Pupil premium strategy statement

Diocese of Salisbury Academy Trust
'Beyond expectations for all of God's children'

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	Dunbury Academy
Number of pupils in school	116
Proportion (%) of pupil premium eligible pupils	19%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2024 to 2027
Date this statement was published	1st October 2024
Date on which it will be reviewed	1st October 2027
Statement authorised by	Emma Richardson
Pupil premium lead	Emma Richardson
Governor / Trustee lead	Steve Gorson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 37,738.13
Recovery premium funding allocation this academic year	0
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	£ 37,738.13

Part A: Pupil premium strategy plan

Statement of intent

At Dunbury Academy 19% of pupils are eligible for Pupil Premium funding. Of these, 19% are Ever 6 and FSM.

We want to ensure that children who are eligible for the pupil premium grant are able to narrow or close the gap in their attainment. We recognise that early support in their education to close the gap will give them the best chance in the next stages of their learning journey, supporting them to leave school with a good standard of English and Maths.

According to the Education Policy Institute (EPI) and Education Endowment Foundation (EEF), pupils who are disadvantaged for most of their school life show even larger gaps. Absence is known to remain a major driver of the gap. If disadvantaged pupils had the same attendance as their peers, the gap at age 11 would shrink by nearly a month.

Early intervention remains critical. By age 7, nearly 60% of the gap at age 11 has already developed.

Our Pupil Premium investment prioritises high-quality teaching through instructional coaching, professional development, adaptive teaching, strong subject knowledge and effective feedback. Research demonstrates that improving classroom teaching has the greatest potential to raise attainment for disadvantaged pupils, and leaders at Dunbury place inclusion and equitable outcomes at the heart of our 38school improvement. We focus on high-quality teaching and assessment to diagnose pupil needs precisely to close gaps as soon as possible. We aim to do this through investment in high quality staff professional development and a focus on our early years offer, learning behaviours and values, enriching life experiences, supporting emotional and attachment barriers to learning, strengthening communication and language skills, early reading and mastering early concepts of number.

Challenges

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

Challenge number	Detail of challenge
1	Children having lower resilience, focus and attention as well as learning skills such as active listening and paired talking. Difficulty in establishing and

	maintaining positive relationships with peers as well as learning to understand and manage their own emotions. This impacts on wellbeing, learning behaviours and, subsequently, motivation to learn.
2	Children's cultural capital may be limited due to socio-economic disadvantage. This inhibits prior knowledge needed as a foundation for the curriculum.
3	Children not being secure in their acquisition of phonics for reading and spelling impacting on their reading for learning and accuracy in writing.
4	Low attendance either through broken weeks or protracted periods of absence resulting in loss of learning.
5	Early number skills are not always promoted. Challenge with parental support to master early concepts of number.
6	Having a lower vocabulary depth impacting on alongside reading to learn in all other areas of the curriculum. Communication, speech and language skills impact confidence, self-expression and social skills. It also impacts a child's ability to read fluently and spell accurately.

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
Pupils have effective learning behaviours.	Pupils demonstrate commitment to their learning, resilience to setbacks and pride in their achievements. They know the Dunbury defined learning behaviours and are able to use them to plan, monitor and evaluate their learning.
Children eligible for the pupil premium grant are fluent readers and can access text for learning across the curriculum	100% of pupils eligible for the pupil premium grant pass the phonics year 1 check. PP children maintain or exceed expected reading attainment in subsequent years
Pupils eligible for the pupil premium grant have good attendance habits	All children have attendance of 97%+ Where attendance is less than 97%, a detailed graduated response is in place to ensure positive change.
Pupils demonstrate secure knowledge and understanding of mathematics and can apply skills independently.	100% of pupils achieve at least ARE in formal assessments and through teacher assessments
Pupils demonstrate through their behaviours that they are self-aware and with support are able to regulate.	Pupils are able to identify emotions and recognise their strengths. Pupils are able to demonstrate control over their impulses and use regulation techniques to obtain optimal arousal levels for learning (recognising zones of regulation) Pupils demonstrate good organisational skills and independence in their learning.

Pupils' oracy skills: Pupils have access to information on current affairs and are able to ask questions and share opinions skilfully, in line with their peers. Taught oracy skills support written sentence structure and vocabulary choice.	Level and quality of participation in debate and discussion is as high for disadvantaged children as it is for non-disadvantaged.

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: £21,003.28

Activity	Evidence that supports this approach	Challenge number(s) addressed
• RWI development training • Continual coaching ensuring fidelity to the programme • Small group teaching for RWI • 6 weekly assessment and tracking of all pupils with a particular focus on PP. • Particular focus on increasing reading fluency to aid progression and reading speed for developing readers. • Fresh start intervention in KS2 for pupils who have reading gaps	*The DfE Reading Framework identifies reading for pleasure as a key driver of attainment, noting that children who read regularly develop stronger literacy, knowledge and academic outcomes. Promoting reading engagement is particularly important for disadvantaged pupils.* Research by the Institute of Education has also found that the benefits of reading continue as children get older, with the combined effect on children's progress at 16 of regularly reading books and newspapers and visiting the library "four times greater than the advantage children gained from having a parent with a degree". The very best schools in our country are achieving near to 100% in the Phonics Screening Check, despite high levels of disadvantage. The effective teaching of reading, as evidenced in these schools, requires not just a systematic synthetic phonics programme but its consistent implementation in every class	2 3 6
To track, analyse and address individual writing deficits through quality first teaching • Planning and development day for reading and writing lead – class cover cost • English conference - class cover cost • Mastery lesson design and sequencing based on evidence in EEF reports – subject lead release cost	*EEF IMPROVING LITERACY IN KEY STAGE 1 Guidance Report* • Ruth Miskin • Closing the Reading Gap – Alex Quigley	1 2 3 6

• Training and CPL in implementation - subject lead release cost • Coaching to ensure fidelity to the approach – class cover cost • RWI letter formation and phonics for encoding focus – Subscription to Letter Village (Ruth Miskin) • Leaders to track, analyse and address individual writing deficits through quality first teaching – subject lead release cost		
Development of vocabulary and sentence construction both orally and in writing across the curriculum. • Picture News subscription cost • CPL for staff on how to support debate and oracy skills – subject lead release cost • Coaching, monitoring and evaluating impact – subject lead release cost	https://educationendowmentfoundation.org.uk/news/new-eef-podcast-high-quality-talk	6
Collaborative professional learning in how to develop maths fluency to support application • Maths workshops for parents – subject lead release cost • Staff CPL • Collaborative CPD with Jurassic Maths Hub – class cover / subject lead release cost	Cognitive load is reduced if number fluency and maths fact automaticity is present when tackling maths problems	5
Professional development and instructional coaching • Steplab subscription cost • Paired coaching and drop ins • Staff CPL to review improvements in pedagogy and practice for optimum whole class teaching and learning – Subject lead release cost. • CPD lead training cost	Instructional coaching (Steplab): High-quality instructional coaching is one of the most effective ways to improve teaching practice because it helps teachers consistently embed evidence-informed approaches in the classroom. Improving teaching quality is identified by the EEF as the highest priority for improving outcomes for disadvantaged pupils. High-quality CPL (Continuing Professional Learning): Sustained professional development improves teacher expertise and classroom practice, leading to better pupil outcomes. The EEF emphasises that effective professional development is a key mechanism for raising attainment, particularly for disadvantaged learners.	

• Inclusion conference attendance – subject lead release cost	Adapting teaching to meet pupils' differing needs ensures that disadvantaged pupils can access the same ambitious curriculum as their peers. This aligns with both EEF guidance and Ofsted's stronger focus on inclusion and equity. Strong teacher subject knowledge supports clearer explanations, more accurate assessment of misconceptions and more effective learning sequences, improving outcomes across the curriculum. The EEF Toolkit identifies effective feedback as a high-impact, low-cost strategy associated with approximately +6 months' additional progress when implemented well. Inclusion by design: The most effective schools build inclusive approaches into everyday classroom practice rather than relying solely on interventions. The new Ofsted framework places disadvantaged pupils, SEND pupils and those facing barriers to learning at the heart of inspection and evaluation.	
To regularly track progress and identify the impact of strategies for vulnerable learners in order to accelerate progress. • Half termly pupil progress meetings with a focus on pupils eligible for the pupil premium. – class teacher release cost	EEF Special Educational Needs in Mainstream Schools report has five recommendations on special education needs in mainstream schools Recommendation 2 states the importance of building an ongoing, holistic understanding of pupils and their needs. This allows teachers to react to the information they collect to make a decision about the next personalised steps for teaching that child. This is also key for children eligible for the pupil premium as it builds the holistic understanding of the child including highlighting learning gaps or fragilities in knowledge or prior learning.	1
Curriculum is carefully designed to privilege learners experiencing disadvantage	https://dannicholls1.com/2024/05/19/privileging-disadvantage-excellence-equity-culture/	2 3 5 6

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

Budgeted cost: £12,734.85

Activity	Evidence that supports this approach	Challenge number(s) addressed
To implement small group teaching for phonics. To implement same day intervention for phonics based upon ongoing formative assessment to support pupils to stay up not catch up with phonics knowledge	EEF teaching toolkit +4 months Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from small group tuition. Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. The approach allows the teacher to focus on the needs of a small number of learners and provide teaching that is closely matched to pupil understanding. Small	1 2 5

Teacher and TA cost	group tuition offers an opportunity for greater levels of interaction and feedback compared to whole class teaching which can support pupils to overcome barriers to learning and increase their access to the curriculum.	
To implement intervention and additional support to develop fluency and automatic transcription skills in KS1 • Pinny time for phonics • Same day practise for letter formation and spelling • Letter formation practice for children whose phonics knowledge exceeds their transcription skills • Subject lead release time for Phonics assessment, coaching and development days	EEF Literacy Guidance report KS1 recommendation 5: Teach pupils to use strategies for planning and monitoring their writing. The school's approach to QFT teaching in writing takes into account this recommendation. However, the research evidence recognises that a child's capacity to plan and monitoring their writing depends on whether they have enough cognitive resources available. The simple view of writing puts fluency and automaticity of transcription skills as essential composite knowledge needed in order to achieve recommendation 5. Recommendation 8: Transcription interventions need to be: • brief (about 15–45 minutes) and regular (3–5 times per week) sessions that are maintained over a sustained period (8-20 weeks) and carefully timetabled to enable consistent delivery; • extensive training (5–30 hours) from experienced trainers and/or teachers; • structured supporting resources and/or lesson plans with clear objectives; • assessments to identify appropriate pupils, guide areas for focus, and track pupil progress—effective interventions ensure the right support is being provided to the right child; • support that is additional to, and explicitly linked with, normal lessons; and • makes connections between the out-of-class (intervention) learning and classroom teaching	1 2
To provide targeted first preference feedback to learners in KS2 in writing CPL cost – subject lead release, LA moderation support costs	EEF teaching toolkit +6 months There is evidence to suggest that feedback involving metacognitive and self-regulatory approaches may have a greater impact on disadvantaged pupils and lower prior attainers than other pupils. Pupils require clear and actionable feedback to employ metacognitive strategies as they learn, as this information informs their understanding of their specific strengths and areas for improvement, thereby indicating which learning strategies have been effective for them in previously completed work.	1 2 5
To provide Maths booster sessions to children to close specifically identified gaps in their knowledge Class teacher planning and delivery costs	EEF teaching toolkit +4 months Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from small group tuition. Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. The approach allows the teacher to focus on the needs of a small number of learners and provide teaching that is closely matched to pupil understanding. Small group tuition offers an opportunity for greater levels of interaction and feedback compared to whole class teaching which can support pupils to overcome barriers to learning and increase their access to the curriculum.	4

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

Budgeted cost: £2,000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
To have clear reactive monitoring and response systems to low attendance. • Graduated response in place for low attenders • Focus monitoring and same day calling • Regular attendance meetings in school with identified follow up actions which includes SENDCo and DSL • Liaison with LA and outside agencies Attendance lead and Inclusion lead costs	Good school attendance is vital to progress. Children not in school miss QFT and targeted interventions DfE national attendance framework	3
To provide pastoral support for disadvantaged children with emotional barriers to academic or social thriving at school. Costs for: • EBSA training x 2 • DSAT Social Emotional CPL for whole staff • ELSA annual CPL, supervision and regular session times • Developing Play Leaders – teacher and TA class release for training day	https://educationendowmentfoundation.org.uk/news/teaching-children-self-awarness-of-their-feelings-and-actions-supports-early-development	1
To provide subsidised wraparound care for children to enable them to experience social activity with peers, access a broad range of activities that contribute to a rich and well-rounded school life Pupils in receipt of PP are subsidised for: • Breakfast club • After school club (Saplings)	https://educationendowmentfoundation.org.uk/news/breakfast-clubs-found-to-boost-primary-pupils-reading-writing-and-maths-res The EEF report found that for pupils in relatively disadvantaged schools it is attending the breakfast club, not just eating breakfast, which leads to academic improvements. This could be due to the nutritional benefits of the breakfast itself, or the social or educational benefits of the breakfast club environment https://www.gov.uk/guidance/national-school-breakfast-club-programme	1

To ensure equal opportunities for disadvantaged pupils Cost of: Music Hub subscription for instrument tuition Short course of music tuition for vulnerable pupils Subsidised trips and visits	EEF evidence shows an additional 3 months of progress can be made with additional provision for arts subjects. • These opportunities are available at an extra cost to all pupils. Pupils eligible for PP may not otherwise be able to take these opportunities. Learning musical instruments and learning an additional language are life-enhancing. • EEF evidence shows an additional 2-3 months of progress can be made with access to sports and adventurous outdoor learning. • No pupil should ever be excluded from school activities on the basis of cost. Expensive trips or clubs can cause stress for families and for pupils	1 4
To ensure welfare for disadvantaged pupils Reduced cost uniform and free hygiene products	To provide support to families who have difficulty in purchasing the requirements for school uniform. The EEF toolkit is clear that the impact is not easily definable but recognises that: School uniform policies are thought to complement the development and support of a whole school culture and approach, which in turn may assist pupil discipline and motivation.	1 4

Total budgeted cost: £37,738.13

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 2025 to 2026 academic year.

Phonics:

The overall school outcome for phonics was 90%.

100% of disadvantaged children passed the phonics screening in Year 1

One eligible pupil passed the phonics recheck in Year 2

Reading:

81% of disadvantaged children are attaining expected levels or above in Year 1-6 with14% of these working at greater depth

The school continues to strive for 100%. Essential knowledge pathways track and address deficits early. Reading curriculum is rich in quality texts and opportunities for oracy to engage all children so they gain the essential reading skills needed to access the curriculum.

Maths:

Attainment of disadvantaged children has increased from 73% last year to 76% this year. The five pupils who are not yet reaching the expected level will continue to receive targeted support; progress will be monitored through individual learning plans for those on the SEND register. In the Y4 MTCs, 3 pupils have yet to achieve the expected standard; work will continue into upper KS2 until they do. Two pupils achieved at least the expected standard, one of them with full marks.

Writing:

67% of eligible pupils achieved the expected standard. A focus on writing for the whole school has had successful impact and will be developed further to ensure gaps continue to be plugged. Sustained improvement is being seen and the school is determined that this will lead to a rise in attainment in the next academic year.

Attendance:

Average attendance for eligible pupils was 94.5% in 2025-26, broadly in line with national and LA figures. This is an improvement on 2024-35 (93.7%). Robust, consistent monitoring procedures and strong partnership have contributed to this increase.

2 out of 5 of the persistent absentees (data excludes pupils on part timetables) were PP eligible. There is a graduated response in place for children whose attendance is low due to illness. The school makes the policy clear in line with LA and national guidance for unauthorised absence

Inclusion and Belonging:

Vulnerable pupils in receipt of pupil premium have benefited from nurture groups and support to engage in social opportunities, ensuring that every child feel valued. Pastoral support plans and pupil learning plans, with a focus on pupil voice, have been a catalyst for strong partnerships with parents and pupils, with positive outcomes.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
None purchased	

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

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

Further information (optional)