

Pupil premium strategy statement 2025-2026

St Dunstan's C of E Primary School, Cheam

Before completing this template, read the Education Endowment Foundation's [guide to the pupil premium](#) and DfE's [pupil premium guidance for school leaders](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium on, within the framework set out by the menu.

All schools that receive pupil premium are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

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	349
Proportion (%) of pupil premium eligible pupils	11.5%
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)	2025 - 2026 – Year 1 2026 – 2027 – Year 2 2027 - 2028 - Year 3
Date this statement was published	
Date on which it will be reviewed	
Statement authorised by	Mrs A Mann
Pupil premium lead	Ms T Caswell
Governor / Trustee lead	Mrs M Thorpe

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£53,520.00
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>	£0

Part A: Pupil premium strategy plan

Statement of intent

1. The Pupil Premium grant is a sum of money given to schools each year by the Government to improve the attainment and progress of disadvantaged children. The intention of Pupil Premium funding is to directly benefit the children who are eligible, helping to narrow the attainment and progress gap between them and their classmates.
2. **Our ultimate objective** is to ensure that disadvantaged pupils achieve in line with their peers nationally, are well prepared for the next stage of their education, and develop as confident, articulate and resilient young people who can actively contribute to society. We believe that all pupils can achieve their full potential, despite disadvantage, when provided with the right opportunities, environment, and support to thrive.
3. At St Dunstan's, our **Pupil Premium strategy** focuses on ensuring that disadvantaged pupils benefit from high-quality teaching, targeted support, and an inclusive culture of high expectations. We will invest in a number of whole-school strategies and specific, focused interventions for identified groups. Our approach is guided by educational research and evidence of best practice to achieve the greatest impact. The intent of this strategy is to 'level the playing field' for all pupils, ensuring our disadvantaged pupils have an equal chance of success in school and beyond.
4. **We will do this by:**
 - providing access to a broad, balanced and rich curriculum and a wide range of enrichment opportunities
 - ensuring high quality education through quality first teaching so that disadvantaged pupils reach their full potential
 - promoting an environment in which all staff take collective responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
 - monitoring attendance and providing early help and family support to reduce persistent absence
 - setting ambitious, aspirational and challenging targets, closely tracking and monitoring disadvantaged pupils' progress through rigorous assessment
 - promoting good mental health and wellbeing to support

academic and personal development

5. Our **key principles** underpinning this strategy are:

- A belief that every child, regardless of background, can achieve highly.
- A commitment to evidence-based approaches that have proven impact.
- A whole-school responsibility for improving outcomes for disadvantaged pupils.
- A focus on developing both academic success and personal wellbeing.

6. We have carefully targeted the use of our Pupil Premium Grant funding to ensure that our disadvantaged pupils receive the highest quality of education, enabling them to make strong progress and close the attainment gap with their peers. Our longer-term goal is for our children to leave St Dunstan's well-prepared for secondary school and equipped with the skills, confidence and ambition to flourish in all aspects of life.

Challenges

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

Challenge number	Detail of challenge
1	Assessments highlight oral language and vocabulary gaps among disadvantaged pupils from EYFS to KS2, limiting their communication and comprehension skills across the curriculum.
2	Disadvantaged pupils underperform in reading compared to their peers, with a smaller gap of 1.8% at KS1 (87.5% vs 89.3%) widening significantly to 26.6% by KS2 (47.8% vs 74.4%) , indicating persistent challenges in reading fluency and comprehension as pupils progress through the school. Although outcomes for some cohorts, including Year 6 in 2024/25, were strong, variability between cohorts and lower starting points mean that reading fluency and comprehension remain a key challenge for disadvantaged pupils overall.
3	Monitoring, book scrutiny, and assessment outcomes indicate that disadvantaged pupils—particularly boys with additional barriers—are making less than expected progress in writing. Limited experiences beyond their home and immediate community continue to impact vocabulary development and idea generation, which hinders writing quality and fluency. While the attainment gap at Key Stage 1 is minimal (87.5% compared to 86.6%), this widens significantly by the end of Key Stage 2 to 30.8% (39.1% compared to 69.9%) , highlighting a growing disparity as pupils progress through school.
4	Internal and external assessments indicate that disadvantaged pupils continue to perform below their peers in mathematics. While the attainment gap at Key Stage 1 has narrowed to 11.7% (75% compared to 86.7%) , this widens to

	23.7% by the end of Key Stage 2 (52% compared to 75.7%). This pattern highlights persistent challenges in securing mathematical fluency, reasoning, and problem-solving skills as pupils progress through the key stages.
5	Pupils Social emotional difficulties including mental health issues have increasingly become a barrier to their learning this includes children in the EYFS
6	Our assessments, observations and professional discussions indicate that a number of PP pupils are on the SEND register. In some cases, their emotional needs and behaviour can affect their attainment and progress . 30% of children on the PPG register have additional needs (SEN, SEMH)
7	Attendance for disadvantaged pupils are lower than those of their non-disadvantaged peers. This limits access to learning and contributes to gaps in attainment and progress.

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
A reduction in the attainment gap between disadvantaged pupils and their peers at KS2.	<ul style="list-style-type: none"> • KS2 70% achieve expected+ standards in RWM • High levels of questioning and in the moment feedback promote accelerated learning • Pupils can read / write confidently • Monitoring, data and children's learning books demonstrate accelerated progress • All teaching is good and outstanding • Regular Pupil Progress meetings see a rise in attainment • All disadvantaged pupils make good or better progress and data shows that the attainment gap is closed. • Analysis of adapted and personalised lessons and targeted focused support highlights that children made progress • Class teachers and subject leaders receive CPD which helps to improve knowledge and pedagogy • Higher standards and outcomes in writing and reading and maths for disadvantaged pupils - Colourful Semantics will support spoken and written language learning of disadvantaged pupils with additional barriers. • The funds are used effectively to maximise attainment and progress.

Improve Quality of Education	<ul style="list-style-type: none"> • Targeted focused teaching happens regularly and has a clear impact. • Teachers can articulate how they are adapting and personalising learning • High quality provision is informed by research material and publications including those from the OFSTED Good Practice series, and findings of studies undertaken by the SUTTON TRUST/ EEF. • Pupils and parents talk about and value an enriched curriculum. This is reflected in pupil and parent questionnaires. • Ongoing CPD to reinforce existing practice and systems in place
Improve attendance of disadvantaged pupils	<ul style="list-style-type: none"> • Attendance for disadvantaged pupils rises to 95% or higher • Persistent absence among disadvantaged pupils falls below 10%, with sustained improvement over consecutive terms. • Early help and family support interventions result in improved attendance for targeted pupils.
Increase access to enrichment opportunities	<ul style="list-style-type: none"> • Increased participation of disadvantaged pupils in enrichment activities (clubs, educational visits, leadership roles, music, sports, cultural and creative opportunities), with participation rates comparable to non-disadvantaged peers. • A minimum of 85–90% of disadvantaged pupils take part in at least one enrichment activity each term. • Monitoring records and participation logs show improved engagement of disadvantaged pupils in before and after-school provision. • Barriers to participation (financial, logistical, or confidence-related) are identified and reduced through targeted support and funding. • Pupil voice feedback indicates that disadvantaged pupils feel they have equal access to a wide range of experiences and that these have a positive impact on their motivation, confidence and aspiration.

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: £15,650

Activity	Evidence that supports this approach	Challenge number(s) addressed
Develop teaching and learning across the school through a refreshed teaching and learning policy, deeper CPD in active learning techniques, metacognitive talk, success criteria and more consistent use of in-the-moment feedback and modelling.	<ul style="list-style-type: none">Improving Mathematics in Key Stages 2 and 3EEF Literacy Guidance KS1EEF Literacy Guidance KS2EEF Feedback Toolkit	1 2 3
Increase staff confidence and expertise in supporting SEND learners through CPD on neurodiversity, adaptive instruction, and writing more robust and personalised support plans (IEPs). Staff will further embed approaches that strengthen inclusion in daily teaching.	<ul style="list-style-type: none">EEF SEND in Mainstream SchoolsEEF Adaptive Teaching BlogNASEN Teacher Handbook 2024	1 2 3 4
Whole-staff training on Zones of Regulation to embed a shared language for emotional literacy.	<ul style="list-style-type: none">Zones of Regulation – Official FrameworkEEF Metacognition & Self-Regulation	4
Strengthen assessment and progress monitoring through termly pupil progress meetings, allowing leaders and teachers to identify gaps early and implement targeted	<ul style="list-style-type: none">EEF Implementation Guidance	1 2 3

support that accelerates progress for disadvantaged pupils.

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

Budgeted cost: £21,410

Activity	Evidence that supports this approach	Challenge number(s) addressed
Structured interventions including Little Wandle SEND, Keep-Up phonics support. These targeted sessions provide systematic and sustained reinforcement, helping disadvantaged pupils secure phonics foundations and early language skills.	<ul style="list-style-type: none"> • Little Wandle Letters and Sounds • EEF Phonics Evidence 	1 2 3
Small-group and 1:1 teacher-led interventions across year groups, closely monitored by the SENDCo and headteacher. These sessions reinforce core skills, address misconceptions rapidly and ensure that identified pupils receive precise, curriculum-aligned support.	<ul style="list-style-type: none"> • DfE Pupil Premium Strategy: Effective Use • Using Pupil Premium – Guidance for School Leaders • EEF SEND Guidance 	1 2
1:1 reading interventions delivered by trained Beanstalk Readers to develop fluency, stamina, comprehension and reading confidence. Pupil voice indicates increased enjoyment and stronger engagement with books.	<ul style="list-style-type: none"> • Beanstalk Readers 	1

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

Budgeted cost: £16,460

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide early professional support for children with emotional, social, behavioural	<ul style="list-style-type: none"> • EEF Social & Emotional Learning 	5 4 3

and mental health needs through ELSA and SEMH interventions. Ensure referrals to external agencies (e.g., CAMHS) when appropriate. Subsidise trips to widen cultural and life experiences.		
Invest in enhanced pastoral support through additional Family Support Worker time, attendance routines, coffee mornings, and essential uniform/equipment provision for families in need.	• <u>EEF Parental Engagement Guidance</u>	4 5 3
Workshops and 1:1 parent support to strengthen home learning, phonics understanding, reading routines and core subject confidence. This ensures parents feel empowered to support their children effectively.	• <u>EEF Parental Engagement Guidance</u>	1 2 3 4
Ensure disadvantaged pupils can fully access extracurricular clubs, arts enrichment, sports competitions, music lessons and online learning platforms (e.g., Purple Mash, TT Rockstars). Broader opportunities support confidence, aspiration and cultural development.	• <u>EEF Arts Participation</u>	5 4 3

Total budgeted cost: £53,520.00

Part B: Review of the previous academic year

Pupil premium strategy outcomes

Subject	Progress Outcomes (using teacher assessment)	Attainment Outcomes (using teacher assessment)
GLD		0% PPG met standards (1 child)
Phonics		Y1 - 33% PPG met the standards (3 children)
Reading	Y2-Y6: 76.7% of PPG children made expected progress or more Y2: 100% of PPG children made expected progress or more Y6: 100% of PPG children made expected progress or more	Y1-Y6: 58.6% PPG children achieved ARE+ Y2: 100% PPG children achieved ARE+ Y6: 62.5% (Nat 60%) PPG children achieved ARE+
Writing	Y2-Y6: 76.7% of PPG children made expected progress or more Y2: 100% of PPG children made expected progress or more Y6: 100% of PPG children made expected progress or more	Y1-Y6: 61% PPG children achieved ARE+ Y2: 80% PPG children achieved ARE+ Y6: 75% (Nat 58%) PPG children achieved ARE+
Maths	Y2-Y6: 83.8% of PPG children made expected progress or more Y2: 100% of PPG children made expected progress or more Y6: 100% of PPG children made expected progress or more	Y1-Y6: 61% PPG children achieved ARE+ Y2: 80% PPG children achieved ARE+ Y6: 75% (Nat 59%) PPG children achieved ARE+

We have analysed the performance of our school's disadvantaged pupils during the 2023/24 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

Data from tests and assessments show that Year 2 disadvantaged children have performed very well and their average attainment is above that of non disadvantaged children. Data for the rest of the school, including Year 6 data, shows that the attainment of the school's disadvantaged pupils in 2024/25 continues to be below that of their peers. The gap in progress remains around 10% for whole school data however data for Year 2 and 6 show that disadvantaged children in both year groups have all made expected progress.

We used pupil premium funding to provide wellbeing support for all pupils and targeted interventions where required. We are building on that approach with the activities detailed in this plan. ELSA sessions have been instrumental in supporting children with their social, emotional and mental health. This support will continue. One of the SDP priorities for 25/26 focuses on an inclusive learning community ensuring that no child is left behind

and highlights that all are successfully included and progressing. This will continue to further support those disadvantaged children with additional barriers.

Cultural capital: Music lessons, school trips/experiences and participation in school/borough teams were attended by a larger number of disadvantaged pupils this year. These will continue next year. School uniform and other equipment was provided to families to support when needed. This provision and support will continue next year. In addition the PTFA supplement all their events to further support the disadvantaged children.

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
Little Wandle	Little Wandle Letters and Sounds
Beanstalk Readers	Conran
Flash Academy	Flash Academy

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

The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.