Pupil premium strategy statement – Dee Point Primary School – September 2025

This statement details our school's use of pupil premium (and recovery 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	473
Proportion (%) of pupil premium eligible pupils	48% Ever 6 FSM
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 2026-2027 2028-2029
Date this statement was published	November 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Dave Williams
Pupil premium lead	Rachel Jones
Governor / Trustee lead	Debbie Reay

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 319,095
Recovery premium funding allocation this academic year *Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.*	£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*	£319,095

Part A: Pupil premium strategy plan

Statement of intent

At Dee Point Primary School, our vision is for all pupils to inspire children to success by realising their ambitions and strengthening educational outcomes in a nurturing, exciting environment. Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and attain to the expected standard – ready for the next stage of their education. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be improved alongside progress for their disadvantaged peers.

Robust assessment, thorough reflection and evaluation of the needs of the pupils and the approaches we take will ensure that the approaches taken will advantage our pupils.

To ensure the approaches are effective we will:

- Promote an ethos of attainment for all regardless of starting points and barriers to learning

- Provide quality first teaching which focuses on the needs of individuals addressing academic barriers to learning

- Have clear, responsive leadership; setting high aspirations and ensuring ownership for raising attainment and removing barriers sits with the team around the pupil.

- Ensure that all disadvantaged pupils engage in both the academic and wider curriculum

- Act early to intervene at the point need is identified

- Ensure that disadvantaged pupils make at least good progress based upon their starting points

- Continue to address and remove as many barriers faced by our disadvantaged pupils as early as possible.

Challenges

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

Challenge number	Detail of challenge
1	The school is in an area of high-deprivation and many families need support regarding money, housing, marital support, alcohol/drug abuse, parenting and other issues.
2	A high-percentage of disadvantaged children (enter result from school context) have had more than 4 ACEs (Adverse Childhood Experiences) This can result in frequent dysregulation of disadvantaged pupils and the lack of good social and emotional behaviours in order to be successful
3	A large percentage of children lack self-regulation and executive functioning in order to achieve and make a strong start in EYFS
4	A high-percentage of disadvantaged pupils enter EYFS with speech and language delays. Children have poor spoken language skills and lack vocabulary
5	A high proportion of children in EYFS and KS1 lack fluency in foundational skills and knowledge, such as handwriting and composing simple sentences.
6	Disadvantaged children read less often at home resulting in poor fluency and comprehension
7	Letter formation and basic transcription skills are poor across the school. This impacts on the percentage of children reaching age-related expectations in writing
8	There is an increasing number of children with complex needs with the main stream classes, including speech and language, social communication needs, poor working memory, attention difficulties, executive function, motor skills, social emotional and mental health. The school has 14% of children with an EHCP and 38% of pupils have a SEND need across the school. Support is given at the point of need, not at the acquisition of additional funding. The level of SEMH need is rising with more extreme cases presenting across the age groups.
9	Adaptive teaching approaches are not fully embedded within school and as a result some pupils are not achieving as well as they should be
10	Disadvantaged children are not attaining as highly as non-disadvantaged children in all year groups in KS1 and KS2 in reading, writing and maths. The percentage of disadvantaged children working below the expected standard is particularly high in reading and writing
11	Disadvantaged children are not achieving as well as all other children in the phonics screening check at the end of Y1

12	Persistent absence of disadvantaged pupils is above national average In 2024/2025, 47.2% of Disadvantaged children have attendance more than 95% compared to 67.4% non-disadvantaged

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
Improved communication and language skills within the Early Years for disadvantaged pupils has an impact on spoken language throughout the school	Assessments and observations indicate significantly improved oral language among disadvantaged pupils and all pupils. This is evident when triangulated with other sources of evidence and ongoing formative assessment.
More children are able to self-regulate and improved executive functioning is resulting in a greater number of children achieving a GLD	EYFS outcomes in 2025/2026, 2026/2027 and 2028/2029 show that there has been an increase in disadvantaged pupils achieving a good level of development
Improved ongoing support for all disadvantaged SEND pupils	Pupil's needs are met in the classroom throughout the curriculum and staff feel confident supporting all learners. Pupil learning plans are shared regularly with parents.
Improved reading, writing and maths attainment for disadvantaged pupils	EOKS1 and EOKS2 data in 2025/2026, 2026/2027 and 2028/20259shows an improvement in reading, writing and mathematics for disadvantaged pupils
Embedded wider opportunities: All pupils to attend enrichment opportunities to support their cultural capital	Percentage figures show all disadvantaged children attend end of year residential in 2025/2026
Achieve and sustain improved wellbeing for all pupils – particularly disadvantaged pupils	Boxall profiles show an increase in emotional regulation CPOMS records show a decrease in incidents
All teachers to teach Ready Steady Write and Ready Steady Read Together and Ready Steady Spell with fidelity to the scheme to ensure all pupils achieve	Teaching is deemed to be good in all classes in KS1 and KS2. All children make expected progress in reading and writing from their starting points
Improved attendance for disadvantaged pupils	Disadvantaged pupils to attend in line with other pupils. The majority of children to achieve at least 95% attendance

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: £ 118, 350

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole school training and support for Ready Steady Write, Ready Steady Spell and Ready Read Together	Effective Professional Development | EEF (educationendowmentfoundation.org.uk)	5.6.7.10.
Quality assurance of subject leadership and teaching and learning in reading and writing with a literacy consultant	Effective Professional Development | EEF (educationendowmentfoundation.org.uk)*	5.6.7.10
EYFS Coaching. 1 day a week	Strong foundations in the first years of school - GOV.UK	3,4,5,7
RWI development days and coaching from Early Reading Lead	Effective Professional Development | EEF (educationendowmentfoundation.org.uk)	10.11.6
Revised Early Years Curriculum to support the development of children in the Early Years and develop self-regulation and executive functioning	Communication and language approaches | EEF (educationendowmentfoundation.org.uk) EEF | Personal Social and Emotional Development (educationendowmentfoundation.org.uk) Best start in life part 2: the 3 prime areas of learning - GOV.UK A Guide to Executive Function & Early Childhood Development - Center on the Developing Child at Harvard University	2.3.
NELI nursery programme – training and delivery		4

ECT training and mentoring support	Mentoring | EEF	9.
Coaching to support the development of staff and improve outcomes for children in Phonics and Writing	Effective Professional Development | EEF (educationendowmentfoundation.org.uk)	10
Plan, Do review implemented in EYFS	Self-regulation strategies | EEF OFSTED – Strong Foundations in the first years of school.	3.2
Coram Scarf PSHE		
Makaton Training for staff		
Development of Transcription skills. Handwriting training for all staff	Improving Literacy in Key Stage 1 | EEF	7
Monitoring and evaluation time for subject leaders	Improving Literacy in Key Stage 1 | EEF	10, 11
CPD for all subject leaders	Effective Professional Development | EEF (educationendowmentfoundation.org.uk) EEF - The quality of teaching is one of the biggest drivers of pupil attainment, particularly for those from disadvantaged backgrounds.	10, 11

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

Budgeted cost: £ 75, 320

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted Intervention in y4 – Year 6 with Grade 6 and grade 7 staff	Making Best Use of Teaching Assistants | EEF (educationendowmentfoundation.org.uk)	10 8

Additional 2 members of staff in EYFS to support disadvantaged /SEND children	Making Best Use of Teaching Assistants | EEF (educationendowmentfoundation.org.uk)	2.8.5
NELI interventions		4
Targeted communication and language intervention	Communication and language approaches | EEF (educationendowmentfoundation.org.uk) High quality small group interventions • Specialist therapists will train up staff they work with in school, therefore upskilling them and increasing their knowledge. • Specialists lead CPD sessions and clinics with individual pupils and staff. • Proven interventions are used, with evidence supporting the development in social skills, speech and language, behaviour and mental health.	4.8
Beanstalk reading volunteers	Evaluation of Coram Beanstalk's reading support programmes (2022) - Coram Group: Coram Group The reading framework - GOV.UK (www.gov.uk)	6
Parent reading volunteers	Working with Parents to Support Children's Learning | EEF	6
KS1 RWI intervention for all lower attaining children	Improving Literacy in Key Stage 1 | EEF (educationendowmentfoundation.org.uk)	10.6
KS2 Phonic interventions	Fresh Start - Ruth Miskin Literacy	8
IDL interventions carried out daily for identified children	IDL Literacy in Focus: An Extensive Summary of Research Outcomes UK (idlsgroup.com) Empowering Education: The Lottery Project Breaks Barriers UK (idlsgroup.com)	8.
Spelling Interventions for targeted children	Teaching spelling well and why it… | St. Matthew's Research School	7
Speech and Language Therapist in school support	Supporting stammering, speech, and language needs in the early years: a rapid evidence review	4.8

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

Budgeted cost: £ 229,385

Activity	Evidence that supports this approach	Challenge number(s) addressed
Providing free nutritious breakfast for all disadvantaged pupils ensuring no pupil attends school hungry School Bagel Bus	Breakfast clubs found to boost primary pupils' reading writing… | EEF (educationendowmentfoundation.org.uk)	1.12
School Mini-bus pick up service for persistent absence and wellbeing support	Working together to improve school attendance (publishing.service.gov.uk)	12
Play therapy for 2 days a week. 10 x 15 weekly sessions. 30 children over the course of the year to be supported	Social and emotional learning | EEF (educationendowmentfoundation.org.uk)	1.2
1: 1 art therapy (0.4) delivering bespoke therapeutic art sessions	Social and emotional learning | EEF (educationendowmentfoundation.org.uk) Arts participation | EEF (educationendowmentfoundation.org.uk)	2.
Full time family support worker working with disadvantaged pupils on wishes and feelings, supporting parents in the home, delivering parenting workshops	Working with Parents to Support Children's Learning | EEF (educationendowmentfoundation.org.uk)	1.2.3
X3 Fulltime learning mentors to support children	Behaviour interventions | EEF (educationendowmentfoundation.org.uk)	1.2.3

Nature Therapy with a member of staff	Improving behaviour in schools Improving Social and Emotional Learning in Primary Schools | EEF	1.2.3
Platform for life counselling - weekly	Our Impact | Platform for Life	1.2.3
21 after school clubs ran by support staff	Physical activity | EEF	1.2
Music therapy - weekly	Arts participation | EEF (educationendowmentfoundation.org.uk)	1.2
Choir enrichment activities	Arts participation | EEF	1.2
Early drop off	Working with Parents to Support Children's Learning | EEF	1
Young Carers Club		1
Go Beyond Residentials for 15 children x2 a year	Refer a Young Person for a Break - Go Beyond	1.
Subsidised year group residentials		1.2
Providing wider opportunities beyond the classroom including educational day visits linked to the curriculum and swimming for children within the NEST provision Taekwondo Mini-Makery Intergenerational project	Outdoor adventure learning | EEF (educationendowmentfoundation.org.uk)	1.2
HAF Holiday clubs		1.2

Total budgeted cost: £ 423 055

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Attendance

In 2024-2025, attendance of our Pupil Premium children was lower than other pupils with a difference of 2.8% against national and 1.6% against non-pupil premium children. In 2023/2024, there was a difference of 3.3% against national and 3.6% against non-pupil premium children. The strategies in place are having an impact and the gap is decreasing for our disadvantaged children.

FSM6 - Attendance

Year	Cohort	School	National	National distribution banding	Sch trend vs Nat trend	School context
2024/25	194	92.2%	92.6%	Close to average	Relative improvement	High - FSM, High - SEN
2023/24	189	91.2%	92.0%	Close to average	In line	High - FSM, High - SEN
2022/23	182	90.8%	91.6%	Close to average	Relative decline	High - FSM, High - SEN

Percentage of children with attendance over 90%	2023/2024	2024/2025
Not Pupil Premium	87.4%	89%
Pupil Premium	71.3%	72.7%
All	81.5%	82.9%

The mini-bus pick up ensures that targeted children attend school daily and has had a positive outcome. All children who access the mini-bus pick up are disadvantaged. The main breakfast club and SEMH (Social, Emotional, Mental, Health) breakfast club for Pupil Premium children is well-attended and gives children a positive start to the day. Approximately 75 children attend the breakfast clubs. Staffing is fully funded from school. This ensures children are ready to start the day positively. Continue with activities as outlined in the strategy to achieve the intended outcomes.

In 2023/2024, 42% of Pupil Premium children also had a SEND need. In 2024/2025, 48% of Pupil Premium children were registered on the school's SEN register This is an increasing area of need for pupils and ensuring they can access the right level of support and funding has been a significant priority. Increased capacity for SEN support, SENCO input and identification procedures have enabled school to prioritise these needs and ensure that the right provision is in place. There has been increased capacity of the SENCO role within school and in 2024/2025, there will be a designated SENCO responsible for children within the Nest Provision. 64% of the children within the Nest Provision are FSM. High levels of SEMH need and social care involvement were prevalent for our disadvantaged pupils last year resulting in readiness for learning, nurture and therapeutic teaching needing to be a priority. All staff are trained in using therapeutic language and understand the impact of trauma and ACEs on child development. This informs the practice of almost all staff, resulting in pupils taking ownership of their reactions involving them in the repair process. Our embedded and extensive nurture programme is continuing to positively impact upon the needs of our most vulnerable, resulting in an increased readiness for learning.

98% of children attended a residential subsided by the school on the school grounds with educational day trips also being subsided by the school. This enables our pupils to participate in activities to enrich and support their cultural capital.

Percentage of children with attendance over 95%	2023/2024	2024/2025
Not Pupil Premium	56.1%	58.4%
Pupil Premium	43.7%	44.9%
All	51.5%	53.3%

The Ready Steady Read Together and Ready Steady Write programmes have further been embedded with the rest of the curriculum being written around them to ensure progression, over-learning and to reduce cognitive overload. Fidelity to the episodes of learning, structures of the units and the texts has been an issue and further training is needed to develop teaching and learning. The next steps are ensuring the quality of teaching, teaching of sentence accuracy and evidencing effective feedback and marking. An instructional coaching model is being used by subject leaders this year to develop this

further as well as whole school training on sentence accuracy and spelling. A new spelling programme was rolled out last academic year and this will be evaluated next year. Senior leaders are aware of the need to develop foundational knowledge within the school.

EYFS GLD

In 2023/2024, the percentage of disadvantaged children achieving a Good Level of Development (GLD) was 30%. In 2023/2024, 67.7% of all pupils nationally achieved a GLD. 45% of all children had GLD in 23/24.

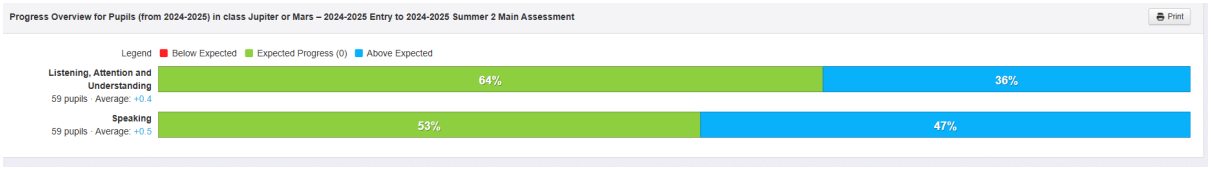
In 2023/2024, 4 of the 27 (15%) of the disadvantaged children in reception were in The Nest provision

In 2024/2025, GLD for disadvantaged pupils was 46%– Predicted from INSIGHT -69%

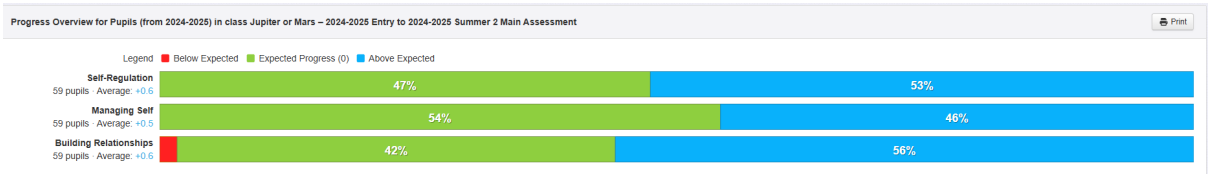
In 2024/2025, 5 of the 24 (21%) disadvantaged children in reception were in the Nest provision.

Children enter reception with low starting points. The table below shows the progress from entry to exit in Reception in 2024/2025 in the 7 prime areas of learning.

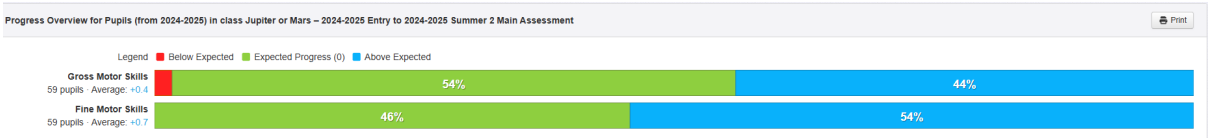
Communication and Language:



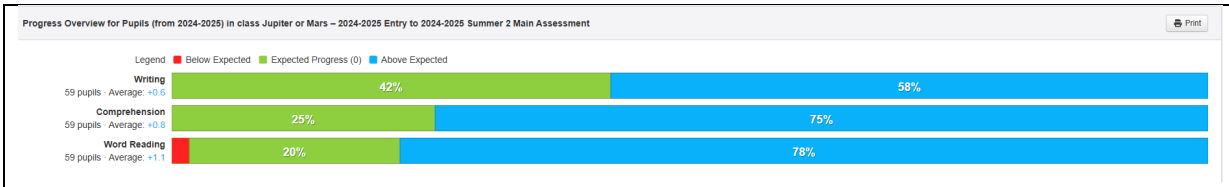
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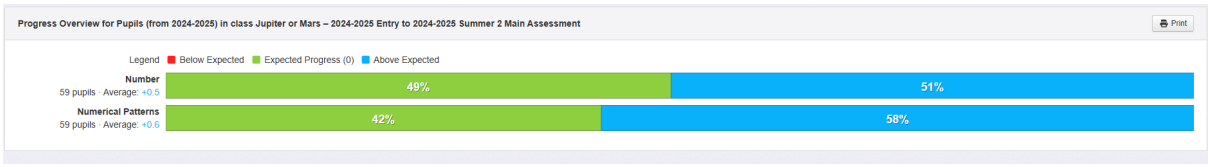
Physical Development



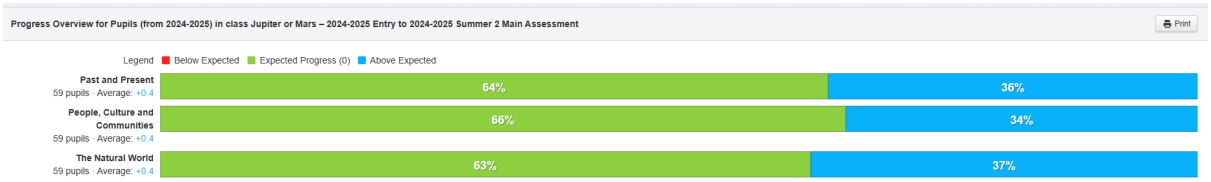
Literacy



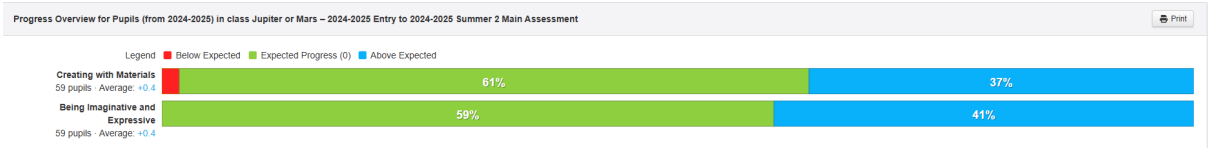
Mathematics



Understanding the world



Expressive Arts and Design



NELI Standardised Scores and impact – Communication and Language

In September 2024/2025, 18 out of 30 (60%) children in Jupiter class were identified to have concerns within the NELI programme. Exit data shows that 14 of the 18 children (78%) left the programme with a standardised score of over 104.

In September 2024/2025, 19 out of 30 children in Mars class (63%) were identified to have concerns within the NELI programme. Exit data shows that 11 of the 19 children (58%) left the programme with a standardised score of over 102.

As a cohort, 80% of the children in reception left the programme with no concerns.

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Phonics Screening Check

In 2023/2024, 61% of all Y1 children passed the phonics screening check. In 2024/2025, 77% of children passed. This percentage, when disaggregated from The Nest provision is 82%. The national percentage was 80%

All pupils - Phonics expected standard

- There were 64 pupils who were eligible for the phonics screening check in Year 1 in 2025; 60 of them sat the check and 4 did not. Of those who sat the check, 11 pupils did not meet the **phonics expected standard**; their average mark was 14.
- There were 24 pupils who were eligible for the phonics screening check in Year 2 in 2025; 20 of them sat the check and 4 did not. Of those who sat the check, 6 pupils did not meet the **phonics expected standard**; their average mark was 22.

Year	Cohort	School	National	National distribution banding	Trend	Year group context
3-year	194	65%	80%	Below (sig-)	Not applicable	Not applicable
2025	64	77%	80%	Close to average (non-sig)	No sig change	High - FSM, High - SEN
2024	61	61%	80%	Below (sig-)	No sig change	High - SEN
2023	69	59%	79%	Below (sig-)	Not available	High - FSM, High - SEN

The table below shows the percentage of disadvantaged children who passed the PSC in year 1.

	2023/2024	2024/2025
% of pupils	54%	58%

Average score	30	29

Whilst the percentage of disadvantaged children passing the PSC in Y1 has increased the average score has decreased.

The table below shows the percentage of children passing the PSC by the End of year 2

	2023/2024	2024/2025
% of pupils	81%	84%

Year 1 Phonics Data shows that attainment gap between disadvantaged pupils and other pupils in the school is widening

	Disadvantaged	Non-disadvantaged	ALL pupils (Inc. Nest)
2023/2024	54%	65%	61%
2024/2025	58%	89%	77%

Multiplication Check

In 2023/2024, the average score for disadvantaged pupils was 14. 7/38 (18%) disadvantaged pupils scored 20 or above 18 % 0% of disadvantaged pupils scored full marks.

In 2024/2025, the average score for disadvantaged pupils was 20. 17/41 (41%) disadvantaged pupils scored 20 or above. 10% of disadvantaged pupils scored full marks.

Academic Year	Cohort demographics	Average Score (National in Brackets) 61 children			Marks 20 or Above						Full Marks (National in Brackets)					
					Number of children (full cohort)			Percentage			Number of Children			Percentage		
		ALL	G	B	ALL	G	B	All	G	B	ALL	G	B	ALL	G	B
2024/ 2025	68 children in the Y4 cohort at the time . 26 boys and 42 girls. 5 children in Resource Provision and 63 children in mainstream. 46% FSM (31 children) 27% SEND. 7 children did not sit the MTC	20	20	20	41	25	16	60%	60%	62%	15	11	4	22%	33%	15%
			NPP	PP		NPP	PP		NPP	PP		NPP	PP		NPP	PP
			20	20		17	17		46%	55%		12	3		32%	10%

Year 3 -5 internal disadvantaged pupil data tracking NFER

The table below show the average standardised scores for children sitting the NfER reading tests in Autumn and then Summer. In year 3, the standardised score rose for disadvantaged pupils rose from 89 – 92 (+3) Non-disadvantaged pupils rose from 96 to 102 (+6) Progress in y3 reading Teacher assessment shows that 4 pupils (10%) made more than expected progress. 4 non-disadvantaged pupils (11%) made more than expected progress also from the previous year.

In year 4, the average standardised score for disadvantaged pupils rose from 103 to 106 (+3) Standardised average score for non-disadvantaged pupils rose from 104 to 108 (+4) 6 disadvantaged pupils (19%) made more than expected progress. 22% 8 non-disadvantaged pupils made more than expected progress from end of the previous academic year.

Reading	**Average Standardised Scores NFER**		
Year 3	**Not Disadvantaged**	**Disadvantaged**	**All pupils**
Autumn	96	89	93
Summer	102	92	97
Year 4	**Not Disadvantaged**	**Disadvantaged**	**All pupils**
Autumn	104	103	104
Summer	108	106	107
Year 5	**Not Disadvantaged**	**Disadvantaged**	**All pupils**
Autumn	93	91	92
Summer	93	95	94

Maths	**Average Standardised Scores**		
Year 3	**Not Disadvantaged**	**Disadvantaged**	**All pupils**
Autumn	99	89	94

Summer	109	99	104
Year 4	**Not Disadvantaged**	**Disadvantaged**	**All pupils**
Autumn	106	103	105
Summer	108	104	106
Year 5	**Not Disadvantaged**	**Disadvantaged**	**All pupils**
Autumn	95	93	93
Summer	95	94	94

Grammar and Punctuation	**Average Standardised Scores**		
Year 3	**Not Disadvantaged**	**Disadvantaged**	**All pupils**
Autumn	100	90	95
Summer	101	89	95
Year 4	**Not Disadvantaged**	**Disadvantaged**	**All pupils**
Autumn	107	104	106
Summer	108	105	107
Year 5	**Not Disadvantaged**	**Disadvantaged**	**All pupils**
Autumn	97	97	97
Summer	88	91	90

Spelling	**Average Standardised Scores**		
Year 3	**Not Disadvantaged**	**Disadvantaged**	**All pupils**
Autumn	97	81	90
Summer	104	94	99

Year 4	Not Disadvantaged	Disadvantaged	All pupils
Autumn	96	100	98
Summer	104	103	104
Year 5	**Not Disadvantaged**	**Disadvantaged**	**All pupils**
Autumn	92	92	92
Summer	97	98	98

With regards to spelling and securing foundational knowledge to free up working memory, there has been progress across the school and the average standardised score has increased from Autumn 2023/2024 90 for all pupils (y3 – y5) to 100 in Summer 2024/2025

This academic year, securing foundational knowledge remains a key priority for the school in the academic year 2025/2026 and 2 spelling interventions take place every afternoon in years 2 to 6. 54% of the children targeted for intervention are disadvantaged.

In KS1, we administer the optional KS1 SATS so we can track progress from KS1 to the end of KS2.The table below shows the average scaled scores and the percentage of disadvantaged children assessed as working at the expected standard.

Disadvantaged	Reading		Writing		Maths		GPS	
	SS	EXP+	SS	EXP+	SS	EXP+	SS	EXP+
2022/2023 (23 pupils)	99	30%		26%	98	35%	97	
2023/2024	98	37%		26%	97	26%	95	
2024/2025	100	52%		37%	100	48%	99	

In comparison, the tables below show non-disadvantaged pupils at EOKS1 and all pupils

Not Disadvantaged	Reading		Writing		Maths		GPS	
	SS	EXP+	SS	EXP+	SS	EXP+	SS	EXP+
2022/2023 (38 pupils)	101	60%		50%	102	53%	99	
2023/2024	103	64%		44%	102	58%	102	
2024/2025	101	53%		47%	102	68%	102	

All pupils	Reading		Writing		Maths		GPS	
	SS	EXP+	SS	EXP+	SS	EXP+	SS	EXP+
2022/2023 (61 pupils)	100	49%		41%	101	46%	99	
2023/2024	101	50%		35%	100	42%	99	
2024/2025	101	53%		43%	101	58%	100	

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Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Ready, Steady Write	Literacy Counts
Ready, Steady Read Together	Literacy Counts
Reading Steady Spell	Literacy Counts
Read, Write Inc.	RWI