

Pupil premium strategy statement

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Dial Park Primary School
Number of pupils in school	310 – this doesn't include the nursery children
Proportion (%) of pupil premium eligible pupils	We receive PP for 140 children - FSM
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-2028
Date this statement was published	November 2025
Date on which it will be reviewed	November 2028
Statement authorised by	James Clark
Pupil premium lead	James Clark
Governor lead	John Benvie

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£219,330
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	£1,825,000

Part A: Pupil premium strategy plan

Statement of intent

We believe that every child has the right to access an amazing curriculum and to thrive in school. We aim to narrow the gap between children of different backgrounds by ensuring they have opportunities to learn basic skills and experience a broad curriculum which is full of exciting opportunities. In this way children from a range of different backgrounds can unite through excellence of opportunity and outcomes. Our values run through everything that we aim to achieve and we align our curriculum to them and reward through them.

Our strategy sets out to achieve all of this by ensuring our teachers are given opportunities to become professionally the very best they can. This will then ensure our curriculum and professional school endeavours are well planned, monitored and amended in light of evidence gathered. This in turn maximises the potential outcomes for our children.

All of the above is driven by research, both external (eg EEF) and internal (eg NPQH and research) to ensure that time (our most precious resource) is not wasted.

As a result our strategy is a simple one which spans all subjects and groups; to create the best outcomes for all children through dedicated CPD on proven research

Challenges

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

Challenge number	Detail of challenge
1	Early years foundation stage have historically academically low starting points - Data indicates that groups of children enter reception class with basic and other skills which are significantly below their peers nationally. These children need to be given additional support. Now that we have taken on the nursery and 2 years olds (2017 amalgamation) into our school we can ensure that teaching systems are aligned to maximise potential outcomes from the earliest opportunity.
2	Outcomes in Reading - Data indicates that we are adding significant value through strong phonics teaching through the school and reading interventions alongside quality first teaching approaches.
3	Outcomes in Writing -Ready steady write system implemented across the infant and junior phases is having significant positive impact.
4	Outcomes in Maths - White rose tailing ad implementation having positive impact in maths outcomes across the school.

5	Attendance - Our data indicates that we have targeted attendance well but there is still some way to go. Covid obviously had a huge impact on previous figures. However, some families and children need to develop a better understanding of the importance of good attendance and its impact on academic achievement. Through utilising a skilled pastoral teacher and providing class teachers release time we can implement a strategic approach where supportive home visits go hand in hand with high expectations and formal processes to impact positively on improved attendance. Our approach remains supportive yet firm.
6	Inclusion and mobility - Our school is a place parents choose when their children have additional and very specific needs. This choice is made both at the start of their school life and also during their school lives when parents believe that needs may not be not being adequately met at other schools. This has the potential to put our classes and school under some strain. To counter this we have built in support for all tiers of our school community. We have a dedicated non class based SENCO to support inclusion and to ensure that parents and pupils are fully supported in their journey through Dial Park. This ensures our vulnerable learners needs are identified rapidly and plans are put in place to meet these needs which is vital for improving our attainment and progress scores in KS2 results. Adapting the curriculum in order to make it accessible for all and utilising additional support to build towards increased educational outcomes and independence over time are both a challenge and a priority. 4 Rivers MAT support also enhanced our offer through pooled expertise.
7	Ensuring our teachers are highly skilled in their classroom and as subject leaders - During children's weekly forest school sessions teachers are released (Being The Best Teacher I Can Be) to lead their subjects and partake in personalised CPD. This is captured, reported and shared in their personal CPD big books with colleagues and school governors. Supporting teachers to become evidence informed researchers which will impact on their teaching and leadership. 4 rivers MAT supports high quality CPD opportunities across the 5 trust schools.
8	Enrichment - Children may not get high quality, wider enrichment opportunities outside of school so we utilise specialists. A small group of well-established and highly skilled specialist teachers bring expertise and enrichment to the curriculum ensuring breadth and enjoyment. Specifically these specialists work with children weekly in Forest School, Music, Dance, Gymnastics, PE and Computing.
9	Curriculum - Many of our pupils do not experience things that the average child would experience in their day to day lives. As a result our curriculum is designed to be truly enriched, chronological through space and time and have excellent subject interconnection so that it is exciting and meaningful to children.

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
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<p><i>Enhanced teacher CPD</i></p> <p><i>DFE 2016 “standards for professional development” linking to implementing EEF guidance as subject leaders.</i></p>	<p>Subject leaders can articulate the current position, desired outcomes and how they intend to achieve them with clarity. Equipping teachers with the skills and providing them with the time (weekly) to conduct deep and meaningful work in their subject / personalised CPD. Utilising triangulation of subject leader knowledge by engaging in class dives into outcomes and pupil voice exercises. Using these findings to make positive changes that impact on outcomes. 4 Rivers MAT training also supports this.</p>
<p>Improved maths outcomes</p> <p><i>EEF - Feedback +6; Homework +5; Mastery learning +5; Metacognition and self regulation; small group tuition +4.</i></p>	<p>Progress and attainment measures demonstrate that our work and subsequent activity is having positive impact on the gap between school and national data. PP children are achieving more in line with national data sets. Children enjoy maths! We attain a good number of secure and greater depth outcomes.</p>
<p>Improved writing outcomes</p> <p><i>EEF - Feedback +6; Mastery learning +5; Metacognition and self regulation; small group tuition +4.</i></p>	<p>Continuing to implement the ready steady write scheme which has already demonstrated, in its first year, improved outcomes in writing.</p>
<p>Improved reading outcomes</p> <p><i>EEF - Feedback +6; Reading comprehension strategies +6; Homework +5; Mastery learning +5; Metacognition and self regulation; small group tuition +4.</i></p>	<p>Progress and attainment in reading is improved and the gap between our school and national data is reduced. Children will increasingly be able to articulate a love of reading and demonstrate progressively the skills and knowledge to achieve this. Our systems, resources (both human and physical) and whole school reading environments breath excitement to ensure children have the best chance to enjoy a life long love of reading. We attain a good number of greater depth outcomes.</p>
<p>Improved attendance</p> <p><i>EEF - Parental engagement +4</i></p>	<p>Our systems for attendance are supportive yet firm. Parents are listened to and given opportunities to improve attendance alongside firm / fair systems that encourage children to be punctual and to attend well. Our data will indicate that PP children are attaining at an increasingly higher rate and if not there is a trail of evidence to demonstrate what we are doing to improve the situation.</p>

<p>Accelerated progress to catch up in basic core skills post covid.</p> <p><i>EEF - Teaching assistant interventions +4;</i></p>	<p>Children benefit from additional adults and cutting edge EEF aligned technology.</p>
<p>Improved self esteem and confidence post covid</p>	<p>Children benefit from amazing Forest School provision every week.</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.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £58,437

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Dedicated weekly continuous professional development</p> <p><i>DFE 2016 “standards for professional development” linking to implementing EEF guidance as subject leaders.</i></p>	<p>The 2016 DFE “standards for professional development implementation guidance” sets out the clear rationale of the importance of teacher CPD.</p> <p>Trust wide CPD through 4 rivers with specialist training through partner schools (2 of whom are special schools) to support specific intervention for children with additional and disadvantage needs.</p>	<p>1,2,3,4,7 & 9</p>
<p>Utilising technology to narrow the attainment gap in language and comprehension.</p> <p><i>EEF - Oral language interventions +6; feedback +6; Phonics +5; Reading comprehension strategies +6. Metacognition and self regulation +7; Individualised instruction +4.</i></p>	<p>Training support staff in implementing WEL-COMM and language link for our EYFS and KS1 children to assess and improve language and speech acquisition.</p> <p>Use apps to narrow the vocabulary gap through guided and structured lessons that assess through algorithms - Bedrock vocabulary and Spellzone.</p> <p>Embed phonics scheme across EYFS and KS1 continued into LKS2 where children are still catching up.</p> <p>Further train and embed phonics teaching through our approved scheme.</p> <p>Deepen use of bedrock vocabulary and spell zone - both of which have had huge impact on 2023-2025 SATs results.</p> <p>Utilise learning by questions devices across key stage 1 and 2 to accelerate progress in basic skills.</p>	<p>1,2,3,6 & 7</p>

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

Budgeted cost: £105,375

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional adults across the school</p> <p>EEF - Reading comprehension strategies +6; Phonics +5; Parental engagement +4; Teaching assistant interventions +4 One to one tuition +5 Metacognition and self regulation +7.</p>	<p>Adults utilised to teach approved phonics scheme to well assessed and fluid groups in EYFS and KS1 with phonics principles also applied to teach in KS2 where needed - especially where gaps are assessed due to covid. All KS2 staff are trained in phonics instruction.</p> <p>SENCO NON CLASS BASED? To address then underlying issues and then apply for EHCP where appropriate to ensure correct funding to meet need thus lowering the amount of pupil premium spent on as yet undiagnosed SEND.</p> <p>Adults trained in use of technology such as EEF aligned learning by questions to accelerate progress for PP children.</p> <p>1:1 support for children with identified need through an EHCP or because they have specific needs with the mindset of reducing 1:1 as time progresses to encourage independence.</p> <p>SALT buyback</p> <p>Language link to ensure SALT approaches narrow the language and vocabulary gap for disadvantaged children. Liaise with SALT team closely to improve impact.</p> <p>Additional adults in EYFS to teach interventions such as “squiggle while you wiggle” to improve motor control in early mark making.</p>	<p>1,2,3,4,6,8,9 & 10</p>

<p>Improve outcomes in maths</p> <p><i>EEF - Metacognition and self regulation +7; Individualised instruction +4.</i></p>	<p>Continue to invest in white rose maths materials and resources across the school to minimise photocopying and maximise progress in maths. Endorsed by the DfE.</p>	<p>4 & 7</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £55,637

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Forest school for all children</p> <p><i>EEF - Social and emotional learning +4</i></p>	<p>Teaching children life skills such as resilience, team work and our values. Children are able to identify names of trees, light fires and use tools responsibly. It enhances wellbeing which is of high importance post lockdown isolations in what were sometimes cramped home environments.</p>	<p>6,7,8 & 9</p>
<p>Pastoral lead to ensure attendance for disadvantaged / all children is improved.</p> <p><i>EEF - Parental engagement +4</i></p>	<p>Through utilising a skilled pastoral lead and providing class teachers release time we can implement a strategic approach where supportive home visits go hand in hand with high expectations to impact positively on improved attendance.</p>	<p>5 & 6</p>
<p>SENCO full time release</p> <p><i>EEF - Parental engagement +4</i></p>	<p>Funding the full time release of the SENCO to ensure that our most vulnerable and disadvantaged children receive the right support at the right time. Ensuring the correct external support is requested and implemented. Supporting parents in EHCP applications to navigate the SEND support offer.</p>	<p>6</p>
<p>Breakfast club for all children</p> <p><i>EEF - Social and emotional learning +4</i></p>	<p>Open every morning from 8AM for all children to ensure children have a heavily subsidised breakfast every morning.</p>	<p>8</p>
<p>Contribution to free school meals</p>	<p>To ensure all children are fed well daily.</p>	<p>8</p>

Total budgeted cost: £ 220,775

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.

KS2 outcomes for 2023-2025 put us in line with national average for attainment in secure and greater depth outcomes. Progress scores are above average in reading and maths This gives a strong indication that our pupil premium strategies are working well to add significant value.

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
Learning by questions	Learning by questions
Bedrock grammar	Bedrock grammar
Times tables rockstars	Times tables rockstars
IXL	IXL

Further information (optional)

We have an inclusion quality mark and were awarded ambassador status. Much of our work in this centred around being very good at inclusion but another strand is our well developed restorative approaches. We are part of the four rivers multi academy trust which makes us even more intentionally inclusive through our strong CPD links.