

Pupil Premium Strategy Statement – Dowson Primary

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	476
Proportion (%) of pupil premium eligible pupils	27%
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)	2024-2025 2025-2026 2026-2027
Date this statement was published	17.12.25
Date on which it will be reviewed	17.12.26
Statement authorised by	Kathryn Thornburn / Clare Lawrence
Pupil premium lead	Kathryn Thornburn
Governor / Trustee lead	Jaimie Holbrook

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£184 837
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£184 837

Part A: Pupil premium strategy plan

Statement of intent

We are a larger-than-average primary school in Tameside, an area that experiences significant deprivation. The proportion of our pupils eligible for the pupil premium is close to the national average.

Our vision is that **all pupils**—regardless of their family’s socio-economic background or any vulnerabilities that may affect their learning and progress—leave primary school as competent readers, writers, and mathematicians. We aim for them to acquire the knowledge, skills, values, and attributes of citizenship needed to thrive in an uncertain future and to contribute positively to life in 21st-century Britain.

Our strategic aim in planning the spending of the Pupil Premium Grant is to remove barriers that disadvantaged children face and enable them to achieve in line with their peers nationally. We are determined to ensure that every child is given the opportunity to realise their full potential.

The EEF states, “*Pupil Premium students are not a homogeneous group.*” We agree and recognise that, although pupils eligible for the Pupil Premium are statistically more likely to be low-attaining, we also have middle- and high-attaining pupils who attract this funding. In making provision, we acknowledge that not all children in receipt of free school meals are disadvantaged, and not all disadvantaged pupils are registered or qualify for free school meals. We therefore allocate funding in line with this recognition.

Our belief that all eligible children should benefit from this strategy underpins our spending decisions. Rigorous tracking and monitoring systems ensure that impact is measured and sustained.

We invest heavily in additional support for pupils who are disadvantaged or vulnerable to underachievement or limited personal growth due to a wide range of contributing factors. Much of our grant therefore supports staffing, enabling both academic and pastoral provision for pupils and their families, and promoting inclusion.

We believe it is the responsibility of all staff to ensure success for every pupil, and this expectation is embedded across the school. In line with EEF guidance, we recognise that the needs of disadvantaged children are best met through high-quality first teaching, supplemented by targeted support and wider strategies to ensure that all pupils are able to learn effectively.

Key Objectives for Pupil Premium Grant Expenditure

1. To diminish the difference between the achievements of disadvantaged pupils and their peers by ensuring the highest quality of education and teaching standards.
2. To provide disadvantaged pupils with the same experiences and opportunities as others, ensuring equity in cultural capital.
3. To support pupils’ health and well-being so they can access learning at an appropriate level.
4. To offer bespoke support—both proactive and reactive—to children and families who are vulnerable or disadvantaged at any point during their time at Dowson, ensuring that barriers to learning are removed.

Challenges

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

Challenge number	Detail of challenge
1	A significant proportion of pupils are not on track to meet their ELG on entry to Reception. Areas of focus identified for 2025-2026 cohort: communication and language skills, fine motor skills and PSE.
2	Assessments and observations indicate underdeveloped oral language skills, vocabulary and cultural capital among many disadvantaged pupils; this is also impacting on reading comprehension skills.
3	Attainment in reading, writing and maths for some pupils in the disadvantaged group is lower than their peers.
4	The impact of additional or special educational needs or disabilities, including social and emotional and mental health issues on pupils.
5	Poor attendance and punctuality for a number of disadvantaged pupils.
6	Socioeconomic factors, which prevent them accessing the full curricular offer of school, and / or support for school learning, homework and removing barriers to learning.

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
Increase the proportion of disadvantaged learners ready to access the next stage of their education.	<ul style="list-style-type: none"> ✓ Pupils identified as not on track for GLD make accelerated progress and close the gap with their peers. ✓ In all statutory measures, attainment for disadvantaged learners is in line with national averages and no different to their peers.
Achieve and sustain improved mental health and wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<ul style="list-style-type: none"> ✓ Sustained high levels of mental wellbeing demonstrated by qualitative data from student voice, student and parent surveys and teacher observation.
Support children and families to overcome barriers to learning by ensuring proactive and reactive bespoke support.	<ul style="list-style-type: none"> ✓ Disadvantaged learners are supported to overcome barriers to learning which means they make at least expected progress. ✓ Family liaison means that signposts are made to other agencies or resources to ensure pupils get the support they need if external expertise is necessary
Disadvantaged children are afforded the same experiences and opportunities as others.	<ul style="list-style-type: none"> ✓ Disadvantaged learners can take part in trips and visits.

	✓ Access to extra-curricular after school clubs is provided and uptake is high.
Improved attendance for disadvantaged pupils, particularly regarding persistent absenteeism.	✓ Attendance of disadvantaged learners is in line with national averages and no different from their peers. ✓ Where attendance of disadvantaged learners is not in line with NA, clear plans are in place and progress / improvement is evident as a result

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £63,227

Activity	Evidence that supports this approach	Challenge number(s) addressed
Partially fund UQT appointed to work within Early Years as an additional teacher to support early development.	Evidence indicates that high quality teaching is the most powerful way for schools to improve attainment, especially for socio-economically disadvantaged pupils Having another trained teacher who can support with early intervention and quality first teaching is supported by <u>The Great Teaching Toolkit</u>	1, 2, 3, 4
Purchase of standardised assessments (with analysis tool) for diagnostic and formative assessment purposes. Training for staff to ensure assessments are analysed effectively and interventions are planned appropriately. Careful monitoring of the impact of provision.	When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups. <u>Diagnostic assessment EEF</u>	3, 4
Undertake a 2-year Embedding Formative Assessment programme. Release leaders for training. Ensure staff CPD time.	High quality staff CPD is essential to follow EEF principles and underpins our belief in high quality first teaching for all. Investing time in formative assessment will provide more precise feedback and targeted actions. <u>EEF - Feedback</u>	1, 2, 3, 4
Embed oracy across the school. This can support pupils to articulate key ideas, consolidate	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-	1, 2, 3, 4, 6

<p>understanding and extend vocabulary.</p> <p>Release leaders for Voice 21 training and for leading oracy in school. Ensure staff CPD.</p>	<p>quality classroom discussion are inexpensive to implement with high impacts on reading.</p> <p><u>Oral language interventions / Teaching and Learning Toolkit / EEF</u></p> <p>Developing pupils' language capability will support their reading and writing.</p> <p><u>EEF Guidance Report</u></p>	
<p>Enhancements of our maths teaching and curriculum planning in line with DfE and NCETM guidance.</p> <p>We will fund leaders release time to create planning documents and support staff CPD.</p>	<p>The DfE non-statutory guidance has been produced in conjunction with NCETM drawing on evidence-based approaches; this has been used as a foundation for school planning.</p> <p><u>Mathematics guidance: key stages 1 and 2</u></p>	1, 2, 3, 4
<p>Track all pupil groups through termly pupil progress meetings which will be rigorous, hold staff to account and include a focus on the disadvantaged children. These will then be used to inform next steps in teaching for identified pupils and any additional support children may need.</p>	<p>In the '<u>Transforming Tees – High Achievement Review</u>' in the strand 'Tackling Disadvantage' one of the key drivers is that 'Intelligent analysis and accountability protocols are engrained in the work of each school to ensure:</p> <ul style="list-style-type: none"> a. There is a constant review of the quality of educational and pastoral provision b. That actions being taken are constantly checked so that changes can be made when a better way of meeting need is identified c. Data and observational evidence is key to driving swift but carefully focused interventions when pupils are at risk of falling behind or experiencing difficulties d. There is smart use of performance information and pastoral information at whole school, group and individual pupil level <p>All staff must be able to use formative and summative assessments to identify standards for all pupil groups, including disadvantaged children, to inform next steps and improve attainment for all</p>	1, 3, 4
<p>Partially fund the SEND Lead and designated LAC teacher to be non-class based and support in class provision through targeted CPD for teachers</p>	<p><u>The EEF SEND evidence review (2020)</u> makes a wide ranging number of recommendations to improve provision for children with SEND. In order to implement these, particularly around multi-agency working and to ensure our most complex needs are met, our SEND Lead is out of class.</p>	4,6
<p>Part fund special educational needs assistant (many PP children have coinciding SEN) to deliver bespoke interventions to</p>	<p><u>EEF (+6)</u> There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills,</p>	2,3,4,6

needs of pupils, including those that focus on oracy, speech and language.	<p>which may affect their school experience and learning later in their school lives.</p> <p>Given that Oral language interventions can be used to provide additional support to pupils who are behind their peers in oral language development, the targeted use of approaches may support some disadvantaged pupils to catch up with peers, particularly when this is provided one-to-one. Oral language interventions are based on the idea that comprehension and reading skills benefit from explicit discussion of either content or processes of learning, or both, oral language interventions aim to support learners' use of vocabulary, articulation of ideas and spoken expression</p>	
Part fund an additional TA in the Early Years Foundation Stage to ensure school (Reception) and Key Stage 1 readiness.	<u>EEF (+4)</u> In England, positive effects have been found in studies where teaching assistants deliver high-quality structured interventions which deliver short sessions, over a finite period, and link learning to classroom teaching. An additional adult deployed to provide these interventions will ensure more disadvantaged learners close the gap to a good level of development.	1,2,3,4
CPD for staff development in areas identified that will enable them to successfully and effectively meet the needs of pupils with particular barriers to learning	<u>The EEF Pupil Premium guide</u> states that improving quality first teaching should be the first priority. Spending on developing high quality teaching may include investment in professional development, training and support for early career teachers, along with recruitment and retention. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be a top priority for pupil premium spending.	1,2,3,4

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

Budgeted cost: £50,940

Activity	Evidence that supports this approach	Challenge number(s) addressed
Fund a recovery teacher for KS2 children to provide tutoring and targeted support for individuals and groups of individuals in need of catch up.	<u>EEF (+4)</u> Small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group. This arrangement enables the teacher to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more	3,4

	general strategy to ensure effective progress, or to teach challenging topics or skills.	
Small group tuition before and after school provided by school staff for pupils in need of additional support, delivered in addition to, and linked with, normal lessons.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind. <u>Small group tuition / teaching and learning Toolkit / EEF</u>	3,4,6
Beanstalk volunteer reading initiative funded so that reading deficit from home can be depleted	EEF (+6) On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas. Tuition is more likely to make an impact if it is additional to and explicitly linked with normal lessons. EEF (+6) Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction.	2,3,4,6
Resources and opportunities for curriculum and learning support e.g. providing revision booklets and personalised Reading Plus accounts	Pupils eligible for free school meals typically receive additional benefits from homework. However, surveys in England suggest that pupils from disadvantaged backgrounds are less likely to have a quiet working space, are less likely to have access to a device suitable for learning or a stable internet connection and may receive less parental support to complete homework and develop effective learning habits. These difficulties may increase the gap in attainment for disadvantaged pupils. <u>Reading Plus – Evidence Based Intervention</u>	3,4,5,6

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

Budgeted cost: £70,760

Activity	Evidence that supports this approach	Challenge number(s) addressed
Partially fund a full-time pastoral manager to ensure a dedicated person to remain abreast of most up to date information and to coordinate all aspects of inclusion and safeguarding, including attendance monitoring. Ensure attendance of the disadvantaged learners is strong and PA reduces for this group.	EEF (+3) We define parental engagement as the involvement of parents in supporting their children's academic learning. It includes: approaches and programmes which aim to develop parental skills such as literacy or IT skills; general approaches which encourage parents to support their children with, for example reading or homework; the involvement of parents in their children's learning activities; and more intensive programmes for families in crisis.	3,5,6

SLA with 'Let Your Sun Shine' company for 3 days a week pastoral and family support and intervention, including safeguarding expertise and training, individual, group and whole class teaching around areas of citizenship, RHE and personal development	EEF (+4) Social and Emotional Learning – interventions which target social and emotional learning seek to improve pupil's interaction with others and self management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family and community. These include: specialised programmes which are targeted at students with particular social or emotional needs.	1,3,4,5,6
Specialised therapies or therapeutic equipment and resources which are specific to children's needs in removing their barriers to learning and strengthening their emotional resilience / improving well-being where internal expertise cannot cover these.	EEF (+4) Social and Emotional Learning – interventions which target social and emotional learning seek to improve pupil's interaction with others and self management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family and community. These include: specialised programmes which are targeted at students with particular social or emotional needs.	1,2,3,4,5,6
PPG standard package from school for all PP children, including: -trips and visits -1 x after school clubs -Emergency wrap around care and holiday club as deemed necessary	EEF (+3) Arts participation. This spend also seeks to develop 'cultural capital' in order that our disadvantaged pupils experience and learn about things that would be outside their daily experience, preparing our pupils to live and thrive in culturally and ethnically diverse modern Britain. The clubs also contribute to personal development, health and well-being. EEF (+3) We define parental engagement as the involvement of parents in supporting their children's academic learning. By supporting parents with such initiatives as this, we break down barriers and open doors to engaging with school for wider things. Children feeling ready to learn and not 'different' is critical to their engagement and aspiration also.	5,6
Parents open days/workshops to increase parental engagement and break down barriers for disadvantaged children's parents to ensure they engage with their children's education and are equipped with the skills they need to support them. Pastoral manager to work with key families to support them with supporting their child.	The EEF Guidance Report 'Working with parents to support children's learning' states that 'Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with better academic outcomes.' Evidence from their Teaching and Learning Toolkit suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year	5,6
Target the attendance and punctuality of disadvantaged pupils through close monitoring, the use of rewards to	Guidance followed from DFE 'Working Together to Improve School Attendance' document	5

incentivise attendance and the support of the pastoral manager and EWO.. Embed the principles of good practice as set out in the DFE guidance		
Provide targeted support for children who have emotional, social needs and their families through the use of play therapy, 1:1 and group therapies, pastoral manager, Let Your Sunshine and SEND support to facilitate.	Children's emotional, social and behavioural needs should not be a barrier to learning and every effort should be made to minimise this through use of the services provided by external agencies and in school support. There is evidence to suggest that targeted school-based interventions have led to improvements in wellbeing and mental health, yielding reduced levels of school exclusion by 31% and improved pupil attainment (Banerjee et al., 2014)	4,5,6

Total budgeted cost: £184,837

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

The following data is the provisional statutory data for the 24/25 academic year.

EYFS

	Disadvantaged Attainment	Cohort Attainment	National (2025)
GLD	82%	72%	68%

Phonics Data

	Disadvantaged Attainment	Cohort Attainment	National (2025)
Phonics Y1	53%	75%	80%

End of KS2

	Cohort	Disadvantaged	Disadvantaged (no SEN)
Reading	79%	70%	84%
Writing	75%	67%	89%
Maths	79%	67%	89%
Combined	69%	57%	84%

Attendance

	Dowson	National
All Children	96.6%	95.75%
Disadvantaged	95.7%	

Progress towards outcomes:

Increase the proportion of disadvantaged learners ready to access the next stage of their education.

- ✓ Pupils in the disadvantaged category, who have no identified SEND needs, performed as well as or better than non-disadvantaged in KS2 assessments showing more pupils are ready for KS3 education.
- ✓ Internal tracking and monitoring shows that teachers are using the narrowing the gap plan to identify specific targets and interventions for disadvantaged pupils; these gaps are therefore narrowing.
- ✓ GLD significantly increased from baseline measures and showed swift intervention.
- ✓ GLD for disadvantaged children was higher than National figures and the cohort.
- ✓ Phonics data was lower than usual, lower than National figures and disadvantaged pupils did not achieve as highly as their peers. This year, targeted children have stayed on the RWI program for longer and they are receiving individual tuition for catch up.

Achieve and sustain improved mental health and wellbeing for all pupils in our school, particularly our disadvantaged pupils.

- ✓ Parent and pupil voice evidence that pupils feel safe, happy and supported at Dowson.
- ✓ Individual pupils are identified at Pupil Progress meetings and pastoral meetings. A bespoke intervention, delivered as a group or on a 1:1 basis is implemented and reviewed.
- ✓ Behavioural incidents have decreased and pupils report that they know some strategies for self-regulation.

Support children and families to overcome barriers to learning by ensuring proactive and reactive bespoke support.

- ✓ Pastoral support records show impact on academic progress and pupils' feelings of wellbeing.

- ✓ Pupil and parent voice evidence that pupils and parents are given support when needed.
- ✓ Regular 'Meet the professional' coffee afternoons have made a difference to individuals and families.

Disadvantaged children are afforded the same experiences and opportunities as others.

- ✓ Uptake of after school clubs has increased for disadvantaged pupils.
- ✓ Disadvantaged pupils can attend all educational trips.

Improved attendance for disadvantaged pupils, particularly regarding persistent absenteeism.

- ✓ Attendance for the disadvantaged group was in line with National figures.

Externally provided programmes

Programme	Provider
Times Table Rock Stars	Maths Circle
Numbots	Maths Circle
Letter Join	Letter join
Espresso	Discovery Education
Reading Plus	Dreambox
Nessy	Nessy
Wellcomm	Wellcomm