

Dacre Braithwaite CE (VA) Primary Academy

Pupil premium strategy statement

Our Vision is taken from John 10:10, *"I have come so that you may live life to the full"*

Therefore, this is reflected in this statement through careful consideration of how the funds are spent, therefore enabling all to flourish, especially our disadvantaged pupils. This statement details our school's use of pupil premium (and recovery premium for the 2024-25 academic year) funding. 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	Dacre Braithwaite CE (VA) Primary School
Number of pupils in school	77
Proportion (%) of pupil premium eligible pupils	7.7%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	November 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Mrs Jo Dobbs, Headteacher
Pupil premium lead	Mrs. Jo Dobbs, Headteacher
Governor / Trustee lead	tbc

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£18,276
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	£18,276

Part A: Pupil premium strategy plan

Statement of intent

When making decisions about using Pupil Premium funding it is important to consider the context of our school and the subsequent challenges faced. Research conducted by EEF should be used to support decisions around the usefulness of different strategies and their value for money.

Common barriers to learning for disadvantaged children, can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing.

The challenges are varied and there is no “one size fits all”. We consider fully the needs of Dacre Braithwaite pupils in our decision-making.

Our ultimate objectives are:

- ✚ To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- ✚ For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- ✚ To support our children's health and wellbeing to enable them to access learning at an appropriate level.

We aim to do this through:

- ✚ Ensuring that teaching and learning opportunities meet the needs of all the pupils
- ✚ Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- ✚ Recognising that not all pupils who receive free school meals will be socially disadvantaged
- ✚ Recognising that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We use our knowledge of pupils and families to identify pupils we consider need extra support and reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- ✚ Allocating Pupil Premium funding following a needs analysis, which will identify priority classes, groups or individuals.

Achieving these objectives:

The range of provision the Governors consider making for this group include:

- ✚ Ensuring all teaching is good or better thus ensuring that the quality of teaching experienced by all children is improved.
- ✚ Allocating 'Pupil Premium' / 'Catch Up' - providing small group work focussed on overcoming gaps in learning and running nurture groups.
- ✚ Ensuring that all teaching assistants are used effectively to support pupil premium children.
- ✚ 1-1 support
- ✚ Additional teaching and learning opportunities provided for children.
- ✚ Aiming at accelerating progress, moving children to at least age-related expectations.
- ✚ Targeting able children on Free School Meals to achieve Age Related Expectations
- ✚ Supporting payment for activities, educational visits and experiences. Ensuring children have first-hand experiences to use in their learning in the classroom.
- ✚ Behaviour support

✝ To encourage parents/ carers to apply for free school meals where pride, stigma or changing circumstances may act as a barrier

Challenges

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

Challenge number	Detail of challenge
1	Some children show developmental delays in Speech and Language and lack oracy skills.
2	Decreasing the attainment gap across Reading, Writing and Maths while ensuring that the broad curriculum is also fully inclusive for all children.
3	Some children show distressed behaviours due to Adverse Childhood Experiences (ACEs)
4	Some children have transitioned into new classes and are getting to know different routines and expectations
5	Some children have physical developmental challenges
6	Some children are displaying signs of anxiety

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
Increase of KS1 and 2 attainment in reading, writing and maths. Closing gaps agenda for PP pupils.	Support groups planned, resourced and evaluated effectively to ensure that they have the maximum possible impact. Achieve national average progress scores in KS2
TAs deployed effectively to support gaps in learning and support across the school. Training in place to enable effective provision.	TAs employed to support disadvantaged children, training in place for TAs on various intervention programmes when needed.
Increased well-being and emotional support for all pupils, including those eligible for PP.	Support groups continued for PP children with trained Thrive Lead Practitioner when required. Focus on mental wellbeing across school and raised awareness of everyone's mental health
Pupils' achievement in wider curriculum subjects is in line with non PP pupils.	Experiences and visits planned for children across the year, wide range of extra-curricular clubs. Pupil voice shows a greater understanding of the world around them.
Continued embedding of the whole school Thrive ethos	Emotional wellbeing underpins all areas of school life.
Continued focussed targets set for SEND pupils	Effective learning plans are in place for all students who need it.
Children displaying EBSA are supported to develop regular attendance.	Continued engagement with families, external agencies and Thrive resulting in improved attendance.

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: £10,050.11

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments. Training for staff to ensure assessments are interpreted and administered correctly. £504	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	1, 2
Purchase of Dyslexia Screener £500 estimated cost	Effective screening of children can inform accurate support and bespoke interventions	1,2,3
Additional Resources purchased to supplement the purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils. £300	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	1, 2
Cover to enable teachers to engage with LDLT Subject Leader Networks Supply costs £3,600	EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD. <i>“Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium.”</i>	
Teaching Assistant to deliver interventions, nurture and work with pupil premium children in KS1 and 2. £2,560	EEF <i>“As the size of a class or teaching group gets smaller it is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase, improving outcomes for pupils.”</i> We have analysed the needs of our PP cohort and have identified a number of children who would benefit from smaller group teaching and interventions this will allow us to increase the amount of attention each child will receive	1, 2, 3, 4, 5, 6,

	Allocations of TAs to ensure that each class has at least morning support. Extra support for parents through increased contact time via email and telephone.	
Extensive CPD for all staff in school – Thrive Practitioner training; The Write Stuff Training; Little Wandle Training, No More Marking, Reading Plus, Oracy training, SLCN, Makaton £2,586.11	<p>EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD.</p> <p><i>“Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium.”</i></p> <p>We have looked at the capacity of staff within the school and recognise that we need high quality CPD throughout all areas of teaching and learning. A full planned package is in place which includes support for delivering wellbeing.</p>	1, 2, 3, 4, 5, 6,

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

Budgeted cost: £660

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. Supply costs £660	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Teaching and Learning Toolkit EEF	2

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

Budgeted cost: £8,580

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improved social and emotional wellbeing for PP children and other vulnerable pupils. £2,880	Targeted Thrive nurture support from trained TA. Gardening Club run weekly at lunchtime offered to all children	3, 5, 6,
Subsidised visits/ visitors, experiences and extra curricular activities for PP children. PP pupils trip and swimming costs are covered £2,500	PP pupils do not have access to as many activities which promote cultural capital. If visits and extracurricular activities are able to go ahead financial support can be provided to ensure children in receipt of PP are able to take part. Areas where PP pupils are supported: Transport to swimming lessons Residential visits where financial support may be offered to cover some costs. Visits out of school – fully supported; Visitors in to school – fully supported	1, 2, 6
Training for staff on the Thrive £200	PP children settle into school life quickly and engage with their learning as a result of feeling valued and included. Attendance rates are good for PP pupils. Parents report that their children settle quickly and have a sense of belonging and want to engage in school.	1, 2, 3, 4, 5, 6,
Contingency fund for acute issues. £3,000	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £19,290

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 2024-25 academic year.

We are particularly proud of the achievements of all children in school, especially those who sat statutory assessments last summer.

In Key stage 2, our children achieved the following results:

	School Data 2025	National Data 2025
Reading	75%	75%
Spelling, Grammar and Punctuation	88%	73%
Writing	75%	72%
Mathematics	75%	74%
RWM Combined	50%	62%
Science	100%	82%

Year 1 Phonics	75%	80%
Year 2 Phonics (retake)	0%	89%

By using the Pupil Premium Grant to help provide teaching support in classes, we are able to ensure an high level of support for all children.

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
Reading Plus	Reading Solutions
Times Tables Rockstars	Maths Circle
Spag.com	Spag
Learning by Questions	Learning by Questions
Numbots	Maths Circle
Access Art	Access Art
123 Maths	123 Learning
Letterjoin	Green and Tempest
Learning Book	Learning Book Ltd
White Rose Primary Maths	White Rose Education
The Write Stuff	The Training Space
Thrive	Thrive
No More Marking	No More Marking Ltd
Complete PE	Complete PE
Tongue Fu Talking	Chris Quigley

Further Information

- ✝ School continues to organise food parcels donated to school through a local charity to be collected by PP children.
- ✝ The school used the [DfE grant to train a senior mental health lead](#). As a result of the training, the school achieved the Carnegie School Mental Health Award – Silver Level in January 2023. We are going for reaccreditation in the beginning of 2026.
- ✝ offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.