have improved attendance show that a systematic pre-emption approach with consistent response patterns improves attendance.	3

	Individual Attendance Plans are in place for key pupils with regular impact analysis.	
Gardening club £472.80	1 hour, weekly ran by one level 4 and one level 3 teaching assistant over the course of 12 weeks.	4
Hot meals and homework club £5280	Bi-weekly after school club offering support with learning (maths and English) and also providing hot meals for all pupils attending. Ran by two year 6 teachers.	1 2 3
Brighter girls brighter futures £1,100	12 afternoons across the course of the year working in co-ordination with Nottingham university and with travel inclusive within the stated costing.  Brighter girls, brighter futures focus on the equality and promotion of the role of girls and women in the world.	4
Cricket club £654	Weekly cricket club.	4
Tennis club £4,305	Weekly tennis club at the Nottingham Tennis centre.	4
Breaktime games club £550	Quarter of an hour, once per week games club to support inclusion, interaction and socialisation. Run by an ELSA trained teaching assistant.	4
Warcraft lunchtime club £235.20	Half an hour, once per week Warcraft club focussing on socialisation and interaction with pupils that have historically struggled to integrate.	4

## Part B: Review of the previous academic year

2024-2025

Key stage 2 SATs					
	Reading	Maths	GP&S	Writing	Combined
Expected standard	87%	91%	82%	69%	69%
Greater depth standard	31%	38%	47%	22%	11%
<b>Pupil Premium (21 pupils) Expected standard</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>	<b>76%</b>	<b>76%</b>
<b>Pupil Premium (21 pupils) Greater depth standard</b>	<b>33%</b>	<b>38%</b>	<b>52%</b>	<b>24%</b>	<b>-</b>

National comparison					
	Reading	Maths	GP&S	Writing	Combined
Expected standard	75%	74%	73%	73%	62%

	Reading	Maths	Writing
Expected standard	59%	48%	37%
Greater depth standard	20%	24%	4%
<b>Pupil Premium (16 pupils) Expected standard</b>	<b>56%</b>	<b>44%</b>	<b>38%</b>
<b>Pupil Premium (16 pupils) Greater depth standard</b>	<b>6%</b>	<b>19%</b>	<b>6%</b>

Pupil Premium Attendance 2023 - 2024	Pupil Premium Attendance 2024 – 2025
93.9%	93.96%
0.25% below attendance of non-disadvantaged pupils	0.01% above attendance of non-disadvantaged pupils

## Externally provided programmes

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

Programme	Provider
N/A	N/A

## Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: <b>How our service pupil premium allocation was spent last academic year</b></i>
N/A
<b>The impact of that spending on service pupil premium eligible pupils</b>
N/A