Dickleburgh C of E Pupil Premium Strategy Statement: 2025/2026 (draft)

Part A: School Overview and Funding

Detail	Data
School Name	Dickleburgh C of E Primary Academy
Number of Pupils in School	176
Proportion (%) of PP Eligible Pupils	26 (15%)
Academic Year Strategy Covers	2025-2026 (Part of an ongoing 3-year plan)
Date Published	December 2025
Date of Next Review	July 2026
Statement Authorised by	Moira Croskell-Executive headteacher
Pupil Premium Lead	Moira Croskell and Pippa Delaine

Detail	Amount
Pupil Premium Funding Allocation 2025/2026	**£34,845**
Total Budget for this Academic Year	**£34,845**

Vision and Values

As a Church of England academy, we believe every child is uniquely valued and should flourish academically, socially, emotionally, and spiritually. Our Pupil Premium strategy reflects our mission to ensure equity, remove disadvantage, and nurture aspiration for all.

Our strategy is built on the EEF Tiered Approach, prioritising:

1. **High-Quality Teaching** for all pupils, especially focusing on areas where disadvantaged pupils need the most support.
2. **Targeted Academic Support** for pupils who are not yet meeting age-related expectations.
3. **Wider Strategies** to address non-academic barriers, such as attendance, social-emotional needs, and lack of cultural capital.

Identified Challenges

Based on our internal data review (End of 2024/2025), the following challenges are the main barriers to educational achievement for our disadvantaged pupils:

Challenge No.	Detail of Challenge
1	Literacy and Vocabulary Gap: Disadvantaged pupils enter KS1 and KS2 with significantly lower language and vocabulary skills than their peers, which impacts reading comprehension and writing across all subjects. (EEF: Reading Comprehension Strategies)
2	Attainment in Maths: The attainment gap in Mathematics is persistent in problem-solving and reasoning, hindering the disadvantaged pupils' ability to apply knowledge. (EEF: Improving Mathematics in Key Stages 2)
3	Social, Emotional and Mental Health (SEMH): A higher proportion of disadvantaged pupils exhibit low self-esteem, anxiety, and difficulties with self-regulation, impacting their readiness to learn and classroom engagement. (EEF: Social and Emotional Learning)
4	Persistent Absence: Disadvantaged pupils have a higher persistent absence rate than non-disadvantaged pupils, leading to gaps in knowledge and reduced curriculum coverage. (EEF: Improving Attendance)

Planned Expenditure: 2025/2026

The table below details how the **£34,845** Pupil Premium funding will be invested across the three tiers of the EEF approach.

Tier 1: High-Quality Teaching (£10,000)

Activity	Evidence that Supports this Approach	Challenge No.(s) Addressed	Budgeted Cost
Targeted CPD by the Trust to improve teacher subject knowledge for explicitly teaching oracy/vocabulary and basic English writing and reading skills Staff released for Core Network meetings	High-quality teaching is the most important lever for closing the gap and has a particularly positive impact on disadvantaged pupils.	**1, 2**	£6,000
Embedding the whole-school Oracy Programme to enhance oral language and writing structures across all key stages.	Oracy and explicit vocabulary teaching improve comprehension and academic outcomes.	**1**	£4,000

Tier 2: Targeted Academic Support (£16,000)

Activity	Evidence that Supports this Approach	Challenge No.(s) Addressed	Budgeted Cost
Small Group / 1:1 Targeted Intervention focused on specific Reading, Writing, and Maths gaps, delivered by trained teaching assistants.	High-quality small group or one-to-one tuition is highly effective.	**1, 2**	£14,000
Targeted Phonics and Reading Intervention (e.g., dedicated daily sessions) for disadvantaged pupils in Key Stage 2 who did not pass the Phonics Screening Check.	Phonics is a crucial foundation, and focused intervention is essential.	**1**	£2,000

Tier 3: Wider Strategies (£8,845)

Activity	Evidence that Supports this Approach	Challenge No.(s) Addressed	Budgeted Cost
SEMH Provision via a dedicated school counsellor for 1:1 sessions, focused on resilience, self-regulation, and anxiety reduction.	Supporting pupils' social and emotional needs has a positive impact on academic success.	**3**	£6,000
Home school relationships developed for PA, early intervention for absence, and tailored support plans for persistently absent families.	Attendance strategies, especially those involving parental engagement, are effective.	**4**	
Funds used to subsidise school trips, residential visits, and extra-curricular clubs to ensure *all* disadvantaged pupils access a broad range of experiences.	Broadening experiences improves engagement and long-term aspirations.	**3**	£2,845

| **Total Budgeted Cost** | **£34,845** |

Intended Outcomes (Success Criteria)

Intended Outcome	Success Criteria (By the end of 2026/2027)
1. Improved Attainment in Core Subjects	The attainment gap between disadvantaged and non-disadvantaged pupils in RWM (Reading, Writing, Maths) combined at KS2 will narrow by at least 5 percentage points, exceeding the national average for disadvantaged pupils.

Intended Outcome	Success Criteria (By the end of 2026/2027)
2. High-Quality Language and Reading	% of disadvantaged pupils who receive targeted phonics intervention will achieve the expected standard by the end of Key Stage 1. Disadvantaged pupils' average standardised reading scores will show accelerated progress, closing the in-school gap.
3. Enhanced Wellbeing and Engagement	Internal measures (e.g. pupil surveys, pupil voice) will show an improvement in self-esteem, self-regulation, and readiness to learn for disadvantaged pupils in receipt of SEMH support.
4. Improved Attendance	The persistent absence rate for disadvantaged pupils will reduce to be no more than 2% higher than their non-disadvantaged peers.

Part B: Review of the Previous Academic Year (2024/2025)

Area	Outcome	Evaluation
KS2 Combined Attainment (RWM)	20% of disadvantaged pupils achieved the expected standard in RWM combined, compared to 62% of non-disadvantaged peers (a gap of 42 percentage points)	**Target Partially Met.** High-quality teaching was effective, but the gap in Mathematics was an area of weakness, suggesting the need for more intensive, precise academic targeting in 2025/2026. The % gap in Reading was the reverse with disadvantaged pupils achieving higher than non-disadvantaged and was closer in writing than in maths.
Targeted Reading Interventions	80% of disadvantaged pupils involved in targeted reading tuition made expected or better	**Target Met.** The evidence-based small-group intervention was successful in improving reading fluency and comprehension

Area	Outcome	Evaluation
	progress in reading comprehension.	skills. This approach will be maintained.
Attendance and Wellbeing	The persistent absence rate for disadvantaged pupils was 19% (6 pupils), compared to 5% for the whole school	**Target Not Met.** While general attendance remained higher than the national average, the persistent absence gap widened slightly. This highlights the crucial need for an identified Attendance person within the staff to support and engage with parents.