

Pupil premium strategy statement – The Dasset C of E Primary School plan 2024-2027, plan 2025-2026 and review of spend 2024-2025

This statement details our school’s use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy for academic years 2024/25, 2025/26 and 2026/27, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
School Name	The Dasset C of E primary School VC
Number of pupils in school 2024-2025	97 Autumn 2024 102 Autumn 2025
Proportion (%) of pupil premium eligible pupils 2024-2025	17.5% as of Autumn 2025 (8.6% Autumn 23 census) Spend based on 8.6% for 2024-2025
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2024-2027
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Suzanne Corry
Pupil premium lead	Suzanne Corry
Governor / Trustee lead	Jonathan Hughes

Funding overview 2024-2025

Detail	Amount
Pupil premium funding allocation this academic year (2024-2025)	11840 - 8 2380 (service)
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0

Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£14220
Project funding for 2025-2026	£29370

Part A: Pupil premium strategy plan

Statement of intent for PP plan 2024-2027

2024-2027

The Dasset C of E Primary school has the intention that all our children make good progress and have high achievement across the whole school curriculum. We intend that our pupil premium strategy ensures that our disadvantaged and vulnerable learners have the support they need to achieve this.

We consider the challenges each individual child faces to do this and how we can overcome the barriers that exist. We will use robust tracking systems to identify gaps and implement a plan, do, review system to ensure that interventions are targeted and effective.

Guiding Principles

- to prioritise high-quality teaching so that the positive effects can be measured for all pupils including those with a disadvantage.
- Consider the presence or not of co-existing issues (such as SEND and SEMH need)
- Ensure all pupils have the requisite skills in literacy so that this impacts positively on pupils' whole learning experience.
- Provision for vulnerable groups is considered in all development plans
- Funding is allocated according to level of need
- This plan considers all pupils for whom there is a level of disadvantage regardless of PP eligibility.

2025-2026 plan

Continue to develop teachers' pedagogy so that all pupils benefit from high quality teaching. We are training teachers to reconsider their pedagogy and the 'how' of teaching so that it impacts positively on the pupils' experience in the class. We will continue to use the Walk Thrus for continued professional development and will monitor accordingly.

Consider the SEMH needs of specific children within our pupil body and how these can be related to our intentions. We aim to support them with the continued use of the Jigsaw well-being programme and individualised support as and when required. To this end, we have also focussed much development work on improving behaviour (deemed good but with some improvements to be made in school wide expectations) in lessons and around school so that pupils have full access to their

learning and so that their social needs are met in all areas of the school and across all times of the day.

We will be ensuring that all staff that develop early reading skills through our phonics programme are trained well and deliver high quality reading teaching so that all pupils gain the necessary skills to be literate at the appropriate level.

We will support pupils who may not be eligible for any additional funding and we will target resources so that all pupils are supported adequately and have equal access.

In conclusion we will aim to support our disadvantaged and vulnerable learners to excel by

- Ensuring all children are challenged in their learning.
- Identifying barriers to learning early and acting to intervene to overcome them.
- Having a school culture that ensures all staff take responsibility for the intention that vulnerable and disadvantaged children make good progress and have high achievement.
- Providing an environment that promotes good behaviour so that all pupils and teachers can focus on learning.

Overview of actions to achieve objectives

1. High quality teaching and learning experiences for all pupils, delivered by trained TAs and teachers.
2. A well planned progressive curriculum is in place.
3. High quality teaching that inspires and provides for a variety of need. This will include whole class lessons and targeted interventions on a 121 or small group basis.
4. Use of diagnostic assessments support targeted teaching and interventions
5. Whole school behaviour curriculum ensures concentration on teaching and learning without distractions

Challenge number	Detail of challenge
1	Gaps in learning linked to interruptions to education
2	Underdeveloped early literacy skills shown in reception
3	Parental engagement in learning needs to improve so that they can support their children in making progress – specifically phonics/reading and basic maths skills.
4	Limited home learning resources – ensure to address this through access to library and phonically decodable books.
5	Sporadic attendance for some groups. Attendance lead to focus support and SENDco and SLT to engage on a 121 basis

6	Social and Emotional Difficulties and lack of resilience need to be supported and addressed
7	Low aspirations/expectations
8	Life experiences limited for some pupils. Address through rich wider curriculum
9	Special Educational Needs and Disabilities alongside PP

Intended outcomes over next three years.

This explains the outcomes we are aiming for **by the end of our current strategy plan 2026/2027**, and how we will measure whether they have been achieved. **Spend for 2024-2025**

Intended outcome	Actions	Success criteria
<p>1. Significantly improved levels of Reading, Writing and Mathematics with a particular focus on reading.</p> <p>Disadvantaged pupils will achieve levels of progress in line with their peers.</p> <p>Those that have individual plans will meet their own targets – small steps of progress.</p>	<p>One to one and small group phonics sessions where appropriate</p> <p>Teachers adapt texts used within the class to meet needs of those with PP and Other relevant factors</p> <p>Teachers closely monitor and report and plan for progress in pupil progress meetings</p> <p>Discussion group ascertains areas of interest of those pupils and orders relevant texts.</p>	<p>Pupil progress meetings highlight small steps of progress and overall progress. Teachers use these to plan for support for those with PP therefore being better informed to target support.</p> <p>Disadvantaged pupils will meet age related expectations in all areas or make 'good' progress against their own starting points, if they have an additional needs or are working at greater depth.</p> <p>Engagement in reading is improved.</p> <p>Challenges met – 1,2,4</p>
£19280		
<p>2. Emotional barriers don't stand in the way of disadvantaged learners accessing the wider</p>	<p>Teachers track pupil's emotional wellbeing through PSHE lessons.</p>	<p>Pupils eligible for PP will make as much progress as Non-PP pupils in PSHE and will</p>

<p>curriculum. Children have increased levels of resilience and management of own behaviour.</p>		<ul style="list-style-type: none"> a) Take part in extra curricular activities b) Engage with in school activities outside of lessons c) Have increased confidence to take part in lessons and to share ideas and learning – with support of TA or teacher. d) Reflect that their voices are heard and their needs are met in Pupil Voice sessions. e) Pupils are able to talk about their learning through interventions such as Lego Therapy and Talk About.
<p>3. Children who have PP status take part in extra curricular enriching activities Pupils will gain confidence, become more self-regulated, engaged learners and fully access all aspects of the curriculum. Pupils will develop through a positive mind set, improved learning skills and high aspirations, and show progress from established starting points in terms of both key skills and learning attitudes.</p>	<p>These will be measured by data analysis of progress from starting points but also by parental and pupil surveys, questionnaires and feedback.</p> <p>Themed days, visitors school trips, music lessons, swimming</p>	<p>Disadvantaged learners will talk about learning as a more positive experience.</p> <p>A wide range of after school clubs with free places ensured for all disadvantaged pupils who would like to attend any school club.</p> <p>School will subsidise and support disadvantaged children who would like to engage with music lessons provided by external teachers.</p> <p>Challenges met – 4, 6, 7, 8</p>
<p>Ex curr and trip activities funding £604 Lego therapy £171 (1/4 pp, 1 hour a week)</p>		
<p>4. Increase levels of parental involvement, engagement in their children's learning. Parents gaining greater range of learning skills to</p>	<p>Staff talks for parents re reading, maths and other curriculum areas planned for the year so that all parents</p>	<p>A significant increase in the number of parents involved and engaged in their children's learning and progress. An increase in the number of pupils attending school</p>

<p>assist with language development at home. Disadvantaged children are punctual and their attendance records are in line with national expectations. (SIMS, attendance and punctuality records).</p>	<p>have a better understanding of the provision in school.</p> <p>Individualised approach to communication with specific families to include phone calls/online parents meetings and SEESAW</p> <p>Track engagement of parents of PP pupils in AOCW and open events</p> <p>Website updates by teachers provide information to all parents.</p>	<p>regularly and on time. Improved attainment and progress for targeted pupils.</p> <p>Challenges met – 3,5,7,8</p>
<p>Budget: 0</p>		
<p>Total spend £20055</p> <p>Over by £5835 funded from school fund and/or SEND</p>		

Part B: Review of the previous academic year

Activity in academic year 2024-2025 - spend

Teaching (for example, CPD, recruitment and retention)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Pupil progress meetings ensure careful target setting for vulnerable pupils Autumn and Spring. Insight tracking is used effectively to highlight weaknesses and address through targeted intervention.</p> <p>Rigorous monitoring by SLT to track impact of interventions.</p>	<p>Robust pupil progress meetings between SLT and all teachers focused on vulnerable pupils. 4 days supply cost £840</p>	<p>1,2,3</p>
<p>1:1 and 1 to small group support for reading, writing and maths.</p>	<p>100% of pupil premium children receive regular in class support in small groups or 1:1 =</p> <p>KS1 - 0.5 daily additional phonic support for 38 weeks 95 hours</p> <p>16.5 hours 1:1 reading support TA KS1 – Summer term</p> <p>0.5 hour daily Phonic support LKS2 38 weeks 95 hours</p> <p>10 minutes daily to support LKS2 children with care needs</p> <p>22 hour maths support UKS2 – summer term</p> <p>Overall 13 out of 17 children needing additional support in class small group and 1:1 work Tas</p>	<p>1,2,7,9</p>

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching Assistants deployed to run and oversee targeted phonics interventions.	<p>The EEF Teaching and learning research states +4 months progress with general TA support this increases with targeted interventions</p> <p>1 hour per day for TA general support for learning in class support x 5 days x 4 classes</p> <p>Not purely for PP pupils – partially costed in general school budget</p>	1,2,3,4
Teaching assistants supporting pupil with personal care needs at different points in the day	10 minutes daily to support with personal care	5
1:1 support for reading and maths	KS1 and UKS2	1, 2
£19280		

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

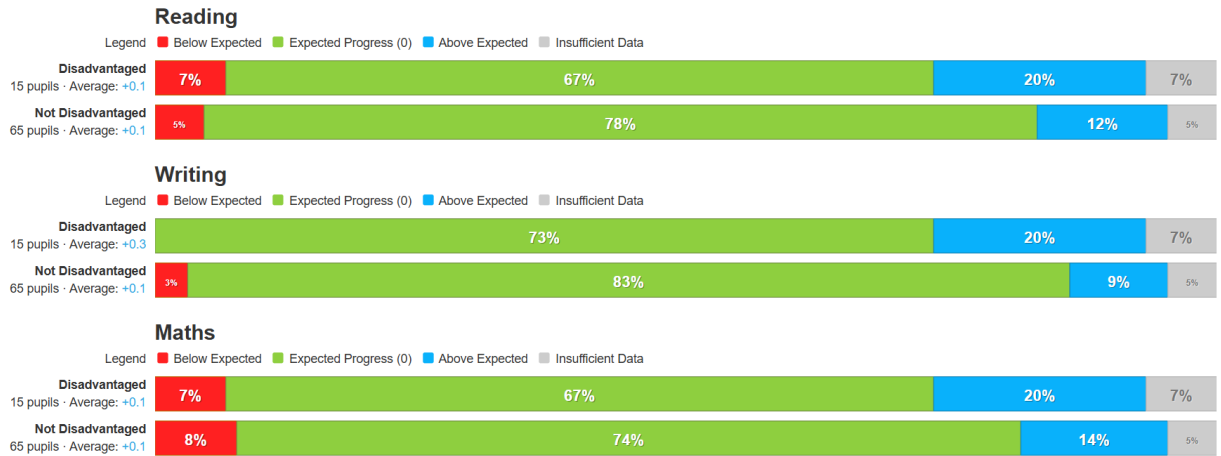
Activity	Evidence that supports this approach	Challenge number(s) addressed
Fund to provide additional support to families to help fund extra- curricular activities, trips residential and other school related expenses,	<p>This enables all disadvantaged children take an equal part in collaborative school learning experiences, Evidence from the EEF Teaching and Learning Toolkit claims that collaborative learning produces results of +5 months' progress. The impact of collaborative approaches on learning is consistently positive.</p> <p>Extra curricular groups and trips.</p>	3,4,6
SLT to investigate and develop ways of forming a working partnership with hard to reach parents.	<p>Research from EEF state positive parental engagement results in +4 months progress.</p> <p>Specific children supported with counselling/SEMH support</p>	3,4,6,8

	Good relationships continue with parents. No cost to school	
Attendance champion to develop working relationships with parents and to target support for improvement of attendance of individuals	Funding from RISE plan to support attendance champion in their role.	5
£775		

Outcomes for disadvantaged pupils

Outcomes for disadvantage pupils 2024-2025 Results 2025	
1	<p>Legend: Well below (red), Just below (orange), Expected (green), Above (blue), No data (grey)</p> <p>Reading 17 pupils - Average: Just Below 29% (Well below), 24% (Just below), 41% (Expected), 6% (Above)</p> <p>Writing 17 pupils - Average: Just Below 35% (Well below), 29% (Just below), 35% (Expected)</p> <p>Maths 17 pupils - Average: Just Below 29% (Well below), 35% (Just below), 29% (Expected), 6% (Above)</p> <p>Combined attainment At/above expected (green/blue), Above expected (blue)</p> <p>Assessment, observations and discussions indicate children have a greater difficulty with phonics than their peers, impacting on their reading and over the curriculum. On entry to this academic year disadvantaged pupils perform as below compared with non-disadvantaged. PP pupils perform below their peers but these are small groups, which affects percentages and 13/17 have SEND needs.</p>
	<p>Reading</p> <p>Legend: Well below (red), Just below (orange), Expected (green), Above (blue), No data (grey)</p> <p>Disadvantaged 17 pupils - Average: Just Below 29% (Well below), 24% (Just below), 41% (Expected), 6% (Above)</p> <p>Not Disadvantaged 80 pupils - Average: On-track 9% (Well below), 21% (Just below), 26% (Expected), 44% (Above)</p>
2	<p>Writing</p> <p>Legend: Well below (red), Just below (orange), Expected (green), Above (blue), No data (grey)</p> <p>Disadvantaged 17 pupils - Average: Just Below 35% (Well below), 29% (Just below), 35% (Expected)</p> <p>Not Disadvantaged 80 pupils - Average: On-track 10% (Well below), 21% (Just below), 43% (Expected), 26% (Above)</p>
3	<p>Maths</p> <p>Legend: Well below (red), Just below (orange), Expected (green), Above (blue), No data (grey)</p> <p>Disadvantaged 17 pupils - Average: Just Below 29% (Well below), 35% (Just below), 29% (Expected), 6% (Above)</p> <p>Not Disadvantaged 80 pupils - Average: On-track 8% (Well below), 15% (Just below), 38% (Expected), 40% (Above)</p> <p>PP pupils perform below their peers but these are small groups and some have SEND needs.</p>

Of 17 13 also have SEND and other influencing factors such as GRT. Progress figures (given the % difference per child) compare favourably. See below.



4 Within the group receiving forces fund 100% are send

5 **Attendance** of School 94.9% attendance overall.
Attendance of PP = 90.6%. below due to (GRT) with low attendance (62-75%)

Attendance of forces 93.6%

Progress over the year. 4 children joined new to school and may not have data.

Externally provided programmes

Programme
Twinkl Phonics
Twinkl
Cornerstones Maestro
Insight Tracking
Phonics Tracker
Star Reader
Neli
Jigsaw
EPatt
Fred Teaching
Pathways to write

Pathways to spell

Spelling frame

Times Table Rock Stars

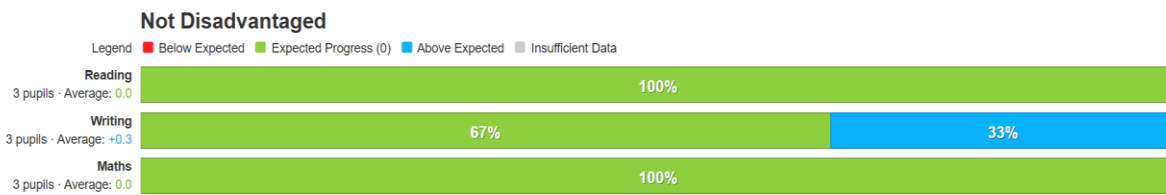
Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

Included in pupil premium spend.

The impact of that spending on service pupil premium eligible pupils

A very small cohort – no data for Reception. Progress good or better.



Further information (optional)

Next Steps

- Star Reader assessments are again used to give clear data to find out exact reading ages for all disadvantaged pupils. Neli training for Reception staff. Neli used in YR to determine literacy skills.
- Continue to use phonics and phonics tracker to impact positively on early reading
- Jigsaw scheme of works and welfare screening and PSHE that covers all areas of SEMH being used throughout school. Thrive to be investigated next year 2026-2027.
- Continue to support pupils to engage with extra-curricular opportunities
- Engagement of parents a focus for 2026-7