

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	Dursley C of E Primary Academy
Number of pupils in school	250
Proportion (%) of pupil premium eligible pupils	23.2% (58 children)
Academic year/years that our current pupil premium strategy plan covers	Three Year Plan 1 st Year 2024-2025 2 nd Year 2025-2026 3 rd Year 2026-2027
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Mrs Heather Gregory
Pupil premium lead	Mrs Dawn Delmaine
Governor / Trustee lead	Mrs Emma Gray

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£77, 616
Recovery premium funding allocation this academic year	
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	
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	£77,616 Total of items below is £77,622

Part A: Pupil premium strategy plan

Statement of intent

At Dursley C of E Primary Academy, our intention is that all pupils, regardless of their background or the challenges they face, make good progress and achieve across all curricular areas. At Dursley Academy, 'Together we shine brightly because together we make a difference', and our Pupil Premium Strategy focuses on making a difference for disadvantaged pupils so that they to achieve their potential, aiming for all children to achieve at least age-related expectations, and flourish in wider curriculum areas.

A central aim in our Pupil Premium Strategy is to ensure that high-quality teaching is evident across the school. We use the Pupil Premium funding to enhance CPD for all staff so that the highest standards of teaching and the most successful strategies are implemented in every classroom. We will focus closely on the areas that research suggests disadvantaged pupils find most challenging. Evidence shows that this approach has the greatest impact and benefits all children, not only those considered to be disadvantaged.

We understand that children will only succeed academically when they are emotionally secure and it is vital for us to consider the pastoral needs of all children. Any child who needs emotional support will be nurtured and specific sessions, e.g. Play Therapy will be provided to address emotional issues where appropriate. We also use pupil premium funding to secure effective engagement from all pupils and parents/carers. This may require support in their attendance, physical needs, educational, social and emotional support and extracurricular activities.

Challenges

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

Challenge number	Detail of challenge
1	Attendance and poor punctuality due to challenging family circumstance, lack of aspiration. This can cause a significant loss of learning time for pupils. At the end of 2024/2025 academic year, attendance for pupil premium students at Dursley was 88.8% compared to 93.7% of all pupils.
2	A number of children with Pupil Premium funding are more likely to require pastoral support due to Social, Emotional and Mental Health Needs. As of September 2025,
3	Typically, children enter school with starting points below national expectations.
4	Historically, disadvantaged pupils leave primary school with lower academic achievements than their non-disadvantaged peers.

	In end of KS2 SATS 2025, only 40% of PP pupils achieved the expected outcome in Reading, writing and maths compared to 48% of non-pp pupils.
5	Many pupil-premium pupils do not have rich and varied life experiences as non-pupil-premium pupils.
6	Support at home can be limited due to a number of reasons including complex family circumstances, unstable home environment, and financial difficulties.

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
The difference between Pupil Premium and Non Pupil Premium pupils is narrowed for Phonics Screening, MTC, end of KS1 SATs Outcomes and end of KS2 SATs outcomes. - Quality first teaching - Bespoke, personalised interventions on a 6 weekly cycle - Regular pupil progress meetings	Quality First Teaching is evident in all classes. Through regular Pupil Progress meetings, children will be making accelerated progress to narrow the gap. Low Prior Attainers will make better than expected progress. This progress will be visible in learning walks, lesson observations and pupil books. The % of pupils at expected levels at the end of KS1 and KS2 will be in line or better than the national figures.
Improve the attendance of disadvantage and SEND pupils. - Attendance Officer, Headteacher and SENDCo work closely together with families to identify, and support to increase attendance. - Introduction of arrivals lounge to help vulnerable pupils with a positive start to the day.	Persistent Absence % decreases. Whole school attendance is above 95%. Improvement in overall attendance of PPG eligible pupils and these pupils attend school on time.
To narrow the gap between disadvantaged pupils and their peers by the end of EYFS - careful analysis of baseline assessments to identify areas of focus and intervention. - Quality first teaching - Bespoke, personalised interventions on a 6 weekly cycle - Regular pupil progress meetings	The % of pupils at expected levels at the end of EYFS will be in line or better than National average.
To meet children's pastoral needs and to provide adequate support to help children thrive - Through working with parents, class teacher/SENDCo PP pupils with pastoral needs are identified and planned. - Where more intense support is needed, play therapy/ art therapy/ YMM or Talkwell intervention is provided	With emotional support provided, pupil progress will not be affected by adverse childhood experiences. Pupil premium children with complex family situations will meet national expectations by the end of each academic year. Teachers can get to know the likes/dislikes of pupil premium children and lessons can be tailored around this so they are more likely to remain engaged and take an active participation

	in lessons. High levels of motivation and engagement will enable Pupil Premium children to make accelerated progress.
Opportunity to experience and enjoy wider world learning - To provide learning through a variety of different mediums, using specialists and real life experiences that will develop a deeper understanding and ability to empathise. - Prioritise membership to clubs e.g. gymnastics, sports coaching, swimming - Visits, visitors and theme days to be supported through PP budget	Children accessing clubs, enhancement opportunities. Pupils talk with enthusiasm about their life and activities when talking with familiar adults. Pupils attendance at school is positively affected by extra opportunities provided for them.

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: £25 354

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD provided to all staff to develop teacher subject knowledge and improved knowledge of pedagogies for teaching writing	Disadvantaged pupils are 20% less likely than their peers to reach the expected standards in reading, writing and maths by the end of primary school, and the gap in literacy attainment grows substantially during Key Stage 2, with pupils making less progress than their peers in both reading and writing.¹ Supporting socially disadvantaged pupils to excel in literacy at this stage of life is critical to closing the attainment gap between this group of pupils and their peers. EEF-Improving-literacy-in-key-stage-2-report-Second-edition.pdf The writing framework - GOV.UK Early literacy approaches have been consistently found to have a positive effect on early learning outcomes. The early literacy approaches evaluated to date led to an average impact of four additional months' progress, with the most effective approaches improving learning by as much as six months. https://educationendowmentfoundation.org.uk/educationevidence/early-years-toolkit/early-literacy-approaches	2, 3, 4, 6
Additional time given to teachers to analyse data from assessments when identifying the specific areas children need support with and planning subsequent interventions.	Educational planning is one of the vital components in attaining quality basic education. Aligned to the Sustainable Development Goal (SDG) number 4 of the United Nations that seeks to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all (Feb 2019).	2, 3, 4, 6
CPD provided to all teaching staff to develop and deepen subject knowledge in application of RWM teaching strategies and pedagogies, in order to be specific to individual cohort needs.	The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them. https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-qualityteaching	2, 3, 4, 6

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

Budgeted cost: £43, 774

Activity	Evidence that supports this approach	Challenge number(s) addressed
Establish small group pre and post teach for disadvantaged pupils falling behind age related expectations.	Small group tuition proven to have approximately on average impact of four months additional progress over the course of a year. https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/small-group-tuition	3, 4, 6
Improve language and communication skills through bespoke speech and language programmes, and language rich environments, especially in EYFS	Research has shown that improving children's communication skills at an early age grants them greater access to learning opportunities as they grow older. https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/oral-languageinterventions	3, 4,5, 6
Deliver training and implement Precision Teaching in order to close gaps in phonic knowledge	Research has shown that Precision Teaching improves the pupils accuracy, fluency and retention skills. What is Precision Teaching? https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction	3, 4,5, 6

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

Budgeted cost: £8 500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Play/Drama Therapy	Drama/Play therapy is about providing a safe place for children to explore and process their emotions and experiences that are just too big to manage in everyday life, through their natural language of play: the toys are their words. Play allows them to safely explore difficult or traumatic experiences through symbolism and metaphor. What is play Therapy and its impact?	2, 6
Wide range of after school clubs led by Class teachers and Support Staff	After school clubs increase social development and soft skills. Through offering a range of clubs throughout a child's journey through school, can help build on their social skills and self-confidence. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity	1, 2, 5, 6
Funding support for Field Trips	Field trips offer students a unique cultural learning experience. It allows students to be involved in new environments, key to encouraging curiosity about a given subject. It is also valuable as an exercise in broadening a student's understanding of the world and their place in it. Educational trips encourage the development of social, personal and study skills. Stephen Pearce Foundation 2018	2,5,6
Designated attendance officer to support and improve children's attendance and punctuality.	Good attendance at school is essential, it is linked to improved academic performance, developing learning opportunities as well as supporting friendships, social skills, life skills and cultural awareness. Activities to support attendance: • Mentoring • Creation of 'Arrivals Lounge' to support those who struggle with the transition from home to school. • Parental engagement • Behaviour interventions • Whole class/small group teaching of social and emotional skills School Attendance Evidence Attendance interventions rapid evidence assessment	1, 2, 5, 6

Total budgeted cost: £77,616

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 2024 to 2025 academic year.

End of Key Stage 2 Statutory Assessments

- Disadvantaged pupil figures were above national in reading, EGPS and maths.
- In reading, 75% of PP pupils achieved EXS compared to 63% across the trust and 60% nationally.
- In writing, 50% of PP pupils achieved EXS compared to 58% across the trust and nationally.
- In maths, 75% of PP pupils achieved EXS compared to 58% across the trust and 59% nationally.
- In EGPS, 75% of pupils achieved EXS compared to 61% across the trust.
- **50% of PP pupils achieved combined EXS compared to 45% across the trust and 44% nationally.**

End of Key Stage 1 Teacher Assessments

- 50% of PP children achieved the expected outcome in 2025, outperforming the trust PP achievement.
- 38% of PP children achieved the expected outcome in maths, compared to 54% across the whole trust.

KS1 and KS2 Next Steps:

- Retrieval of key learning within all subject areas remains a focus.
- A clear, consistent lesson design for reading, writing and maths is in place to ensure high quality teaching.
- First three weeks of new academic year planned to close gaps from previous learning.
- Teacher CPD planned in writing to enhance teacher subject knowledge and focus on best practice, especially following publication of The Writing Framework.
- Regular pupil progress meetings are to be established to review progress of key marginal children, including PP pupils.

Phonics Screening Check

- 38% of PP children passed the phonics check compared to 71% for the whole cohort.

Next steps

- to improve the % of all pupils passing the screening check, through quality first teaching, and targeting blending of sounds.
- Provide additional support for those Pupil Premium pupils with low attendance/persistent lateness and are missing Phonics lessons.
- Continue to deliver bespoke interventions to ensure that did not pass the screening check at Y1 will pass at the end of Y2.

EYFS

- 60% of pp children achieved GLD compared to 48% across the trust and 51.5% nationally.

Next steps

- Careful analysis of baseline assessments to identify areas for focus.

- Regular pupil progress meetings to discuss performance of key marginal children, including vulnerable pupils.

Service pupil premium funding

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A