# Pupil premium strategy statement – Dr South's CE Primary School

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 | 89 |
| Proportion (%) of pupil premium eligible pupils | 10% |
| Academic year/years that our current pupil premium strategy plan covers | 2025-2026 |
| Date this statement was published | 19th December 2025 |
| Date on which it will be reviewed | Annually |
| Statement authorised by | H Watson Headteacher |
| Pupil premium lead | H Watson Headteacher |
| Governor / Trustee lead | Lavinia Janke Smith |

## Funding overview

| Detail | Amount |
|---|---|
| Pupil premium funding allocation this academic year | £15,890 |
| Pupil premium funding carried forward from previous years *(enter £0 if not applicable)* | £0 |
| **Total budget for this academic year**<br>*If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year* | £15,890 |

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention at Dr South's CE Primary School is to ensure our disadvantaged pupils have equitable access to high-quality education and the necessary support to thrive academically, socially, and emotionally. We aim to close the attainment gap between disadvantaged pupils and their peers, foster a love for learning, and enhance their overall well-being. Specifically, we aspire for our disadvantaged pupils to achieve academic outcomes that are in line with or exceed national expectations, develop resilience and confidence, and actively engage in their communities, thereby empowering them to live life in all its fullness.

Our current pupil premium strategy plan is designed to address the barriers faced by our disadvantaged pupils through a tiered approach that focuses on high-quality teaching, targeted academic support, and wider strategies for community engagement and well-being.

Tier 1- High-Quality Teaching: We prioritise explicit instruction and scaffolding techniques, ensuring that all pupils, especially those from disadvantaged backgrounds, benefit from robust formative assessments and flexible grouping strategies. This foundational work in the classroom is essential for improving understanding and retention in core subjects such as reading, writing, and mathematics.

Tier 2- Targeted Academic Support: We provide high-quality one-to-one and small group work, to support the specific learning needs of disadvantaged pupils. Our small phonics groups and additional reading time in early years and Key Stage 1 focuses on building strong foundational literacy skills, which is critical for long-term academic success. These children are identified through frequent phonics assessments and by using YARC.

Tier 3 - Wider Strategies: We enhance community engagement by offering subsidised extracurricular activities. Additionally, our ELSA programme incorporates mental health support and emotional regulation strategies, which are vital for fostering a supportive environment where all pupils can thrive.

Key Principles of Our Strategy Plan:

1. Evidence-Informed Approach: Our strategy is grounded in research and evidence from the Education Endowment Foundation (EEF) and other reputable sources. We continuously use data to identify challenges faced by disadvantaged pupils and to inform our decision-making processes.

2. Whole-School Commitment: Addressing disadvantage is a priority that permeates every aspect of our school culture. We engage all stakeholders—including governors,

staff, and external partners—in the development and implementation of our strategy to ensure a collective approach.

3. Ambitious and Realistic Goals: We set high expectations for our disadvantaged pupils while ensuring that our targets are achievable. We believe that every pupil can succeed with the right support, and our strategy reflects this belief.

4. Continuous Monitoring and Evaluation: We are committed to regularly reviewing the impact of our strategies on pupil outcomes. This includes collecting and analysing data to assess progress, making necessary adjustments to ensure that we are effectively meeting the needs of our disadvantaged pupils

. 5. Holistic Support: Our strategy recognises that academic success is intertwined with emotional and social well-being. Therefore, we provide a comprehensive support system that addresses both academic and non-academic barriers to learning.

By adhering to these principles and implementing our current pupil premium strategy plan, we are confident that we will make significant strides in supporting our disadvantaged pupils, enabling them to flourish and reach their full potential.

## Challenges

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

| Challenge number | Detail of challenge |
|---|---|
| 1 | Academic Attainment Gap: Certain children may enter school with lower starting points in English and Maths, leading to an achievement gap compared to their peers. Social inequalities in vocabulary and the role of reading contribute to this gap. |
| 2 | Emotional and Mental Health Needs: Some children may experience emotional and mental health challenges, impacting their ability to engage in learning and social situations. |
| 3 | Limited Access to Cultural Capital: Some children may have fewer social assets that can enhance their chances of success in life, such as knowledge, life experiences, or tangible resources like adequate clothing to participate in specific activities. This limited access can hinder their broader educational experiences and opportunities. |
| 4 | Observations and discussions with families have identified that financial challenges for those eligible for pupil premium restrict access to wider curriculum and enrichment opportunities. |

| | |
|---|---|
| 5 | Attendance and Punctuality Issues: Some children may experience higher rates of absence and lateness due to various factors, which can negatively impact their learning and social development. |
| 6 | Limited Access to Resources: Many families may not have access to essential educational resources, such as books, technology, and internet connectivity, which can hinder learning at home |
| 7 | Low Aspirations and Confidence: Some children may have lower self-esteem and aspirations due to their circumstances, affecting their motivation to achieve and engage with their education. |
| 8 | Transition Challenges: Children may face difficulties during key transitions (e.g., from primary to secondary school), impacting their ability to adjust and thrive in new environments |

## 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 |
|---|---|
| Children will have increased access to cultural experiences and resources, leading to a broader understanding of the world and enhanced learning opportunities. | Children participate in at least three cultural events or activities per year, and demonstrate an understanding of these experiences through discussions or reflective writing. These trips will be funded and will include pantomime, class trips and community events. |
| Children will demonstrate improvement in English and Numeracy skills, closing the attainment gap with their peers. | Children will show progress in standardised assessments, with targeted interventions resulting in measurable gains in key subject areas |
| Children will show progress in standardised assessments, with targeted interventions resulting in measurable gains in key subject areas | Children will have access to a diverse range of books and participate in daily storytime sessions to enhance their vocabulary. By the end of the year, many pupils are expected to show measurable improvements in their language skills, supported by families engaging in home reading activities |
| Children will develop emotional resilience and improved mental health, enabling better engagement in learning. | Children will be more confident in managing their emotions, as measured by surveys, and show improved participation in classroom activities by the end of the academic year. |
| Families will feel more connected to the school community and actively participate in their child's education. | There will be an uptake in school events, and feedback from parents indicates increased satisfaction with |

| | |
|---|---|
| | communication and involvement in their child's learning. |
| Children will have improved attendance and punctuality, leading to enhanced learning and social interactions. | Attendance rates improve to 95% or higher, with a reduction in late arrivals to school by the end of the academic year |
| Children will have access to necessary resources, supporting their learning both at school and home. | Children are provided with essential resources, such as books and technology, and show increased engagement in homework and independent study activities |
| Children will develop higher aspirations, greater confidence in their abilities, and resilience to pursue their goals despite obstacles. | Staff and pupil voice will reflect an improvement in resilience and confidence with children's learning |
| Children will successfully navigate transitions, feeling supported and prepared for new educational settings. | Children will report feeling confident about their transition experiences, parent and teacher feedback will support this |

## 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: £5,767

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| Use adaptive teaching as an approach so that the teacher will continually assess the strengths and needs of learners and adapt their teaching accordingly to ensure all learners can meet expectations.<br>o Staff training<br>o CPD courses | 1. High-quality teaching \| EEF | 2 |

| | | |
|---|---|---|
| Develop a series of structured CPD sessions focused on subject-specific pedagogy and content knowledge.<br>Link to ODST subject networks.<br>Staff meeting time Release time for subject leaders | Research indicates that targeted professional development enhances teacher effectiveness and, consequently, student outcomes. Education Endowment Foundation (EEF) - Putting Evidence to Work. | 2 |
| Maths Mastery in Number specialist to work with teachers and TAs to embed the mastery approach to maths | Education Endowment Foundation on Mastery Learning | 2 |
| Wellcomm Language Screening, staff training and staff resource time in EYFS<br>o Adult to lead intervention | EYFS lead has completed Wellcomm language screening and will use this with Reception children and lead interventions | 2 |
| Purchase of standard-ised assessments to use to close gaps in knowledge and inform next steps in learning Continue to train and support staff in the cor-rect administration of these | Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help en-sure they receive the correct additional support through interventions or teacher instruction: | 2 |
| Further training for all staff on our chosen DfE validated Systematic Synthetic Phonics pro-gramme ,RWInc to se-cure stronger phonics teaching for all pupils. | Phonics approaches have a strong evi-dence base that indicates a positive impact on the accuracy of word read-ing, particularly for disadvantaged pu-pils: Phonics \| Teaching and Learning Toolkit \| EEF | 6 |

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

Budgeted cost: £ *7,235*

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| *Booster sessions for targeted children for maths and literacy from September – May for Year 6 children* | Small group tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, | 2,4,6 |
| *Maths booster for all Year 6 children from Jan – May* | Small group tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: | |
| *Structured interventions for all children on SEN register* | One to one tuition - Teaching and Learning Toolkit - EEF | |
| *Small group work to address gaps in maths and literacy* | Small group tuition - Teaching and Learning Toolkit - EEF | |
| *Small groups sessions in classrooms with TA support for maths and literacy* | Small group tuition - Teaching and Learning Toolkit - EEF | |
| *Arch volunteer reads with selected children twice a week* | One to one tuition - Teaching and Learning Toolkit - EEF | |

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

Budgeted cost: £ *2,890*

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| *Play therapy sessions for children that need them* | Play therapist Case studies | 3,5,7,8 |
| *Elsa Sessions for targeted children* | There is extensive evidence associating childhood social and emotional skills with | |

| | | |
|---|---|---|
| | improved outcomes at school and in later life<br>EEF Improving Social and Emotional Learning in Primary Schools | |
| *Spirals sessions for targeted children* | EEF Improving Social and Emotional Learning in Primary Schools | |
| Work alongside secondary schools to ensure that transition to Y6-7 is smooth<br>Time with teachers<br>Handovers with secondary staff<br>Organise additional transition sessions for vulnerable children | Transitions are pivotal for children, and the research suggests there are many factors that can impact this. | 3,7, 8, 2 |
| Forest school within school for Years 3-6 and Year 1 and 2 in the summer | Forest school is shown to have a positive impact on children's confidence, social skills (which have been hugely impacted during Lockdowns) and communication skills. Children in our school look forward to forest school and attend more frequently when it is their forest school day EEF – behaviour interventions research | 1,2,3,4,6,7,8 |
| Yoga for Reception and Key Stage 1 | This gives children resilience and positive strategies. It develops concentration and helps children to manage their emotions | 4 |

## Total budgeted cost: £ *15,890*

# Part B: Review of the previous academic year

## Outcomes for disadvantaged pupils

Over the last year, Dr South's has continued to implement a comprehensive pupil premium strategy that has enhanced educational outcomes for disadvantaged pupils. We identified specific challenges and employed evidence-based approaches, including targeted academic support and high-quality teaching. Our strategy also addressed non-academic barriers by providing pastoral support and resources for well-being. Through robust monitoring and community engagement, we narrowed the attainment gap and fostered an inclusive environment, empowering all pupils to thrive, regardless of their socio-economic background.
We have effectively implemented and monitored the DfE-validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.
We have invested money in training on Read Write Inc. and our phonics scores show a year on year improvement

**Phonics Screening Check**

| | 2021-2022 | | 2022-2023 | | 2023-2024 | | 2024-2025 | | |
|---|---|---|---|---|---|---|---|---|---|
| **Statistic** | **School** | **National** | **School** | **National** | **School** | **National** | **Cohort** | **School** | **National** |
| % of pupils passing in Year 1 | 82% | 75% | 86% | 79% | 73% | 80% | 9 | 89% | 80% |
| % of pupils passing check by end of Year 2 | 85% | 87% | 92% | 89% | 89% | 89% | 17 | 100% | 89% |

We have successfully ensured high-quality teaching across the school through a comprehensive approach to professional development. This includes tailored training delivered through Continuous Professional Development (CPD) across the ODST schools.
These initiatives have fostered a collaborative learning environment, enabling our staff to enhance their teaching practices and ultimately improve pupil outcomes
Our Ofsted report in 2025 stated : ***Leaders strive to continually develop the education provision for all pupils. Staff feel proud to be part of the school. They appreciate the professional development opportunities they get to help deliver the curriculum effectively. Trustees and members of the local governing board have an insightful understanding of the strengths and areas for development. Trust and school leaders have identified sustainable and appropriate next steps for the benefit of all pupils at the school.***
At Dr Souths, we have effectively supported pupils and families with social, emotional, or health needs through a holistic approach. This includes systematic assessments to identify needs, a dedicated support team, and partnerships with external agencies for additional support. Ofsted stated : ***The school is a strong, nurturing and supportive community where pupils flourish. Its joyful ethos permeates throughout, fostering collaboration and respect among pupils. Staff demonstrate care and understanding, ensuring a positive environment for everyone. This enables pupils to feel safe, happy and respected.***

Our enrichment activities ensure that children live life in all its fullness and we ensure that opportunities are enjoyed by every child in our care. Ofsted commented that "***The school adopts a comprehensive approach to pupils' wider development. Pupils benefit from a rich programme to develop their interests and prepare them well to be good citizens.***

Please see data tables below to see how children have attained against national targets in 2024/2025

**Key Stage 2**

| Subject | Statistic | 2021-2022 | | 2022-2023 | | 2023-2024 | | 2024-2025 | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | School | National | School | National | School | National | Cohort | School | National |
| Reading, Writing & Maths combined | % of pupils achieving the expected standard | - | 59% | - | 60% | 67% | 61% | 11 | 82% | 62% |
| Reading, Writing & Maths combined | % of pupils achieving the higher standard | - | 7% | - | 8% | 20% | 8% | 11 | 27% | 8% |
| Reading | % of pupils achieving the expected standard | - | 74% | - | 73% | 93% | 74% | 11 | 100% | 75% |
| Reading | % of pupils achieving the higher standard | - | 28% | - | 29% | 33% | 29% | 11 | 73% | 33% |
| Reading | Average scaled score | - | 105.0 | - | 105.0 | 106.4 | 105.0 | 11 | 110.7 | 106.0 |
| Writing | % of pupils achieving the expected standard | - | 69% | - | 71% | 80% | 72% | 11 | 82% | 72% |
| Writing | % of pupils working at greater depth | - | 13% | - | 13% | 33% | 13% | 11 | 36% | 13% |
| Maths | % of pupils achieving the expected standard | - | 71% | - | 73% | 73% | 73% | 11 | 100% | 74% |
| Maths | % of pupils achieving the higher standard | - | 22% | - | 24% | 20% | 24% | 11 | 45% | 26% |
| Maths | Average scaled score | - | 104.0 | - | 104.0 | 103.3 | 104.0 | 11 | 108.3 | 105.0 |
| GPS | % of pupils achieving the expected standard | - | 72% | - | 72% | 87% | 72% | 11 | 100% | 73% |
| GPS | % of pupils achieving the higher standard | - | 28% | - | 30% | 27% | 32% | 11 | 45% | 30% |
| GPS | Average scaled score | - | 105.0 | - | 105.0 | 105.5 | 105.0 | 11 | 110.2 | 105.0 |
| Science | % of pupils achieving the expected standard | - | 79% | - | 80% | 87% | 81% | 11 | 100% | 82% |

There were several pupil premium children in the Year 6 cohort and all achieved reading and maths and spag and 1 child did not meet the expected standard for writing.

**Key Stage 1**

| Subject | Statistic | 2021-2022 | | 2022-2023 | | 2023-2024 | | 2024-2025 | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | School | National | School | National | School | National | Cohort | School | National |
| Reading, Writing & Maths combined | % of pupils achieving the expected standard | 54% | ~ 53% | 58% | ~ 56% | 67% | ~ 58% | 18 | 61% | ~ 59% |
| Reading, Writing & Maths combined | % of pupils working at greater depth | 15% | ~ 5% | 0% | ~ 6% | 11% | ~ 6% | 18 | 11% | ~ 6% |
| Reading | % of pupils achieving the expected standard | 77% | 67% | 67% | 68% | 78% | ~ 71% | 18 | 78% | ~ 72% |
| Reading | % of pupils working at greater depth | 38% | 18% | 17% | 19% | 22% | ~ 19% | 18 | 28% | ~ 19% |
| Writing | % of pupils achieving the expected standard | 62% | 58% | 75% | 60% | 78% | ~ 63% | 18 | 67% | ~ 64% |
| Writing | % of pupils working at greater depth | 15% | 8% | 8% | 8% | 11% | ~ 8% | 18 | 17% | ~ 9% |
| Maths | % of pupils achieving the expected standard | 69% | 68% | 75% | 70% | 78% | ~ 72% | 18 | 78% | ~ 73% |
| Maths | % of pupils working at greater depth | 38% | 15% | 17% | 16% | 33% | ~ 16% | 18 | 22% | ~ 17% |
| Science | % of pupils achieving the expected standard | 85% | 77% | 92% | 79% | 100% | ~ 82% | 18 | 94% | ~ 83% |

The pupil premium children in this cohort achieved the expected standard in reading and were just below for writing, maths and SPAG.

**Early Years Foundation Stage**

| Statistic | 2021-2022 | | 2022-2023 | | 2023-2024 | | 2024-2025 | | |
|---|---|---|---|---|---|---|---|---|---|
| | School | National | School | National | School | National | Cohort | School | National |
| % of pupils achieving a Good Level of Development | - | 65% | 64% | 67% | 60% | 68% | 10 | 70% | 68% |
| % of pupils at the expected level across all early learning goals | - | 63% | 64% | 66% | 60% | 66% | 10 | 70% | 67% |
| Average number of early learning goals at the expected level per pupil | - | 14.1 | 16.0 | 14.1 | 15.0 | 14.1 | 10 | 16.5 | 14.1 |

The pupil premium cohort in Early Years last year did not reach GLD for Early Years.

## Externally provided programmes

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

| Programme | Provider |
|---|---|
| None funded by PP | Play therapy comes from external funding and Yoga comes from Sports Premium |