

# Pupil premium strategy statement 2025-2026

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	Dean Valley Community Primary School
Number of pupils in school	199 December 2025
Proportion (%) of pupil premium eligible pupils	4.5% (9) December 2025
Academic year/years that our current pupil premium strategy plan covers	2025-2026
Date this statement was published	December 2025
Date on which it will be reviewed	July 2026 December 2026
Statement authorised by	Vicky McPherson
Pupil premium lead	
Governor / Trustee lead	Karen McCurdy

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£13,635 (25/26)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£13,635</b>

## Part A: Pupil premium strategy plan

### Statement of intent

*At Dean Valley, we aim to ensure that our disadvantaged children are given every opportunity in which to develop their understanding of the world around them in context and are immersed in both academic opportunities, cultural understanding and the chance to develop their talents and abilities.*

*We look at supporting our children referring to the Educational Endowment Fund to help select the best ways to improve pupils' academic progress, emotional well-being and ensure inclusion in all aspects of our rights respecting school community.*

*Pastoral care and emotional well-being is of key importance for our children.*

*Teaching at Dean Valley aims to embody all aspects of the child with mental health being a key area, ensuring that a positive impact is seen on our school community. We provide a range of additional adults who are skilled in key areas – a counsellor, a trained Elsa and staff who have qualifications in specific early interventions in order to diminish gaps between pupil premium children and their peers. Our children are building a tool kit in which to help them become resilient learners so that they can approach and deal with a range of events and issues and understand the importance of good mental health and how important their minds are.*

*Whilst the majority of funding is focused on learning, we are keen that our disadvantaged children are given every opportunity to develop their talents and abilities and experience a range of out of school activities, which support their social interaction. We support our children by providing some wrap around care, offering places at after school clubs run by external coaches, take part in school trips, residential visits, uniform, swimming, school photograph, time with school counsellor and offer the chance to learn an instrument.*

*As a team we work hard, to remove barriers to learning for our children aiming at all times to diminish or remove attainment or progress gaps between disadvantaged and non-disadvantaged pupils. In implementing a new phonics and reading scheme, we are working to ensure that all pupils achieve reading fluency and enjoyment. Promoting a love of reading through high-quality teaching, which is rooted in evidence, based approaches. Fluent readers are able to flourish in other areas of the curriculum and work independently with increasing confidence.*

*In order to overcome identified barriers to learning we will provide teachers and teaching assistants with high quality CPD to ensure that children access effective quality first teaching in every class. Interventions implemented at Dean Valley will be evidence based and support children in addressing identified gaps in learning. We adopt a whole school approach to*

*supporting disadvantaged children and all staff take responsibility for their outcomes and in raising 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	<p><b>Emotional well-being</b>, in particular lack of resilience and independence skills. Social and Emotional Barriers to Learning:</p> <ul style="list-style-type: none"> <li>• Supporting children in building trusted and supportive relationships</li> <li>• Opportunities to reflect and develop an understanding of their feelings with appropriate support for their mental well-being allowing children to verbalise confidently their emotions.</li> <li>• Pastoral support and opportunity to work with children to develop skills in empathy, build resilience and develop growth mindset and positive attitudes to working.</li> </ul>
2	<p><b>Cognitive Barriers</b> to learning</p> <ul style="list-style-type: none"> <li>• Poor working memory capacity for pupils*</li> <li>• Ability to apply previously taught skills to new learning</li> <li>• Ability to articulate their reasoning for choices in learning/ application/ completion of a given task</li> </ul>
3	<p><b>SEND</b> -Many of our Pupil Premium pupils have identified additional SEND needs. Dec 25 5/9 56% of PP chd have additional SEND needs - SEN/EHCP</p>
4	<p><b>Reading focus</b></p> <ul style="list-style-type: none"> <li>* The independent application of phonic knowledge to support early reading to increase reading attainment and knowledge of vocabulary.</li> <li>* Development of reading stamina and fluency when reading – consistency of reading at home</li> <li>* Application of core reading comprehension skills with a focus on effective inference and understanding of vocabulary.</li> <li>* Developing understanding and experience of vocabulary</li> </ul>
5	<p><b>Writing focus</b></p> <ul style="list-style-type: none"> <li>* Writing focus on structure of sentences and the implementation of appropriate grammar</li> <li>* Children to access a range of appropriate texts in reading and writing through the topic theme to support building knowledge and cultural capital.</li> </ul> <p>Whole school</p> <ul style="list-style-type: none"> <li>* Developing and securing use of vocabulary within the subject especially through recall/retrieval.</li> </ul> <p><b>Whole school Focus</b></p> <ul style="list-style-type: none"> <li>* Developing handwriting through a scheme to aid correct letter formation and improve presentation</li> <li>* Developing phonics and spelling knowledge</li> </ul>
6	<p><b>Maths focus</b></p> <p>Our disadvantaged children do not have a firm understanding of number and lack the ability to recall basic number facts, recall their timetables knowledge fluently and to use and apply calculation strategies when reasoning and problem solving.</p>
7	<p><b>Extra-curricular opportunities</b></p> <p>Due to financial constraints some children are unable to access the same extra-curricular activities as others. Developing talents and abilities is something we feel is important in order to raise confidence and self-esteem.</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>PP Pupils with SEND needs to make at least good progress from starting points in all areas of the curriculum.</p> <p><b>Challenge 3</b></p> <p><i>In class support from TA AM every morning</i></p>	<p>Quality first teaching secures pupils make at least expected progress from their starting points</p> <p>Specific intervention support is timely and effective and ensures that the gap between PP and non-PP children in school is addressed and narrowing</p> <p>Pupil Progress Meetings highlight strengths and development points for PP children</p>
<p>Pupils will develop their comprehension skills applying their phonic knowledge to read confidently.</p> <p><b>Challenge 4</b></p>	<p>At least 50% of pupils will meet expected and at KS2 age related expectation making good progress from starting point.</p> <p>78% targeted to meet expected by end of academic year 25/26</p>
<p>To increase the number of PP children achieving expected in reading, writing and maths.</p> <p><b>Challenge 4,5,6</b></p>	<p>Children reach at least the national 47% (2025) of chd achieving expected in reading, writing and maths.</p> <p>School target 67% for 25/26</p>
<p>To further develop the use of strategies and support learning in maths for PP so that they improve the fluency of recall of times tables. Embed Number Sense to support retention of Times Tables in long term memory for all chd – KS2</p> <p>focusimplementation of resources such as TTRockstar, Numicon and concrete resources to support knowledge and progress in maths. Introduce.</p> <p><b>Challenge 6</b></p>	<p>The number of disadvantaged children reaching expected to increase in maths to in-line with national expectation.</p> <p>The number of pupil premium chd who access the MTC with increased confidence of known facts</p> <p>School target 67% for 25/26 (national for 24/25 was 61%)</p>
<p>To provide a wide range of SEMH tools for children – Counselling, ELSA, Music, Sport opportunities</p> <p><b>Challenge 1, 2, 3</b></p>	<p>Pupil voice wellbeing survey demonstrates that the vast majority of children have good relationships with others in school, enjoy learning and feel safe and included in school.</p> <p>Children to have access to:</p> <p>ELSA</p>

	<p>Counsellor Resilient Classroom Intervention Cool Connections Intervention Lego Intervention</p> <p>And through the interventions and support are able to access a broad and balanced curriculum within school.</p>
<p>To support the development of oral language skills and vocabulary among our disadvantaged pupils.</p> <p><b>Challenge 1 , 2</b></p>	<p>Assessments and observations indicate significantly improved oral language among disadvantaged pupils.</p> <p>Children are developing a wider oral vocabulary which is impacting upon their writing.</p> <p>This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny, pupil voice and ongoing formative assessment.</p>
<p>Enrichment - Pupils have the opportunity to develop talents and abilities experiencing a wide range of activities both in and outside of school</p> <p><b>Challenge 1 , 2</b></p>	<p>Children will attend all educational trips, residential trips and where appropriate have access to after school clubs/extra-curricular activities. They will also be supported with uniform, school photograph and daily snack</p>
<p>Attendance - to achieve and sustain attendance for all pupils, particularly disadvantaged</p> <p><b>Challenge 1, 2, 3, 4, 5, 6</b></p>	<p>Pupil premium children's attendance will be above 96%</p>

## Activity in this academic year

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

### Teaching (for example, CPD, recruitment and retention)

£13,635

Budgeted cost: £5,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of Testbase standardised diagnostic assessments. Training for staff to ensure assessments are interpreted and administered correctly. Adaptive teaching strategies implemented across KS1/2 to support disadvantaged learners in the classroom CPD - SENCO £300	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: <a href="#">EEF Blog: ECF - Exploring the Evidence: 'Adaptive Teaching' and...   EEF</a>  Include: Neli, NVR, RWI assessments	<b>Challenge 1,2,3,4,5,6</b>
TA support for disadvantaged child and SEND chd in KS1 & KS2 to access support to ensure that they reach and maintain the national standard, Cost £3,000 TA support across the week in Y1/2/3/5	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics   Toolkit Strand   Education Endowment Foundation   EEF	<b>Challenge 2,3,4,5,</b>
CPD offer to ensure staff are best placed to support disadvantaged learners • De-escalation / trauma informed schools • Masking CEAT £300	Evidence shows high-quality CPD, including trauma-informed practice, de-escalation and masking, equips staff to understand behaviour as communication, improve relationships, and reduce barriers to learning for disadvantaged pupils	<b>Challenge 1,2,3,4,5,6,7</b>
CPD - Elsa supervision for TA to support best practice Cost £200 per year for	Emotional Literacy Support Assistant  Elsa is an evidence based intervention	<b>Challenge 1,2,3,4,5,6,7</b>

supervision <i>1 day a week working as ELSA to support chd across school in intervention and drop in sessions</i>	approach to support children in 1:1 and small groups.	
<p>Maths Hub</p> <p>CPD to develop mastery of number for KS1/KS2 staff in online and face to face sessions.</p> <p>Developing the maths lead through CPD to enhance learning for disadvantaged pupils.</p> <p><b>Appropriate cost £435</b></p> <p>Enhancement of maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training). The focus will be through lesson studies which will enhance teaching and learning.</p> <p>Purchase extra maths equipment to supplement teaching approaches</p>	<p>The Mastery of number approach is grounded in well-established research with principles set in cognitive science, international mastery models and the NCETMs "5 Big Ideas in Teaching for Mastery".</p> <p>The programme strongly aligns with EEF evidence particularly:</p> <p><input type="checkbox"/> <i>Improving Mathematics in Early Years and Key Stage 1</i></p> <p><input type="checkbox"/> <i>Improving Mathematics in Key Stages 2 and 3</i></p> <p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p><a href="#">Mathematics guidance: key stages 1 and 2 (covers years 1 to 6) (publishing.service.gov.uk)</a></p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p><a href="#">Improving Mathematics in Key Stages 2 and 3   EEF</a></p>	
<p>Ensure that dialogic activities across the school curriculum centre upon conversation and engagement. These activities are to support pupils in articulating their thoughts and opinions and to build upon known vocabulary and extend it.</p> <p>Cost : TA time to work with SALT specialist</p>	<p>Speech and Language interventions are recognised as an effective tool to help children progress. EEF evidence shows that this can be upto +6mths</p>	<b><i>Challenge 1,2,3,4,5</i></b>



RWI Phonics virtual classroom and resources Cost £600 + £400 - annual (virtual classroom CPD and 2 days lead teacher training)	Read Write Inc portal is used to train all teachers and teaching assistants. This portal also supports parents and pupils to work alongside the teaching in school to progress in early reading skills.	<b>Challenge 2,3,4,5</b>
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 6,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching assistant for 1:1 small group intervention and classroom support  (£3,000 cost cannot be met fully by PP fund)	In liaison with class teachers and the SENCO, intervention programmes and in class support is provided to target potential gaps between pupils eligible for the PPG and their peers. ELSA 1 day a week 0.2 TA TA support Y1, Y2, Y3, Y4, Y5, Y6  Resilient Classrooms/Cool Connections Support for Send PP child	1,2,3,4,5
Reading Interventions: 1:1 regular reading, inference intervention and further comprehension support Cost TA support £2000	Oral language interventions are recognised as an effective tool to help children progress. EEF evidence +6 months.	<b>Challenge 2</b>
Maths interventions: TT Rockstars, Numbots, Number Fluency, pre-teaching and bespoke 1:1/grp interventions Cost TA support £1000 approx	EEF indicates moderate impact for small group intervention (+4 months). EEF indicates moderate impact for digital technologies (+4 months)	<b>Challenge 3</b>
Nessy online literacy support Cost £  £400	Low cost, high impact evidence based literacy support intervention to help support pupil progress in literacy.  Clikr to support PP pupil in recording her written ideas	3,4

<p>To embed use of class set of Numicon to support learning in maths across Reception and Year 1 and Year 2 to consolidate learning and to support children across school where gaps in maths occur.</p>	<p>This recommendation is also highlighted in the Education Endowment Foundation's ' Improving Mathematics in Key Stage 2 and 3 ' emphasising how the use of manipulatives and representation is important across all year groups. Again, Numicon is a manipulative which can be used to support the understanding of <b>Key Stage 2 mathematical concepts</b>.</p>	<p>2,3,6</p>
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 3,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>DfE accredited training for our SEMH Lead teacher. (DfE training is funded but there will be a supply cost)</p> <p>Supply cost to ensure SMHL has at least a day per term to address subject leadership</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk</p>	<b>Challenge 1, 2</b>
<p>Funding extra curricular and after school clubs.</p> <p>A range of activities are offered at DV: Music lessons, Sport,</p> <p>£1000 approx</p>	<p>EEF indicates moderate impact for social and emotional interventions. Extra-curricular activity can help promote a love of learning, support social interaction and increase self esteem and confidence. Giving children a sense of self-worth and inclusion in all aspects of school life is important.</p>	<b>Challenge 1,2, 4,5,6</b>
<p>Funding visits, residential, uniform, school photographs, music lessons, swimming, snack</p> <p>£1000 approx</p>	<p>Visits and residential trips work to enrich the curriculum and it is vital that all children are able to access them.</p> <p>'Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation'. (EEF)</p>	<b>Challenge 1,2,3,4,5,6</b>
Turn The Page Counselling	To support children in their emotional well-being giving them opportunity to do drop in sessions through Joanna Page.	<b>Challenge 1,2</b>

<p>Ensuring that the principles of good practice set out in the DfE's <a href="https://www.gov.uk/government/publications/working-together-to-improve-school-attendance">Working together to improve school attendance - GOV.UK (www.gov.uk)</a> are in place at DV and that relevant support is given to families who need it.</p>	<p>The DfE Improving School Attendance guidance has been reviewed and Working together to improve school attendance.</p>	<p><b><i>Challenge 4,5,6</i></b></p>
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**Total budgeted cost: £13,685**

