

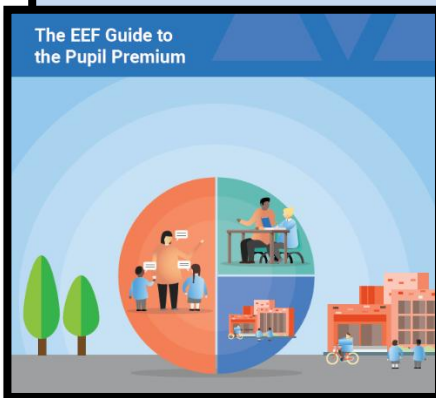
Dallimore Primary and Nursery School

Pupil premium

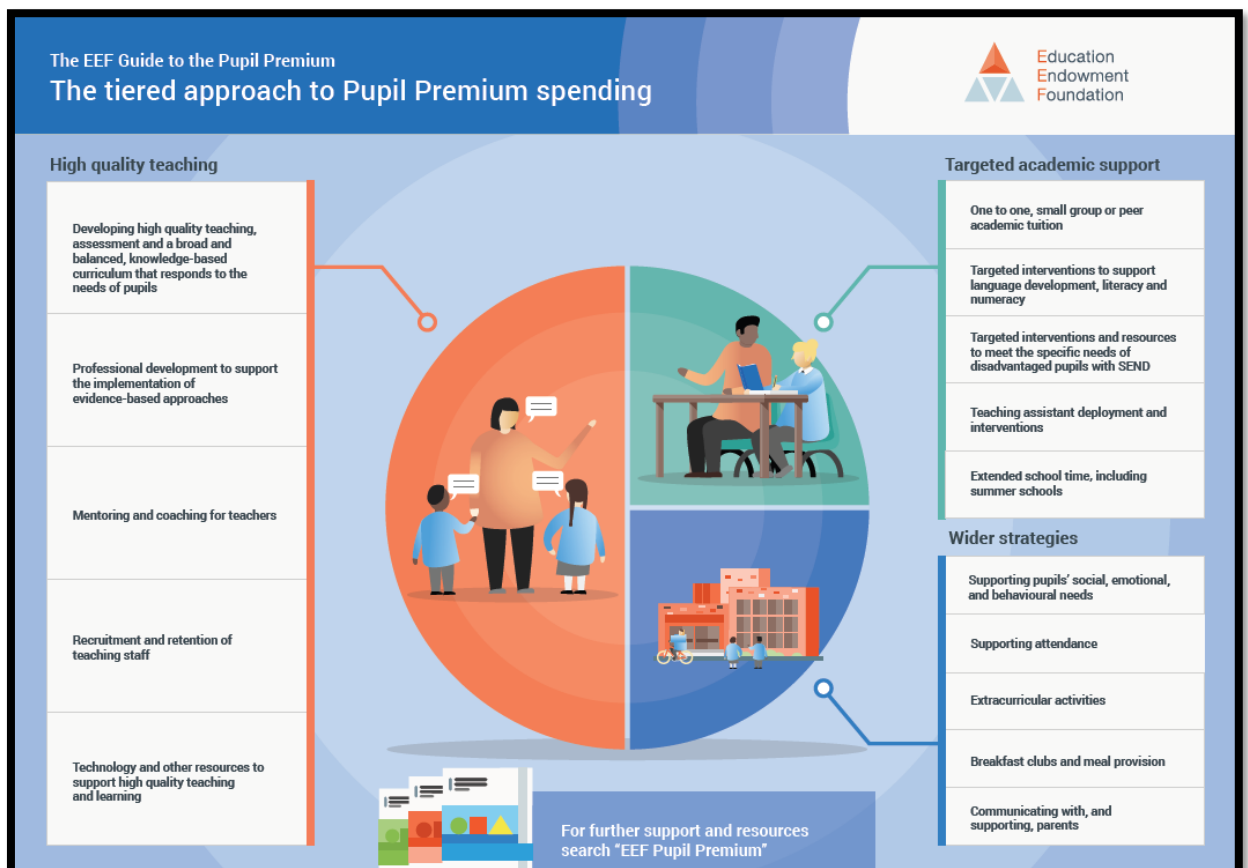
strategy statement 25-26

We continue to base strategies upon the Education Endowment Foundation (EEF) Guide to Pupil Premium.

The EEF guide was updated in September 24 and aims to address the 'stubborn' link between family income and education outcomes. The guide - and its accompanying resources - are designed to support leaders to plan, implement, monitor, and sustain an effective strategy. They align with the Department for Education's template for creating a Pupil Premium strategy as well as its 'menu of approaches', setting out a way of using evidence to inform decision-making. It provides advice on creating a Pupil Premium strategy, contests some common myths, and contains case studies.



[The EEF Guide to the Pupil Premium | EEF](#)



Pupil premium strategy statement Dallimore Primary and Nursery School 25-26

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 (2.7.25) |
|--|---|
| Number of pupils in school | 315 (R to Yr 6) |
| Proportion (%) of pupil premium eligible pupils PP includes service and LAC children (3) Reception to Year 6 (111 PP children) | 36% (Reception to Yr 6) 43.2% FSM (includes nursery) |
| Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended) | 2025 to 2027 |
| Date this statement was published | 31/12/25 |
| Date on which it will be reviewed | July 2026 |
| Statement authorised by | FGB |
| Pupil premium lead | Matthew Gotheridge |
| Governor lead | New governor for this role required |

Funding overview

| Detail | Amount |
|---|----------|
| Pupil premium funding allocation this academic year <ul style="list-style-type: none"> • 140 Ever 6 • 0 service • 7 Post Adopted | £234,955 |

Part A: Pupil premium strategy plan

Statement of intent

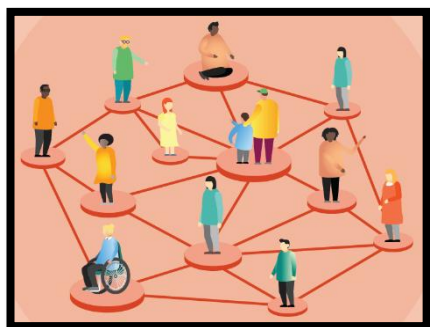
Our vision 'Aspiring to work with our community towards a bright future for our children underpins our aim to ensure that all pupils, irrespective of socio-economic status or entitlement to pupil premium, have the opportunity to learn and make at least good progress.

The primary focus for all our school improvement work is to ensure that there is high quality education taking place throughout all phases of school whilst recognising that some children require more support than others at various times.

Additionally, we recognise that some children (including those who are entitled to pupil premium in its various forms) often require some additional support and it is our responsibility to ensure the right support is in place for each pupil and the impact of this is monitored to ensure its effectiveness. Additional support, or interventions, can take many forms and these are identified through on-going assessments alongside monitoring of attendance, mental health, behaviour and engagement in learning.

We are committed to supporting all children with their social and emotional wellbeing. Our first priority is to ensure that children are steady, ready to learn and access our curriculum.

Diagnosing pupils' needs



In order to develop an effective Pupil Premium strategy, it is important to gain a thorough knowledge of our disadvantaged pupils' levels of attainment and progress. We use a rigorous approach in order to identify pupil needs and reflect on a wide range of data to build a picture of both cohort and individual needs.

In addition to this internal data, we can also gather information in a variety of ways including but not limited to:

Hinge questions



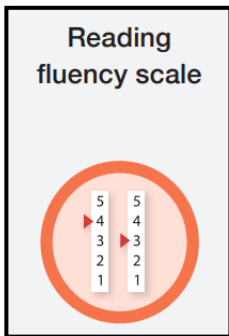
Hinge questions provide an immediate, often informal check of the initial understanding of every pupil in a class. While not necessarily an indicator of secure learning, they can inform the teacher if pupils have understood what has been taught and, when carefully designed, can identify misunderstandings and misconceptions. Hinge questions are often multiple choice and are most effective when the 'wrong' answers are based around common misconceptions. A whole

class misunderstanding would lead to immediate re-teaching, which is likely to work best when done in a way which is different to the initial instruction.



Having decided through curriculum planning the key concepts we expect pupils to learn, low-stakes quizzes provide a quick way of checking understanding of these and identifying areas needing development.

Quizzes can take many forms: short answer written tasks, retrieval activities, or targeted verbal questions. Teachers can use the information from quizzes to fill gaps in understanding which are likely to hold pupils back when attempting more complex tasks.



Scales and rubrics (an evaluation tool or set of guidelines) can offer a framework to help measure pupils' level of achievement in areas such as reading fluency. By monitoring fluency levels, teachers can gauge pupil progress as well as the effectiveness of their teaching of reading fluency.

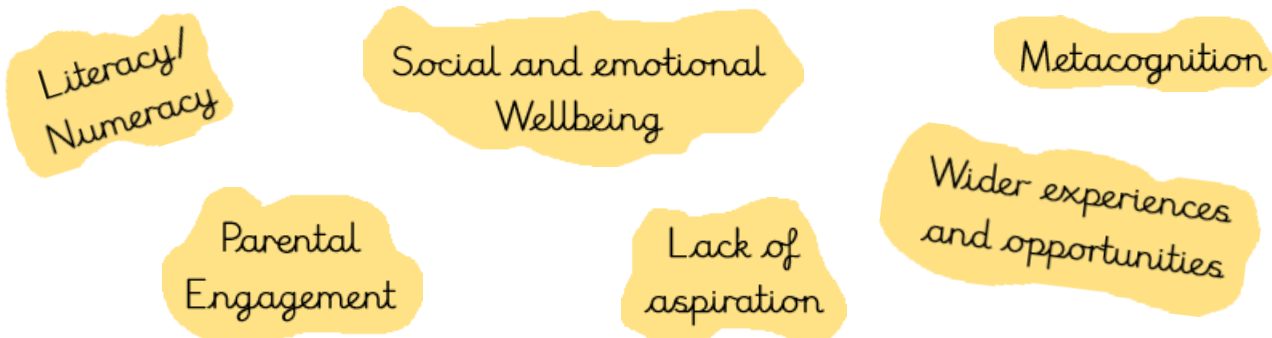
Teachers are likely to require training to understand the essential role of fluency in developing reading comprehension. Teachers seeking to diagnose reading ability may use fluency scales as part of a range of diagnostic assessments to address reading ability and progress.

In addition to the above recommendations, we use:

- Analysis of attendance data
- Analysis of attainment and progress data
- Safeguarding record keeping
- Thrive screening
- Various monitoring activities with a focus on teaching and learning



All forms of diagnosis can provide evidence around barriers to learning in various areas including:



Challenges

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

| Challenge number | Detail of challenge | | | | | | | | | | | | | | | | | | | |
|------------------|---|-----------|----------|--|--|-----------|----------|------------|------------------------------|------|------|---------------------------------|-------|-------|---------------------------------|------|------|------------------------------------|-------|-------|
| 1 | <p>Social and Emotional Wellbeing</p> <p>We have a significant number of children who find the regulation of their emotions difficult. They present with challenging behaviour at home and at school and require adaptations and, sometimes, intensive intervention from staff. All staff use the Thrive Approach and this provides consistency throughout all areas of school. Some children (around 31%) also access intensive support through working with learning mentors with specific programmes and action plans.</p> | | | | | | | | | | | | | | | | | | | |
| 2 | <p>Speech and language</p> <p>Children have regular assessments from the SALT team and programmes are then delivered, monitored and reviewed by teaching assistants. All programmes are shared with parents and staff. There are approx. 30 pupils with a Speech and Language programme.</p> | | | | | | | | | | | | | | | | | | | |
| 3 | <p>Basic Numeracy</p> <p>Recall of basic number facts is underdeveloped within Reception and KSI. This is preventing some children within these phases from making at least expected progress.</p> | | | | | | | | | | | | | | | | | | | |
| 4 | <p>Reading (end of year assessments July 25)</p> <p>A significant number of children are reading at levels below or well below age related/ national expectations. Reading at home for some children is sporadic and to embed a culture of reading is a challenge in all year groups.</p> <p>End of Reception: 78% on track for word reading. (at first assessment in Oct 24 this was 64%)</p> <p>Yrs 1 to 6: 34% are reading below age related expectations (at first assessment in Nov 24 this was 35%)</p> | | | | | | | | | | | | | | | | | | | |
| 5 | <p>Wider experiences to develop knowledge and understanding and increase 'cultural capital'</p> <p>Some children have very few experiences that complement the learning within the wider curriculum. Visits to places of interest rarely take place for some children and first-hand experiences are limited.</p> | | | | | | | | | | | | | | | | | | | |
| 6 | <p>Attendance and punctuality (parental engagement) as of July 2025</p> <table border="1"> <thead> <tr> <th colspan="2"></th> <th>Dallimore</th> <th>National</th> </tr> </thead> <tbody> <tr> <td rowspan="4" style="writing-mode: vertical-rl; transform: rotate(180deg);">Attendance</td> <td>All pupils - overall absence</td> <td>5.2%</td> <td>5.2%</td> </tr> <tr> <td>All pupils - persistent absence</td> <td>10.4%</td> <td>13.5%</td> </tr> <tr> <td>Pupil Premium - overall absence</td> <td>6.4%</td> <td>7.9%</td> </tr> <tr> <td>Pupil premium - persistent absence</td> <td>16.8%</td> <td>25.9%</td> </tr> </tbody> </table> | | | | | Dallimore | National | Attendance | All pupils - overall absence | 5.2% | 5.2% | All pupils - persistent absence | 10.4% | 13.5% | Pupil Premium - overall absence | 6.4% | 7.9% | Pupil premium - persistent absence | 16.8% | 25.9% |
| | | Dallimore | National | | | | | | | | | | | | | | | | | |
| Attendance | All pupils - overall absence | 5.2% | 5.2% | | | | | | | | | | | | | | | | | |
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| | Pupil Premium - overall absence | 6.4% | 7.9% | | | | | | | | | | | | | | | | | |
| | Pupil premium - persistent absence | 16.8% | 25.9% | | | | | | | | | | | | | | | | | |

| | | | |
|--------------------|---------------|-------|-------|
| Persistent Absence | All pupils | 12.2% | 15.2% |
| | No. of non-PP | 7 | |
| | No. of PP | 21 | |



Overall absence for July 2025 was higher for disadvantaged pupils than all pupils as was persistent absence. Despite this, both overall absence and persistent absence are better than the national average.







Some children have a chaotic start to the day and find coming into school in a calm and settled manner difficult. Some children are persistently late and parents find it difficult to accept responsibility for this. We work closely with parents to support attendance and punctuality.

| | |
|---|---|
| 7 | <p>Poor and underdeveloped metacognition</p> <p>Some children are still developing their ability to think critically about their learning. Through developing structures and strategies, we aim to further develop this and enable children to be able to readily recognise for themselves where they need to make changes and improvements.</p> |
| 8 | <p>Lack of aspiration</p> <p>Some children (often those where there is second or third generation unemployment within the household) have low aspirations. They identify 'gaming' and 'being a You-tuber' as their chosen career paths. They perceive attendance at university as unattainable as this is only for 'posh and rich kids'.</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 |
|--|---|
| <p>1. Social and Emotional Wellbeing</p> <p>Children will be attending school in a calm and regulated manner. They will be ready to learn and able to access the full curriculum.</p>   | <ul style="list-style-type: none"> • Exclusions (fixed term and permanent) will be low • Progress of all pupils will be at least good as children are coming into school regulated/ steady and able to access their learning • Children will learn self-regulation strategies and this will lead to long term and sustained change • Children moving to secondary education will continue to attend and enjoy success in their transition • Through discussions with the Family Liaison Officer and referrals to outside agencies, a greater % of parents will begin to develop strategies for dealing with challenging behaviours at home |
| <p>2. Speech and language</p> | <ul style="list-style-type: none"> • The number of children whose speech is a barrier to their learning will decrease and assessments will show improved outcomes as children progress through school and programmes are delivered |

| | |
|--|--|
| <p>Children will be able to effectively communicate due to improved Speech and Language and outcomes</p>  <p>Targeted interventions to support language development, literacy and numeracy</p> | <ul style="list-style-type: none"> • Attainment in reading will improve as speech and language programmes have a positive impact. |
| <p>3. Attainment in Numeracy</p> <p>Children will begin to develop accuracy and fluency within basic number and develop confidence for KS2 SATS</p>  <p>Professional development to support the implementation of evidence-based approaches</p> <p>Mentoring and coaching for teachers</p> | <ul style="list-style-type: none"> • Staff within F2 and KS1 will attend embedding mastering number through the NCETM/ Spencer Teaching Hub. • Staff within Years 4 and 5 will attend mastering number sessions for delivering the programme within KS2 • Timetables will allow for specific mastering number sessions. • Monitor by the Maths and KS1 leads will show that the use of mastery concepts is improving outcomes for pupils and there will be improved fluency and automaticity • After school revision sessions will be well attended |
| <p>4. Reading</p> <p>Children who are reading below age related expectations will make accelerated progress and the gap will begin to close.</p>   <p>Developing high quality teacher assessment and a broad and balanced, knowledge-based curriculum that responds to the needs of pupils</p> <p>Targeted interventions to support language development, literacy and numeracy</p> <p>One to one, small group or peer academic tuition</p> | <ul style="list-style-type: none"> • A clear structure for the teaching of reading will be consistently applied throughout all phases • Staff will engage with the training for Little Wandle phonics and embed this teaching within classrooms • % of children reaching the expected standard in reading will increase • % of children exceeding the expected standard will increase • Fluency will improve and children will be reading regularly and confidently |
| <p>5. Wider experiences to develop knowledge and understanding and increase 'cultural capital'</p> <p>Children throughout school will have opportunities to develop their understanding of various topics covered including different cultures and beliefs.</p>  <p>Extracurricular activities</p> | <ul style="list-style-type: none"> • First-hand experiences will complement and enhance the learning taking place in school • There will be some prior knowledge for a greater % of pupils so that learning time is maximised and progress through the wider curriculum subjects is good • Pupils will gain a better understanding of different cultures and beliefs within our local area and how these relate to the protected characteristics and British Values |
| <p>6. Attendance and punctuality (parental engagement)</p> <p>Attendance will improve</p>  <p>Supporting attendance</p> <p>Breakfast clubs and meal provision</p> | <ul style="list-style-type: none"> • Attendance and punctuality will improve for all pupils • The number of PP pupils who are persistently absent will decrease • EBSA (Emotional based school avoidance) strategies will be identified to support children's good attendance • Parents will feel supported and willing to engage in the drive to improve attendance and punctuality • Children who experience difficulty at home in the mornings will be able access breakfast club and have a calmer start to the day |
| <p>7. Poor and underdeveloped metacognition</p> <p>Children will develop the skills of reflection and be able to accept</p> | <ul style="list-style-type: none"> • % achieving the expected standard in writing will improve in all phases • % achieving greater depth in writing will improve |



feedback in order to improve their own writing

Developing high quality teaching, assessment and a broad and balanced, knowledge-based curriculum that responds to the needs of pupils

- Teaching strategies and support systems are consistently used throughout all phases of school

8. Lack of aspiration

Children will develop a more positive attitude and view of their futures and see great benefit in positively engaging in all learning taking place. This will also help prepare for the next phase of education.



Extracurricular activities

- Attendance at University Discovery Days will continue and children will begin to understand that attendance at university is attainable
- We will continue to access Family Discovery Days in order to provide wider experiences for children and families
- Annual careers afternoon will provide opportunities for children in years 5 and 6 to develop an understanding of different jobs and professions. Negative outlooks will begin to change and aspirations will be raised

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.

High Quality Teaching

Budgeted cost: Approx £150,000



| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| Staff to attend Embedding Mastering Number training (cover required) and purchase recommended resources to enable effective delivery | <ul style="list-style-type: none"> • Data analysis • Lesson Observations • Book scrutiny • Planning scrutiny | 2,4,7 |
| <p>Commitment to funding specialist reading teacher and TA to support the teaching of phonics and reading- primarily focussed on EYFS and KSI</p> <p>(TLR for teacher to reflect the work required to develop staff, monitor the progress of all pupils and support pupils who are below age-related expectations)</p> | <p>EEF recommendations</p> <div data-bbox="762 931 1075 1709" style="border: 1px solid black; padding: 5px;"> <p>Developing high quality teaching, assessment and a broad and balanced, knowledge-based curriculum that responds to the needs of pupils</p> <hr/> <p>Professional development to support the implementation of evidence-based approaches</p> <hr/> <p>Mentoring and coaching for teachers</p> <hr/> <p>Recruitment and retention of teaching staff</p> <hr/> <p>Technology and other resources to support high quality teaching and learning</p> </div> | 4 |
| Refine the teaching of reading fluency throughout KS2 based on Herts for Learning model and guidance from Christopher Such | | 4, |
| Refine the approach to the teaching of reading in KSI to ensure that children are applying their decoding skills, using the Little Wandle scheme of learning | | 4 |
| Release time for EYFS lead and Phonics lead to deliver parent workshops 3 x a year | | 6 |
| Ensure that staff are released to liaise with Speech and Language Therapy | | 2 |
| Dedicate INSET and staff meeting time to ensuring that staff knowledge of Thrive is fully up to date and theory is put into practice consistently. | <p>Metacognition and Self-regulated Learning EEF (educationendowmentfoundation.org.uk)</p> | 1 |

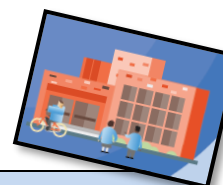
Targeted academic support (for example, tutoring, one-to-one support, structured interventions)



Budgeted cost: Approx £30,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| Lunchtime clubs for reading for pleasure | <ul style="list-style-type: none"> • Reading records • Data analysis • SALT assessments EEF recommendations: <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>One to one, small group or peer academic tuition</p> <p>Targeted interventions to support language development, literacy and numeracy</p> <p>Targeted interventions and resources to meet the specific needs of disadvantaged pupils with SEND</p> <p>Teaching assistant deployment and interventions</p> <p>Extended school time, including summer schools</p> </div> | 4 |
| Read Theory being used throughout year 5 | | 4 |
| Subscription to Reading Plus in order to support year 6 pupils develop as fluent and confident readers | | 4 |
| After school tutoring for year 6-maths and reading | | 3, 4 |
| Small group phonic intervention year 1 and 2. NELI within F2 | | 4 |
| TA to deliver and monitor speech and language programmes. Speech and Language Therapist has continued to carry out assessments throughout the year. Programmes are pupil specific, delivered by TAs and assessed on a 3 monthly basis- or sooner if necessary. | | 2 |

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



Budgeted cost: Approx £55,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| Life skills sessions: gardening and cooking. Each class has a rotation throughout their time in each key stage for these sessions. This usually runs for a half term | <ul style="list-style-type: none"> • Curriculum review/ feedback about wider experiences • Safeguarding and social care concerns • Analysis of attendance data | 5 |
| Funded breakfast club/ after school club places: some children attend free breakfast club. We are also supporting parents who are working but in low paid jobs (i.e. carers) | | 1, 5, 6 |

| | | |
|--|--|---|
| Subsidised residentials, trips and activities: some children will not be able to take part in out of school/ curriculum enrichment activities due to lack of financial stability within the family home. | <p>EEF recommendations:</p> <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <p>Supporting pupils' social, emotional, and behavioural needs</p> <hr/> <p>Supporting attendance</p> <hr/> <p>Extracurricular activities</p> <hr/> <p>Breakfast clubs and meal provision</p> <hr/> <p>Communicating with, and supporting, parents</p> </div> | 5 |
| Forest School delivery: Forest school is proven to develop confidence and engagement. | | 5 |
| Additional training and extended hours for learning mentors. | | 1 |
| Attendance at University Discovery Days, visits and visitors. Annual careers afternoon for year 5 and 6 | | 8 |
| Rewards for good attendance | | 6 |

[Improving Social and Emotional Learning in Primary Schools | EEF \(educationendowmentfoundation.org.uk\)](#)

Total budgeted cost: Approx £235,000

Additional evidence to support approaches:

[Teaching and Learning Toolkit | EEF Guidance reports | EEF \(educationendowmentfoundation.org.uk\)](#)

[Early Years Toolkit | EEF](#)

[The EEF Guide to the Pupil Premium | EEF](#)

[Pupil premium overview - GOV.UK](#)



Part B: Review of the previous academic year (using end of year assessments July 25)

Outcomes for all pupils in comparison to disadvantaged pupils

Statutory and in-school assessments provided the following outcome data:

| | School All pupils | School PP Pupils | School non PP pupils | In school gap | National All pupils |
|--|-------------------|------------------|----------------------|---------------|---------------------|
| EYFS Good Level of Development | 70% | 60% | 76.9% | 6.9% | 68% |
| % of school making at least expected progress in Reading (Yr 1 to 6) | 77% | 74% | 82% | 8% | |
| % making at least expected progress in Writing (Yr 1 to 6) | 79% | 72% | 84% | 12% | |
| % making at least expected progress in Maths (Yr 1 to 6) | 86% | 80% | 90% | 10% | |
| Phonics at the end of year 1 | 91% | 85% | 96% | 11% | 80% |
| Reading at the end of KS1 | 63% | 29% | 85% | 56% | |
| Writing at the end of KS1 | 56% | 24% | 77% | 53% | |
| Maths at the end of KS1 | 68% | 29% | 93% | 64% | |
| RWM combined KS1 | 51% | 24% | 69% | 45% | |
| Reading at the end of KS2 | 74% | 74% | 75% | 1% | 75% |
| Writing at the end of KS2 | 74% | 70% | 80% | 10% | 72% |
| Maths at the end of KS2 | 88% | 87% | 90% | 3% | 74% |
| RWM combined KS2 | 63% | 61% | 65% | 4% | 62% |

Service pupil premium funding

How our service pupil premium allocation was spent last academic year

- Regular individual/ small group Thrive sessions in order to support social and emotional and mental health
- Lunch time Read Theory or Reading Plus sessions

The impact of that spending on service pupil premium eligible pupils

- Improved outcomes
- Provided opportunity to learn self-regulation skills and increased the time in class engaged in learning
- Few incidents of extreme dysregulation and self-regulation strategies are being developed.

Further information

We are committed to providing high quality training for staff with regard to supporting children with their social emotional and mental health through the extensive use of the Thrive Approach in all phases of school. This is complemented by continued involvement in the Derbyshire County Council Attachment and Relationship Aware programme and training and feedback from the mental health lead.

Additionally, there has been a remodelling of support services provided by Derbyshire County Council and the new 'Inclusion Support Service' has begun to work with school to provide advice and support/relational plans for children presenting behavioural challenges, at risk of exclusion or making poor academic progress.

We allocate funds from the main school budget in order to ensure that our learning mentors have up to date training, our Thrive licence is maintained year on year and new staff have a sound understanding of the principles that underpin our ethos.

The Family Liaison Officer has been proactive in supporting families and completing and submitting referrals to external organisations such as Changing Lives, Umbrella and Young Carers. She has also been successful in securing funding for some families through various support funds and grants.

Our pastoral provision is largely focussed upon our disadvantaged pupils whilst maintaining a flexible approach to ensure that all children have access to this as and when necessary.

