

Dobwalls Pupil Premium Strategy Statement 2025 - 2026

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 effect that last year's spending of pupil premium had within our school.

School overview

| Detail | Data |
|--|-------------------------|
| School name | Dobwalls Primary School |
| Number of pupils in school | 193 |
| Proportion (%) of pupil premium eligible pupils | 18% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 1 |
| Date this statement was published | September 2025 |
| Date on which it will be reviewed | July 2026 |
| Statement authorised by | Kathryn Pipe |
| Pupil premium lead | Kathryn Pipe |
| Governor / Trustee lead | Rebecca Manning |

Funding overview

| Detail | Amount Sept 2024 |
|---|------------------|
| Pupil premium funding allocation this academic year | £51,860 |
| Recovery premium funding allocation this academic year | £2000 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | |
| 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 | £53,860 |

Part A: Pupil premium strategy plan

Statement of intent

The ultimate goal for our disadvantaged pupils is that they can attend school every day without barriers receiving high quality teaching and excellent opportunities every day and that they leave Dobwalls Primary school with self-belief, aspiration, skills and knowledge to access the secondary curriculum and succeed. When making decisions about using Pupil Premium funding, we believe it is important to consider the context of the school, our unique Cornish location and the subsequent challenges faced. We know the challenges are varied and there is no “one size fits all”.

This details how PP funding will be spent to address barriers to learning and the reasons. Approaches have been chosen as felt the most effective methods based on the EEF research and taking into account costs, staffing and resourcing. Further consideration is given to data assessment, qualitative assessments through discussions with staff and parents to close the gap and support disadvantaged pupils. Our approach will be responsive to common challenges and individual needs.

Our PP funding is used to fund three main activity types: support, intervention and enrichment.

In brief

Intervention: Continuation and further support for individualised support, 1:1 strategies and school-led tutoring to close gaps for individuals. We invest in staff CPD to develop all staff to ensure high quality teaching for all. Develop strategies to promote love of reading which will also continue to improve writing levels.

Support: SEMH support for individuals identified through bespoke packages. Support staff to support children to support children within school and help in breaking down barriers between home and school.

Enrichment: Continuation for funding streams that directly reduce lack of access to clubs, trips and uniform. Enrichment opportunities that widen children’s experiences and develop their aspirations.

Challenges

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

| Challenge number | Detail of challenge |
|-------------------|--|
| 1 Support | We have seen a rise in SEMH needs. Emotional development - children with emotional developmental needs are not equipped, ready or willing to access learning. A rise in anxiety and issues related to this. Attendance of non-pupil premium children was 95.53% whereas PP children was 92.58% in the year 2022/2023. |
| 2 Intervention | Individualised specific learning difficulties or gaps in learning/resources. Support staff development in support disadvantaged children. |
| 3 Enrichment | Lack of opportunities which enrich the curriculum and give children personal experiences that develop vocabulary and knowledge. Financial difficulties faced by families – low income. Poor transport links in our local area. |
| 4 Intervention | Lack of early reading support and ongoing through the school at home for disadvantaged pupils negatively impacts their development as readers. We know from a range of research that poor reading impacts writing development. On entry to Reception class shows disadvantaged pupils arrive below age-related expectations compared to non-PP. September 2023 showed 40% of PP children on track for a GLD at the end of EYFS compared to 58% of non-PP. This gap narrows but remains significant to the end of KS2. |
| 5 Intervention | Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers. |
| 6 Enrichment | Low aspirations and expectations for future success with a lack of self-belief and resilience. We must ensure children leave secure in our SECRET skills. We need to ensure our children are prepared with life skills e.g. developing their economic understanding. |

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 |
|--|---|
| To close the gap between peers in academic outcomes. | Class data shows children making good or better progress. School tutoring supports class teachers in identifying and targeting gaps in learning. KS2 outcomes in 2024/25 show that more than 50% of disadvantaged pupils met the expected standard. |
| To improve social and emotional development and understanding of the wider world. SEMH needs. | Targeted support (including PE sessions) to improve attendance, self-esteem and confidence. Positive feedback. To ensure children are fed and ready to learn. Displays and resources which support children in knowing the wider world around them and support sense of belonging. |
| To develop self-belief and self-confidence through enrichment activities. To prepare children with life skills including to develop their economic understanding. | SECRET skills enhanced through Wild Tribe sessions, targeted support work, increased adult support. Enrichment through musical opportunities. To implement a Dobwalls dojo shop for children in Y5 and Y6. |
| Positive progress scores for both reading and writing and a narrowing of the PP gap. Close the gap between writing proficiency and Reading | PP progress for reading Accurate assessments using Accelerator Reader showing progress. Reading at the Y1 phonics screening check and at the end of KS2 outcomes demonstrate closing of the PP gap. |
| To ensure all children are included in all aspects of school life. | Support financially for day trips and residential trips. Provide funding for school uniform to those who need it. |

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: £27,923

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p>- A) Use of staffing to enable interventions to address ‘gap lists’ and prevent pupils falling further behind.</p> | <p>Impact evidence extends beyond demonstrating that specific barriers to learning have been removed. Data is re-taken a year later to look at the impact. The aim is that 100% of interventions result in conceptual understanding. Termly analysis of interventions carried out throughout the school shows targeted interventions driven by data with specific outcomes has had a positive impact on accelerating progress for many PP pupils.</p> <p>EEF toolkits using teaching assistants +4 months</p> | <p>2</p> |
| <p>- B) Continuation of Wild Tribe as an alternative mode of learning and outdoor exploration to develop children’s concentration, resilience and motivation.</p> | <p>Wild Tribe develops resilience, self-belief, skills and supports children’s emotional health. Each session is focussed upon a SECRET skill. Lead teacher is Wild Tribe accredited. We know from research the benefits of learning outdoors and the importance of mental health and the impact this has upon learning. These sessions underpin our school vision of ‘believing in ourselves and others’.</p> | <p>1, 6</p> |
| <p>- C) Invitation of authors to the school to inspire children and extend their own writing</p> | <ul style="list-style-type: none"> - Positive progress scores for both reading and writing and a narrowing of the PP gap. - Close the gap between writing proficiency and Reading | <p>3, 4</p> |

| | | |
|---|---|---|
| <ul style="list-style-type: none"> - Develop love of reading for pleasure into break times – improve outside resourcing - Praise and motivation rewards to promote AR - Ensure we have are able to teach the RWI programme with fidelity. | <p>Library books AR resources RWI resources</p> <p>The updated Reading Framework of July 2023 emphasises the importance of reading within a primary school.</p> <p>EEF Toolkits Phonics +5 months Reading comprehension strategies +6 months</p> | |
| <p>C ii) Training to develop staffs skills and knowledge with supporting children who are disadvantaged and vulnerable to meet their needs.</p> | <p>Book Club Reading Book. This collaborative book reading will support development of teaching and learning throughout the school. This year focuses on oracy as in our school development plan.</p> <p>Science Hub training. Seek training opportunities with rigour to ensure ongoing staff development linked to staff needs and the school development.</p> | 2 |
| <p>D) Development of SECRET skills and leadership opportunities to promote aspiration, self-belief and skills for life.</p> | <p>SECRET skills. We will continue his strategy to build upon this to support our vision development. We know from the EEF and much research about the importance of vision and culture within a school. This supports our personal development programme at Dobwalls. Reference: School Culture Rewired.</p> <p>Every child is a leader – supporting leadership teams as needed and managing requests by each team to support ownership and belonging.</p> | 6 |

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

Budgeted cost: £10,180

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p>E) School Led Tutoring time</p> <p><i>In class support under teachers planning</i></p> | <p>Continue school led tutoring programme focussing on Y6. Mr Bray to lead</p> <p>EEF Toolkits One to one tuition +5 months Behaviour +4 months Feedback +6 months</p> | <p>1, 2</p> |
| <p>F) Purchase of Educational Psychologist time to assess children and provide support</p> | <p>Individual assessments with targeted support plans for individuals.</p> <p>EEF Toolkits Social and emotional learning +4 months</p> | <p>1, 2</p> |
| <p>G) Enhanced continuous provision opportunities in Y1 – enhance role play area, access to play based learning opportunities within the Y1 classroom to promote higher literacy levels.</p> | <p>Develop early pro-social development skills, communication skills, vocabulary and language development. We know the importance of vocabulary e.g. based on reading of Andrew Quigley’s book Closing the Vocabulary Gap and oracy in line with our school development plan.</p> | <p>2, 4, 5</p> |
| <p>H) Targeted intervention support</p> | <p>Spelling - Online subscription to Nessy for personalised provision. Maths</p> | <p>2 5</p> |

| | | |
|---|---|---|
| | <p>Online subscription Insight to support attainment analysis for termly data analysis to support teaching and learning to meet the needs and monitor progress.</p> <p>EEF Toolkits Individualised instruction +4 months Homework +5 months</p> | |
| I) Bespoke counselling or targeted resources/funding for targeted children | <p>CLEAR therapists targeted for children as needed. The Dreadnought Centre Supporting medical conditions</p> <p>EEF Toolkits Social and emotional learning +4 months</p> | 1 |
| J) Bespoke Package 1:1 | <p>Purchase of education off-site to support individual needs</p> <p>EEF Toolkits One to one tuition +5 months Social and emotional learning +4 months</p> | 1 |

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

Budgeted cost: £13,634

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p>K) High-quality feedback as a priority for our pupils. Purchase pink star stamps, green and pink highlighters for feedback purposes. Gold pens.</p> | <ul style="list-style-type: none"> • Raise expectations for all children in line with the SDP. • All PP children to take pride in their work and be able to share this with adults and other children. <p>Consistency in visual feedback given to all children.</p> <p>EEF Toolkits Feedback +6 months</p> | <p>6</p> |
| <p>L) All PP children receive funding to cover the costs of the day trips and residential.</p> | <p>Ensure 100% of PP children attend an educational visit.</p> | <p>3, 6</p> |
| <p>M) Purchase of breakfast food to ensure all children are provided for and ready to learn</p> | <p>All PP pupils in Year 6 to benefit at SATS time. Run an intervention one month leading up to SATs.</p> <p>Ensure children are ready to learn at the beginning of the day and their basic needs are met as in Maslow's Hierarchy of Basic needs. Food</p> <p>Food for ongoing PP breakfasts.</p> | <p>1, 3, 6</p> |

| | | |
|--|---|----------------|
| <p>N) £50/£25 annually for each child to purchase school uniform</p> | <p>Funding is utilised by all those who need it to ensure they are able to feel a sense of belonging when attending school.</p> | <p>3</p> |
| <p>O) Develop sensory resources available within school for PP children</p> | <p>Improved resources to ensure advice from professionals can be implemented for specific children with sensory challenges.</p> <p>EEF Toolkits Social and emotional learning +4 months</p> | <p>1, 5</p> |
| <p>P) 20% curriculum resources</p> | <p>Curriculum resources to support pupil premium children with the correct resources ongoing in the class.</p> | <p>1, 2, 3</p> |
| <p>Q) To support understanding of the wider world including diversity.</p> | <p>Resources and experiences to support</p> <p>We know that living in Cornwall, we have limited exposure to diversity and have to ensure opportunities are given to develop understanding of the wider world. To support wider experiences including arts, culture and diversity.</p> | <p>2, 6</p> |
| <p>R) Targeted PE sessions to support groups of children</p> | <p>Go Active sessions to support SEMH development and promote a positive role model for reading</p> <p>EEF Toolkits Social and emotional learning +4 months</p> | <p>1</p> |
| <p>S) Targeted music project to develop confidence, sense of belonging in themselves and the whole school</p> | <p>Cornwall Music Hub Lessons – recorders</p> <p>Rocksteady Music Lessons</p> <p>EEF Toolkits Arts participation +3 months</p> | <p>1, 3, 6</p> |

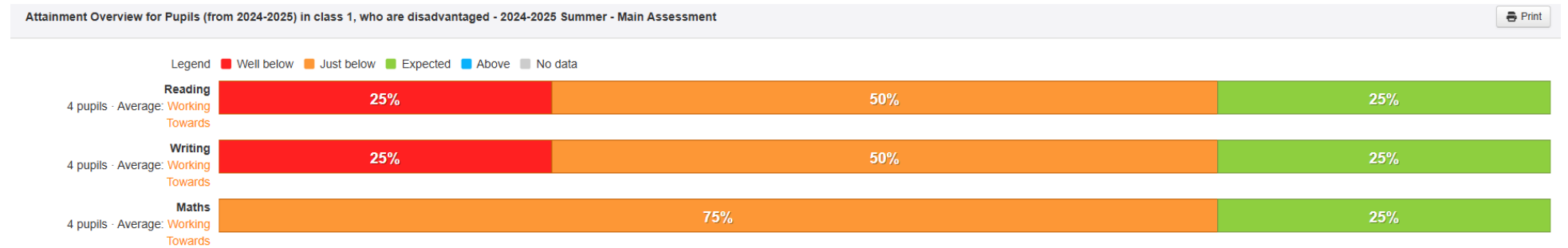
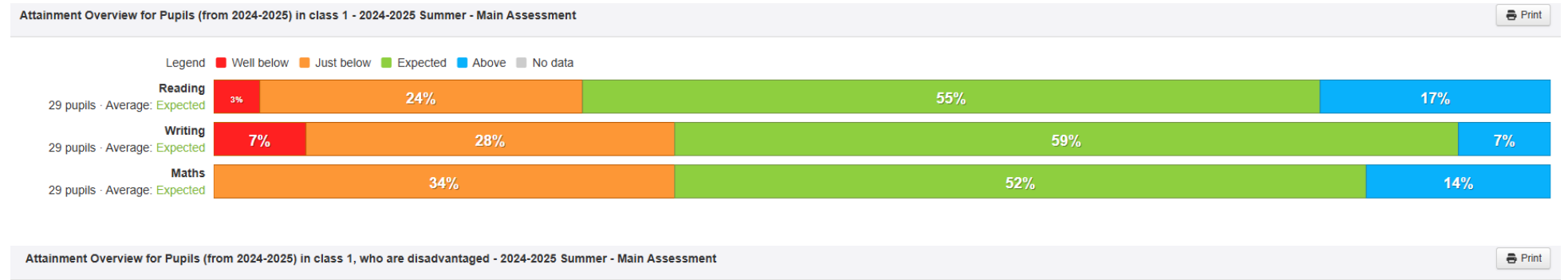
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|--|--|------|
| | We know that the cost of music lessons is often not possible for disadvantage children. We are passionate in believing that children have access to these important enrichment activities which develops children's music skills, performance, confidence and team playing skills. | |
| T) To promote skills development within the Early Years to promote higher levels or literacy. | Resources to enhance continuous provision in EYFS. The Oxford Language Report shows that over half of teachers surveyed reported that over 40% of Pupil Premium pupils lacked the vocabulary to access learning whilst 69% of primary teachers believe the word gap is increasing. Whilst we currently have no hard data to support this, staff at Dobwalls concur with these findings and cite evidence such as the increased need for Speech and Language support and the links we have with Dobwalls School Nursery. | 4, 5 |
| U) Mental Health Champions Programme | Paul Kennedy, Mental Health Training Programme Since the Covid Pandemic, we have seen a rise in the number of children struggling with SEMH. This has been a national increase too. Covid has created long-term impacts and mental health is of key importance across society. The impact of rising use of technology with young children has impacted our school and we therefore believe this programme is important to support the Mental Health of our pupils. EEF Toolkits Social and emotional learning +4 months | 1, 6 |
| V) Dobwalls Dojo Shop | To support children in preparing for the real world by developing their economic understanding. Points means pounds at Dobwalls with our dojo shop for children in Y5 and Y6. | 1,6 |

Total budgeted cost: £ 51,737

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

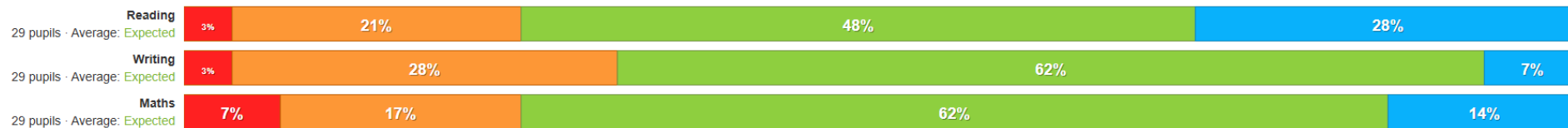
This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.



Attainment Overview for Pupils (from 2024-2025) in class 2 - 2024-2025 Summer - Main Assessment

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Attainment Overview for Pupils (from 2024-2025) in class 2, who are disadvantaged - 2024-2025 Summer - Main Assessment

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Attainment Overview for Pupils (from 2024-2025) in class 3 - 2024-2025 Summer - Main Assessment

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Attainment Overview for Pupils (from 2024-2025) in class 3, who are disadvantaged - 2024-2025 Summer - Main Assessment



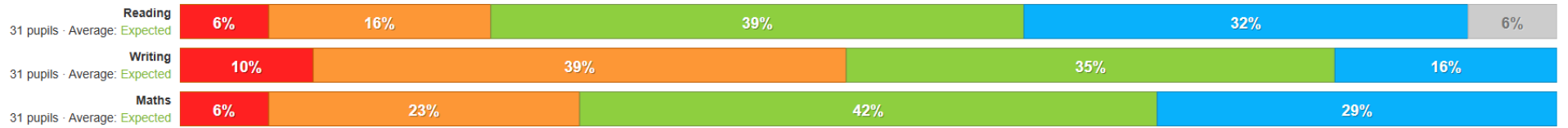
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Attainment Overview for Pupils (from 2024-2025) in class 4 - 2024-2025 Summer - Main Assessment



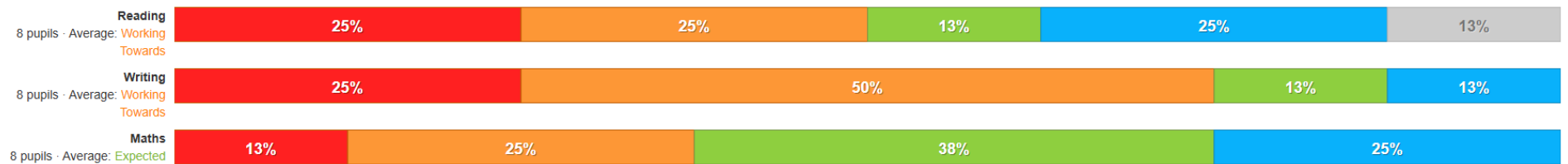
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Attainment Overview for Pupils (from 2024-2025) in class 4, who are disadvantaged - 2024-2025 Summer - Main Assessment



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Attainment Overview for Pupils (from 2024-2025) in class 5 - 2024-2025 Summer - Main Assessment

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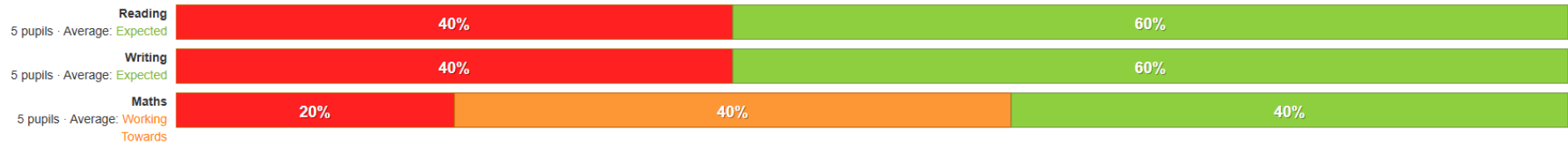
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Attainment Overview for Pupils (from 2024-2025) in class 5, who are disadvantaged - 2024-2025 Summer - Main Assessment

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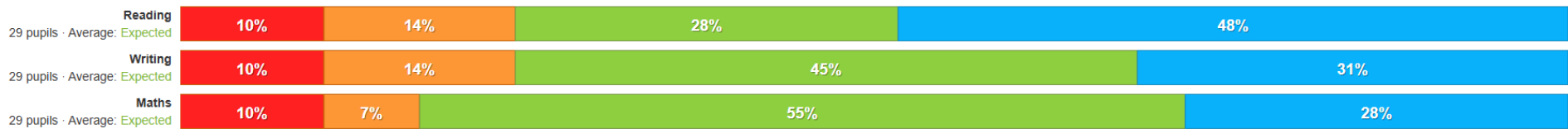
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Attainment Overview for Pupils (from 2024-2025) in class 6 - 2024-2025 Summer - Main Assessment

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Attainment Overview for Pupils (from 2024-2025) in class 6, who are disadvantaged - 2024-2025 Summer - Main Assessment

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Evaluation of the previous year against intended outcomes:

Outcomes for KS2 SATs are excellent this year and above non-PP children as you can see above across reading, writing and maths. The percentage at greater depth is also higher for reading and writing than non-PP. Writing for PP children will be a priority in the next academic year as well as GDS for maths. Overall, PP children have demonstrated excellent attainment this year, PP must continue to be a high priority watch group in all classes focussing on the individual as it continues to be variable. PP must be the primary focus in all pupil progress meetings with SENDCO and headteacher.

Wider strategies - our use of school led tutoring has provided successful building confidence, self-esteem and self-belief which has impacted upon attainment and although the Government funding has stopped, we intend to continue it with a focus on Y6. Our reading culture and events have developed over the last few years and we look forward to this continuing. Due to the extra funding, the entire Year 6 class were able to access the residential trip which was loved by one and all as there was no barrier to costings. Go Active SEMH sessions have been very successful for pupils providing a positive role model, a focus for reading, a movement break and emotional support – these will continue next year.

Pupil premium pupils are discussed at each pupil progress meeting with the head and SENDCo. All TA's are aware of PP children and the strategies in place to support PP children within classes.

Staff training – staff skills continue to develop. Impact of this can be seen through lesson visits, book scrutinies and discussions with pupils.

All children are not currently performing in line with national expectations across the school and not all make expected progress and we must continue to improve standards of teaching and learning. Our school development plan and middle leaders continue to drive school improvement.

Please note the analysis is based on small numbers which are variable between classes so must be considered with caution and a wide range in numbers makes comparisons across classes very difficult. Planning of future strategies also allows for teacher assessment of impact in terms of a child's confidence, enjoyment, engagement and sociability to be significant factors as their inclusions seems as valid if not more so than the small fluctuations in data over small cohorts.