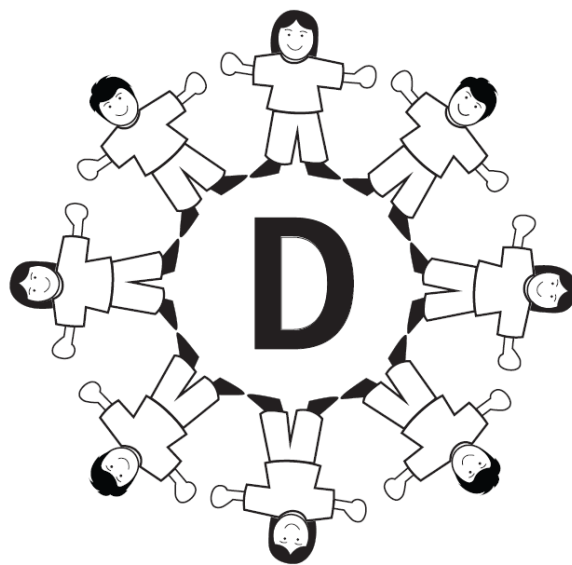


Dalestorth Primary and Nursery School



Pupil Premium Strategy Statement 2025-28

This statement details our school’s use of pupil premium funding to help improve the attainment of 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	Dalestorth Primary and Nursery School
Number of pupils in school	314 plus 36 in Nursery
Proportion (%) of pupil premium eligible pupils	15%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-26 2026-27 2027-28
Date this statement was published	17.10.25
Date on which it will be reviewed	1.9.26
Statement authorised by	C. Robertson
Pupil premium lead	H. Claxton
Governor / Trustee lead	J. Wain

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£78440
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£78440

Part A: Pupil premium strategy plan

Statement of intent

- *What are your ultimate objectives for your disadvantaged pupils?*

At Dalestorth Primary and Nursery school we want all of our children to reach their academic and social and emotional potential through the consistently excellent delivery of a high-quality progressive curriculum. For our disadvantaged children particularly, we are very aware of the barriers which they may have to achieving this vision. The Dalestorth staff team work collaboratively with our families and outside agencies to provide a holistic and personalised approach.

We have identified the key barriers for many of our children (including those in receipt of free school meals or who have been). Dalestorth has a large proportion of families who sit just above the threshold for FSM and we need to ensure that their needs are met and that we provide the support they need in the same way as we do for our identified disadvantaged children.

- *How does your current pupil premium strategy plan work towards achieving those objectives?*

We have identified the key barriers to success for our children and used these to design our curriculum and pupil premium strategy. From this we have identified key outcomes and activities (based on published evidence) which we feel will deliver long term impact for our disadvantaged children.

- *What are the key principles of your strategy plan?*

The key principles of our strategy are:

All children leave primary school with a broad knowledge of the world enriched through varied experiences

All children will have a love of reading through exposure to high quality texts

All children will be able to articulate and reason about the world using highly developed vocabulary

All children will leave primary school reaching their full potential irrespective of background or ability

Parents feel challenged and involved with school so that they could provide effective support to their children

Attendance of disadvantaged children is in line with other children in school

Challenges

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

Challenge number	Detail of challenge
1	Poor access to life experiences and knowledge of the world
2	Poor vocabulary and exposure to high quality texts
3	Low starting points links to poor language development for our younger children
4	Low aspiration provides low expectations in terms of academic outcomes
5	Parental anxiety about education provides low levels of support for learners
6	Poor attendance for a small number of disadvantaged families

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
All children leave primary school with a broad knowledge of the world enriched through varied experiences	<p>Teaching will be consistently high quality in all areas of the curriculum</p> <p>Dalestorth curriculum will provide a broad and balanced body of knowledge which is progressive over time</p> <p>Teachers will effectively use a range of retrieval and retention techniques to build children's schema over time</p> <p>Leaders will have supported staff in developing their pedagogy through coaching and high quality CPD</p> <p>Teaching will be adapted to meet the needs of all children, so they are successful</p> <p>School will use a clear and concise structure for learning as detailed in the school's teaching and learning framework</p>
All children will have a love of reading through exposure to high quality texts	<p>Children will be exposed to a wide variety of high-quality texts</p> <p>Children will be explicitly taught reading and comprehension skills and given opportunity to apply these</p> <p>Children will practise their reading fluency and develop better reading stamina</p> <p>Phonics is taught to a high standard throughout school</p>

	Children will be given opportunities to read for pleasure and develop their own preference and love of books
All children will be able to articulate and reason about the world using highly developed vocabulary	<p>Children will be exposed to a wide variety of high-quality texts and ambitious vocabulary is explored</p> <p>Teachers will effectively use a range of retrieval and retention techniques to build children's schema over time</p> <p>Children with poor speech and language are identified quickly and supported in developing their skills</p> <p>Staff have been trained to deliver effective interventions</p> <p>Staff are highly skilled at identifying key vocabulary across the curriculum and ensuring children apply it in extended pieces of writing</p> <p>Children will be able to use the correct vocabulary and their number skills in maths in order to reason and draw conclusions</p> <p>Children will develop their oracy skills in a progressive way as they tackle different subjects across the curriculum.</p>
All children will leave primary school reaching their full potential irrespective of background or ability	<p>School ensures that our 5 Busy Bee values are successfully embedded across the Dalestorth Curriculum</p> <p>School will provide a graduated approach to supporting children and families with their mental health</p>
Parents feel challenged and involved with school so that they could provide effective support to their children	<p>School will work with parents to ensure they can support their children with learning</p> <p>All parents and children will feel that they are welcome and belong at Dalestorth</p>
Attendance of disadvantaged children is in line with other children in school	<p>School will work successfully to improve the attendance of a small group of disadvantaged children through the development of an attendance graduated approach</p> <p>School will work with external agencies (where necessary) to provide more intensive support</p> <p>School will have identified vulnerable learners to ensure that they attend a variety of extra-curricular opportunities offered by school</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

Budgeted cost: £45000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>1. To ensure that all stakeholders understand the importance of a school culture which demonstrates and celebrates equity, diversity and inclusion at all times.</p> <p>CPD throughout 25-26</p>	<p>School faces challenges in the community with some expressing negative views in immigration online and in person. Our children and staff are faced with these negative and conflicting messages constantly. We have relatively few prejudice incidents but as a school which uses a relational approach across school we want our increasing numbers of children from different countries who speak many different languages to feel a sense of belonging at Dalestorth. As a strategy to build on our strong starting point we have embarked on a project with NCC to improve the knowledge of our children and staff about protected characteristics and 'british' values.</p>	<p>1,2, 3 and 4</p>
<p>2. To ensure that children get regular opportunities to develop their age-appropriate oracy skills across the curriculum.</p> <p>CPD throughout 25-26</p>	<p>This has become a high focus for school with many of our children starting school with poor levels of speech and language which impacts heavily on their ability to read, write and reason across the curriculum. Looking at work carried out by</p>	<p>1,2, 3 4 and 5</p>
<p>3. To ensure that the full grammar curriculum is consistently covered and children can apply it to their independent writing.</p> <p>CPD throughout 25-26</p>	<p>Writing outcomes below national averages at KS2 in 2025 and children need to improve oracy skills across school a heavy focus. GPS outcomes remain broadly in line with national averages in KS2 in 2025.</p>	<p>2 and 3</p>
<p>4. To ensure that provision is consistently high quality in FS2.</p> <p>CPD throughout 25-26</p>	<p>Strong Foundations document (2024) shows the need to ensure that children to have a high quality start to enable them to be successful through KS1 and KS2. This is particularly true for the children new to English and</p>	<p>1,2,3,4,5 and 6</p>

	also those who are more vulnerable or in receipt of free school meals.	
<p>5. To ensure that children are being given regular opportunities to write extensively across the curriculum in Y3 and Y4.</p> <p>CPD throughout 25-26</p>	Monitoring in geography showed that our children were not being given enough opportunities to write at length in Y3 and 4. This has been remedied through revised planning.	1,2, 3 and 4

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

Budgeted cost: £16000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Structured TA Interventions to close gaps in Reading, Phonics, Writing and Maths	Sutton Trust and EEF Teaching and Learning Toolkit (2021) Small Group Tuition TA Intervention Oral Language Intervention Phonics Reading Comprehension Strategies	1,2,3 and 4
Teacher Led Interventions to close gaps in Reading, Phonics, Writing and Maths	Sutton Trust and EEF Teaching and Learning Toolkit (2021) Small Group Tuition Oral Language Intervention Phonics Reading Comprehension Strategies Peer Tutoring	1,2,3 and 4
One to one Reading Interventions with TAs	Sutton Trust and EEF Teaching and Learning Toolkit (2021) One to One Tuition Reading Comprehension Strategies Phonics	1,2,3 and 4
Build positive dialogues about learning with parents	Sutton Trust and EEF Teaching and Learning Toolkit (2021) Parental Engagement	5

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

Budgeted cost: £17440

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support mental health of identified children	Sutton Trust and EEF Teaching and Learning Toolkit (2021) Behaviour intervention Physical activity NFER report – Recovery during a Pandemic (Sept 2021) p.10 Mentoring	5 and 6
Provide support to improve attendance with external agencies if necessary	Sutton Trust and EEF Teaching and Learning Toolkit (2021) Behaviour intervention Physical activity Parental Engagement Mentoring	5 and 6
Provide support for families with breakfast club, enrichment, one-off experiences and extracurricular activities	Sutton Trust and EEF Teaching and Learning Toolkit (2021) Mentoring Behaviour intervention Physical activity Monitoring of access and uptake to after-school clubs	5 and 6
Ensure that the OPAL programme delivers excellent opportunities for children to make positive choices about their play outside. CPD throughout 24-26	Sutton Trust and EEF Teaching and Learning Toolkit (2021) Mentoring Behaviour intervention Physical activity	1,2,3,4,5 and 6

Total budgeted cost: £ 78440

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes 2024-25

This details the impact that our pupil premium activity had on pupils in the 2024-25 academic year.

Published data from 2024-25 enables us to report on the outcomes for disadvantaged children compared to other children in Y2 and Y6.

Teaching Priorities –

Priority 1 —To ensure that the full curriculum is consistently covered across school to a high standard.

We felt that not all children were accessing the full curriculum at a high standard consistently. Work by the curriculum lead ensured that all planning was reviewed and then outcomes were monitored in partnership with collaboration schools for moderation. This showed that outcomes across subjects were higher quality than in previous years.

Priority 2 – To ensure that children get regular opportunities to develop their oracy skills across the curriculum.

Many children start Dalestorth with speech and language at lower levels than in previous years. The school has rightly focused on these important developmental aspects. Staff have had CPD and they have set age related targets for the children to work on which have started to make in-roads and raised writing attainment across school in 2024-25 in most year groups compared to the attainment in those year groups in prior years. Work in 2025-26 will develop this work further and start to embed more focused oracy objectives across the curriculum.

Priority 3 - To embed high quality subject specific writing across the curriculum

Writing across the curriculum has been a focus for school for a number of years. In tandem with target 2, we have focused on improving outcomes in writing. In most subjects outcomes improved in 2024-25 with some work to do on extended writing opportunities in years 3 and 4.

Priority 4 – To ensure that teaching and learning are adapted so that nearly all learners are successful in lessons

Adaptive teaching strategies have been embedded across the curriculum at Dalestorth over the past 3 years. In July 2024 an LA advisor praised school for the adaptive strategies teachers adopt for all learners. This has enabled all of our children to access the curriculum at the appropriate level for their needs.

Priority 5 – To ensure that relational approaches are used consistently well at lunchtimes

CPD has been provided for all staff on using relational approaches since 2023. In 2024-25 we have seen fewer issues arising at lunchtime and also our midday supervisors being more confident about using the strategies set out.

Academic Support Priorities

Priority 1 – To accelerate the progress of disadvantaged children in writing

Progress of children in KS2 is above national averages for all groups of children in writing. For disadvantaged children their progress in KS2 is also above national averages in 2023. No progress data is available in 2024 or in 2025.

Priority 2 – To accelerate the progress of disadvantaged children in reading

Progress of children in reading at KS2 is in line with national averages as is the progress of disadvantaged children in 2023. No data is available for progress in 2024 and 2025.

Priority 3 – To accelerate the progress of children in maths

Progress of children in KS2 is above national averages in maths. Disadvantaged children made progress broadly in line with others nationally in maths in 2023. No data is available in 2024.

Wider Strategies Priorities

Priority 1 – To improve the attendance of disadvantaged children

Priority 2 – To provide effective support for the mental health and wellbeing of disadvantaged children and their families

Priority 3 – To effectively support the behaviour and wellbeing of disadvantaged children

Total budgeted cost: £ 84000

Externally provided programmes

Programme	Provider
The Great Project	Equation
Support with Attendance and Behaviour	Notts Behaviour and Attendance Service
Drawing and Talking Therapy	Led by school staff
ELSA	Led by school staff
Eggspresions / Emotion Potions	Led by local authority attendance and behaviour partnership
Solihull Parenting Course	Led by school staff
Family Therapy	School Staff
Mentoring	Rileys Sports

Further information

School Council – 2 children from each year group (y2-y6) represent their cohort on our active school council. Members are elected and meet regularly to debate and tackle a range of identified issues and projects. This provided disadvantaged children to work collaboratively, understand tolerance and how decision making can be made collectively. Each week they lead our Celebration Assembly and give out certificates to children who have excelled in school linked to our 5 Busy Bee Values.

Team Captains – We ask year 6 children to apply for positions of responsibility around school. This includes working as mentors for younger children at lunch, showing visitors around school, working with school council, supporting younger children on the playground and assisting staff in assemblies. These jobs are done in pairs and on a half termly rota. They are open to any year 6 child and we have a number who are disadvantaged. This presents them with the opportunity to work across the school community and to show other children why they are excellent mentors to others and how they demonstrate our school values effectively.

After School Clubs – Led by staff these provide a wealth of extra-curricular opportunities for disadvantaged children to stay healthy, play competitive sport, learn the skills of a new sport, acquire new academic skills and also to mix with children who may be outside their year groups.

Community Events – Our children all get the opportunity to get involved in organising charity events each term and also social events. These enable children to work collaboratively with adults in school and from the community.

Widening Opportunities – One of our key drivers is ensuring children are provided with a wealth of opportunities. These include visiting the local library and secondary school, along with school providing access to visits to enhance the curriculum, such as the Holocaust Centre and the theatre. All children have enriched lives through access to high quality life experiences which equip pupils with the cultural capital they need.

Strong Sense of Family Five Busy Bee Values – School has always had a strong sense of Dalestorth as a whole family who look out and care for each other. Our new Busy Bee Values of Being A Friend, Being You, Being Kind, Being Brave and Being Honest sit at the centre of everything we do. Staff talk about them in their conversations with children and they are discussed in assemblies every week. Children are rewarded for excelling in different values each week also.

DEIB work - Across school we are working on developing the sense of 'belonging' for all of our children so that everybody feels welcome whatever their background. This is a 2-3 year project which we are working on with the LA and also partner schools in our locality.

OPAL – We have introduced an outdoor play initiative in the summer of 2025 to improve the quality of outdoor play for all of our children based on free choice and increased range of activities. Early outcomes have been positive from pupil and staff voice.

Key Groups Summary school Ever 6 FS2 to 6
Pupils in Years R–6

			Reading 2025-2026 Spring	Writing 2025-2026 Spring	Maths 2025-2026 Spring	% of pupils Expected or hi
	# pupils		% of pupils Expe	% of pupils Exp	% of pupils Expected or hi	
Reception	All Pupils	45	59%	52%	50%	
	Ever 6 FSM	6	60%	60%	60%	
	Not Ever 6 FSM	39	59%	51%	49%	
Year 1	All Pupils	45	77%	75%	82%	
	Ever 6 FSM	5	40%	20%	40%	
	Not Ever 6 FSM	40	82%	82%	87%	
Year 2	All Pupils	43	63%	60%	65%	
	Ever 6 FSM	9	33%	33%	33%	
	Not Ever 6 FSM	34	71%	68%	74%	
Year 3	All Pupils	45	64%	49%	62%	
	Ever 6 FSM	10	40%	20%	20%	
	Not Ever 6 FSM	35	71%	57%	74%	
Year 4	All Pupils	47	57%	45%	49%	
	Ever 6 FSM	11	55%	36%	36%	
	Not Ever 6 FSM	36	58%	47%	53%	
Year 5	All Pupils	45	59%	59%	61%	
	Ever 6 FSM	6	60%	60%	40%	
	Not Ever 6 FSM	39	59%	59%	64%	
Year 6	All Pupils	44	70%	66%	68%	
	Ever 6 FSM	8	75%	50%	38%	
	Not Ever 6 FSM	36	69%	69%	75%	