

Pupil premium strategy statement

Dawpool Church of England Primary School

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	217
Proportion (%) of pupil premium eligible pupils	5% (10 pupils)
Academic year/years that our current pupil premium strategy plan covers.	2024-25 2025-26 2026-27
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Helen Griffiths
Pupil premium lead	Fiona Barrick
Governor / Trustee lead	Rosalind Carter and Kate Reynolds

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£12,120
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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>	£12,120

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

Aims

- To reduce the attainment gap between disadvantaged pupils and their peers.
- To ensure all pupils have access to the full curriculum offer, including enrichment activities.
- To support the well-being and mental health of all pupils.

Principles

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	Some disadvantaged pupils do not have secure foundational knowledge and are therefore not equipped for the next stage of their education.
2	Attainment at greater depth for some disadvantaged pupils.
3	Emotional and mental health needs for most disadvantaged children. Some children enter school without the ability to express their emotions appropriately or show understanding of the necessary behaviour expectations. This means they are unable to build appropriate relationships.
4	Many disadvantaged pupils also have special educational needs which impacts behaviour, engagement, resilience and attainment hindering their skills for learning for life
5	Opportunities for children to develop their individual interests and talents which enhances their personal development and develops confidence.

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
Accelerated progress in Reading, Writing and Maths which therefore leads to increased attainment levels.	Improved end of year results which ensure a successful start to the next phase of their education and beyond. 50% of disadvantaged children achieve greater depth in reading. 30% of disadvantaged children achieve greater depth in writing. 50% of disadvantaged children achieve greater depth in maths.
To develop key skills and engagement with full curriculum, developing resilience, problem solving and collaborative skills.	Pupil feedback shows improved emotional and well-being. Pupil Premium pupils are actively engaged in an ambitious, well-sequenced curriculum, with increasing confidence and independence in learning across all subjects. Pupil Premium pupils demonstrate improved resilience, problem-solving and

	<p>collaborative skills, enabling them to persist with challenges and contribute positively to group learning.</p> <p>Pupil Premium pupils show positive attitudes to learning and improved participation, leading to stronger progress across the curriculum and readiness for the next stage of education.</p>
Improved emotional literacy, self regulation and peer relationships by the end of each age phase.	<p>80% of disadvantaged pupils will demonstrate the ability to use appropriate language and strategies to express emotions (eg, "I feel frustrated because.. Or I'm upset because...") and manage emotional triggers effectively in social situations at the end of each age phase.</p> <p>A 50% reduction in behavioural incidents (eg, disruptions, poor classroom behaviour, conflicts) will be tracked via behaviour logs by the end of each age phase.</p>
To achieve and sustain improved wellbeing and behaviour for all pupils in our school, particularly those pupils eligible for pupil premium.	<p>Sustained high levels of wellbeing demonstrated by:</p> <ul style="list-style-type: none"> qualitative data from pupil voice, pupil and parent surveys and teacher observations quantitative data from pupil outcomes a reduction in specific behaviour concerns an increase in participation in enrichment activities, particularly among disadvantaged pupils
Individuals and families to secure emotional wellbeing and resilience support, which will then impact on ability to learn.	Families will be able to access support within 6 weeks of a request being made.
To ensure the school environment is neurodiverse friendly for all pupils including those pupils eligible for pupil premium	<p>Teaching, learning environments and routines are consistently adapted to meet the needs of neurodiverse pupils, enabling Pupil Premium pupils to access the full curriculum alongside their peers.</p> <p>Neurodiverse Pupil Premium pupils feel safe, supported and ready to learn, resulting in improved emotional wellbeing, positive behaviour for learning and sustained or improved attendance.</p> <p>Neurodiverse needs of Pupil Premium pupils are identified promptly, and appropriate, well-embedded reasonable adjustments are made and reviewed to secure positive outcomes.</p>

All children have had the opportunity to experience wider curriculum opportunities and enhanced wrap around care.	Survey of after-school club/activity attendance will show an increase. All children to attend all trips and residential.
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Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£2075**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted resources and programmes for individual / small groups. Nessy	<p>The Sutton Trust consistently identifies targeted academic support (small group and one-to-one tuition) as one of the most effective ways to close the attainment gap.</p> <p>https://www.suttontrust.com/wp-content/uploads/2019/12/2teachers-impact-report-final-1.pdf</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>The Nessy Reading and Spelling program has been recommended as a high-quality evidence based program by AUSPELD and DSF</p> <p>https://www.nessy.com/en-gb/about-us/our-expert-research</p> <p>https://www.gre.ac.uk/_data/assets/pdf_file/0028/125983/P_D_islexia_Boxgrove_Lewis1617.pdf</p>	1, 2, 4
Release time for SENCo and Deputy Headteacher to support inclusion	https://educationendowmentfoundation.org.uk/education-evidence/using-pupil-premium	1, 2, 3, 4
CPD for staff for English, maths, self regulation and adaptive teaching	<p>The most important factor for attainment and progress is effective teaching. This has been highlighted by the Sutton Trust, whose 2011 report on improving the impact of teachers on pupil achievement in the UK revealed that the effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds – equivalent to 1.5 years' worth of learning.</p> <p>https://www.suttontrust.com/wp-content/uploads/2019/12/2teachers-impact-report-final-1.pdf</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p>	1,2, 3, 4

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

Budgeted cost: **£7,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted interventions and resources to meet the specific needs of disadvantaged pupils with SEND.	Small group tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send	1 ,2 , 3, 4
Teaching assistants deployed to support vulnerable pupils	EEF recommendations identify the strength of TAs as a resource to ensure teachers can work with vulnerable pupils and support the implementation of high-quality research backed interventions. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants	1,2, 3, 4, 5

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

Budgeted cost: **£10,450**

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA support for individuals or small groups	Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	3, 4
Teaching assistants deployed to support vulnerable pupils.	EEF recommendations identify the strength of TAs as a resource to ensure teachers can work with vulnerable pupils and support the implementation of high-quality research backed interventions. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants	3, 4, 5
OPAL play for lunchtime and developing imaginative play. (PE/Sports premium)	There is an growing body of research to show outdoor play is critical to children's social, emotional and academic development. https://www.playscotland.org/resources/the-case-for-play-in-schools-a-review-of-the-literature/	3, 4, 5

	https://outdoorpeople.org.uk/pages/summary-of-opal-benefits-evaluation-and-research?srsId=AfmBOooHVXP3zsl-XDCsi31JM3-sdyHerpJaYDFDLtHshnl0CgP-KtKd	
Review of barriers to learning and external reports and recommendations. Create individual plans to identify individual priorities to support children's behaviour, mental health and well-being.	<p>The studies in the EEF Toolkit focus primarily on academic outcomes, but it is important to consider the other benefits of SEL interventions. Being able to effectively manage emotions will be beneficial to children and young people even if it does not translate to reading or maths scores. EEF research indicates these interventions can have 4 months positive impact.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	3, 4
Continued funding for Heartsmart character development-based teaching and learning toolkit	<p>The studies in the EEF Toolkit focus primarily on academic outcomes, but it is important to consider the other benefits of SEL interventions. Being able to effectively manage emotions will be beneficial to children and young people even if it does not translate to reading or maths scores. EEF research indicates these interventions can have 4 months positive impact.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	3, 4

Total budgeted cost: £19,525

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

1. Accelerated progress in Reading which therefore leads to increased attainment levels.

At Dawpool we strive to meet the individual needs of each child in school. Just as with all our children, we recognise that some children need additional support to achieve their full potential, others need challenge and extension. Some children are making strong progress without the need for additional support / opportunities. We therefore use our Pupil Premium money to enable us to increase our provision, to ensure that each child's needs are fully met.

Our progress figures over several years demonstrate good progress that has historically been achieved at Dawpool, they are very cohort specific and the KS2 Y6 cohort in 2023-24 had a greater proportion of pupils with SEND than in previous years.

Pupil voice shows that children feel well supported in school and work shows they make good progress within planned interventions to address gaps and accelerate progress in maths, reading, writing, phonics.

We look carefully at the individual progress of children for whom we are in receipt of pupil premium funding. Some children receiving pupil premium funding are making good or outstanding progress compared to their peers where others are making less progress. In these cases, we look at how we can use additional funding to meet their needs and agree actions to ensure that for these children the gaps they have are diminishing.

2025 Data



Key Stage 2

3yr
average

2025

READING
Reading Expected Standard (EXS)
Reading Greater Depth Standard (GDS)
Reading Average Scaled Score
Reading Progress Score

DAWPOOL
94%
50%
109.4

DAWPOOL (NATIONAL)
93% (75%)
63% (33%)
112.1 (106)
No progress score 2024*

2024 Data

Thurstaston Dawpool CofE Primary School

ALL MEASURES: Disadvantaged 2024

	AS+		HAS		SS		Near misses		Progress		Prog. % Cov.
	Sch	LA Nat	Sch	LA Nat	Sch	LA Nat	Sch	LA Nat	Sch	LA	
Reading	50.0% (2)	58.3% 62.5%	0.0% (0)	13.4% 18.1%	96.5	101.9 102.8	25.0% (1)	16.9% 0.0%	+0.0	+0.0	0.0% (0)
Writing	75.0% (3)	53% 58.6%	0.0% (0)	3% 6.4%	-	-	-	-	+0.0	+0.0	0.0% (0)
Maths	75.0% (3)	50.8% 59.2%	0.0% (0)	9.4% 12.9%	103.0	99.9 101.5	25.0% (1)	18.8% 0.0%	+0.0	+0.0	0.0% (0)
Reading, Writing and Maths	50.0% (2)	37.5% 45.6%	0.0% (0)	0.9% 3.1%	-	-	-	-	-	-	
Reading, Maths, GPS	- -	- -	- -	- -	98.9	100.7	-	-	-	-	
Reading and Maths	- -	- -	- -	- -	99.8	100.8	-	-	-	-	
GPS	25.0% (1)	51.7% 59.1%	0.0% (0)	13.3% 20.0%	97.2	100.8 102.4	50.0% (2)	20.4% 0.0%	-	-	
Science	100.0% (4)	63.8%	-	-	-	-	-	-	-	-	

2023 Data

Thurstaston Dawpool CofE Primary School

ALL MEASURES: Disadvantaged 2023

	AS+		HAS		SS		Near misses		Progress		Prog. % Cov.
	Sch	LA Nat	Sch	LA Nat	Sch	LA Nat	Sch	LA Nat	Sch	LA	
Reading	100.0% (1)	56.6% 60.2%	100.0% (1)	15.2% 17.5%	110.0	101.7 103.4	0.0% (0)	16.4% 0.0%	+14.4	-0.8	100.0% (1)
Writing	100.0% (1)	52% 58.2%	0.0% (0)	3% 6.6%	-	-	-	-	+12.6	-1.5	100.0% (1)
Maths	0.0% (0)	50.2% 58.9%	0.0% (0)	8.4% 12.8%	99.0	99.8 101.3	100.0% (1)	17.0% 0.0%	+3.9	-1.7	100.0% (1)
Reading, Writing and Maths	0.0% (0)	37.7% 44.0%	0.0% (0)	1.8% 3.2%	-	-	-	-	-	-	
Reading, Maths, GPS	- -	- -	- -	- -	104.0	100.6	-	-	-	-	
Reading and Maths	- -	- -	- -	- -	104.5	100.7	-	-	-	-	
GPS	100.0% (1)	52.2% 59.0%	0.0% (0)	12.4% 18.5%	103.0	100.5 102.1	0.0% (0)	18.1% 0.0%	-	-	
Science	100.0% (1)	61.2%	-	-	-	-	-	-	-	-	

2022 Data

Thurstaston Dawpool CofE Primary School

ALL MEASURES: Disadvantaged 2022

	AS+		HAS		SS		Near misses		Progress		Prog. % Cov.
	Sch	LA Nat	Sch	LA Nat	Sch	LA Nat	Sch	LA Nat	Sch	LA	
Reading	100.0% (5)	58.7% 62.5%	20.0% (1)	13.0% 17.4%	106.8	101.6 102.2	0.0% (0)	14.5% 0.0%	+4.0	-1.4	100.0% (5)
Writing	100.0% (5)	49% 55.7%	0.0% (0)	3% 6.2%	-	-	-	-	+4.5	-2.1	100.0% (5)
Maths	100.0% (5)	49.8% 56.6%	0.0% (0)	8.8% 11.8%	102.6	99.7 100.9	0.0% (0)	17.4% 0.0%	+1.4	-2.1	100.0% (5)
Reading, Writing and Maths	100.0% (5)	36.1% 43.0%	0.0% (0)	1.1% 2.8%	-	-	-	-	-	-	
Reading, Maths, GPS	-	-	-	-	104.4	100.5	-	-	-	-	
Reading and Maths	-	-	-	-	104.7	100.5	-	-	-	-	
GPS	60.0% (3)	52.0% 58.9%	20.0% (1)	10.7% 17.2%	103.8	100.7 102.2	40.0% (2)	18.7% 0.0%	-	-	
Science	100.0% (5)	62.3%	-	-	-	-	-	-	-	-	

2. Targeted children can start the day positively.

Staff report an improvement in children who have arrived on time and are settled. Frequent ELSA sessions and soft starts have been highly valued by children, and pupil voice showed that they contributed to improved mental wellbeing. Staff continue to be persistent with phone calls of regular absentees so that children are in school as much as possible, and this will be continued next year, to help them make the most academic and social progress possible.

3. Individuals and families to secure emotional wellbeing and resilience support, which will then impact on ability to learn.

Families have been able to access support within 6 weeks of a request being made. SENCO support including drop in coffee morning sessions has proven valuable for individuals and families.

4. All children have had the opportunity to experience wider curriculum opportunities.

Survey of after-school club/activity attendance shows an increase. New skills, social interactions, life experiences and cultural capital have been gained by all disadvantaged children as a result of attending either after-school clubs, extra-curricular school trips or music tuition. Feedback from the children has been positive, with all children developing their teamwork, independence, self-confidence and self-esteem. Our disadvantaged pupils also have assumed a range of responsibilities including School Ambassadors.

5. To develop key skills and engagement with full curriculum, developing resilience, problem solving and collaborative skills.

Pupil feedback shows improved emotional and well-being. Children have learned ways of dealing with heightened emotions, such as relaxation techniques, celebrating

achievements, creating and making use of safe spaces, growth mindset, maintaining positive relationships, mindfulness and problem solving. A number of children have received ELSA support while others have had regular 'check ins'. Feedback from work with our ELSA has proven positive with our children, which in turn has helped them with a range of strategies in class and around school.

Externally provided programmes

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

Programme	Provider
Access to the LA Mental Health Team	LA Mental Health Team
Nessy – Literacy Support	Nessy.com
SALT (private) working 1-1	Talkabout Town
Access to Family Toolbox to sign post parents for online support – some parents access this independently before asking for additional help	Access to Family Toolbox
ELSA	Wirral LA supervision meetings