

Pupil premium strategy statement – Dallam 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	789
Proportion (%) of pupil premium eligible pupils	15.03
Academic year/years that our current pupil premium strategy plan covers	3 years 2024-2025 to 2026-2027
Date this statement was published	04/12/25
Date on which it will be reviewed	19/07/26
Statement authorised by	Mr S. Henneberry
Pupil premium lead	Miss R. Knipe
Governor / Trustee lead	Mrs E. Fraser

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£139,965
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£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>	£139,965

Part A: Pupil premium strategy plan

Statement of intent

At Dallam School, we value the individual circumstances of all students but are acutely aware that those entitled to pupil premium funding may be at a disadvantage when compared to their peers. We have sought to identify patterns across the cohort, but it has become apparent that we cannot simply categorise our students; each situation is unique and each child has their own strengths and barriers. Therefore, we have built an action plan that addresses the need to tailor interventions and support to the individual.

Our overarching objective is to equip students with the essential tools to access and succeed in all areas of the school curriculum. In its endeavour for excellence, Dallam school feels it is vital to adopt a blended approach when supporting pupil premium students: a healthy balance between academic support and pastoral intervention is paramount to building rounded citizens who have the capacity to function effectively, making positive contributions to society once they leave school. It is the school's responsibility to identify and remove barriers at the earliest opportunity in order to prevent possible negative implications for the future. We aspire to ensure that those categorised as being 'disadvantaged' do not feel this way and are placed in a stronger position as a result of our on-going support.

Challenges

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

Challenge number	Detail of challenge
1	Attainment
2	Attendance figures
3	Social, emotional and mental health
4	Behaviour statistics
5	Parental engagement
6	Access to wider opportunities

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
Targeted academic intervention for PP students	<ul style="list-style-type: none"> • Closing the gap for PP students and their peers, year on year • Maintain a close working relationship with the SENCO, Heads of Faculty, Pastoral team • CPD throughout the year based on adaptive teaching and increasing aspirations • PP students to access academic tutoring • Increased attendance of PP students at P6 intervention sessions • Increased focus on phonics and reading interventions throughout all key stages • RADY (Raising Attainment of Disadvantaged Youngsters) principles evident in school and faculty improvement plans.
Improved and sustained attendance figures for PP students	<ul style="list-style-type: none"> • Reduce persistent absenteeism (PA) of PP students • Overall increased attendance figures by the end of the 3-year cycle (26-27) • Attendance figures for PP students to be in line with their peers
Pastoral support and other internal services are effective at supporting SEMH	<ul style="list-style-type: none"> • Outline the wider support offer to students in school and ensure PP students have access to this • Conduct regular supervision, pastoral and SEND meetings to monitor provisions in place for PP students • Increased focus on developing relationships between staff and students through regular CPD and spotlight student briefings • Regular CPD on developing and sustaining effective routines in the classroom • Regular use of pastoral triage process to identify need and coordinate support • Logging pastoral interventions on Provision Maps and reviewing targets set for each student • PP students have access to external services on offer within school; Barnardos, Cancer Care, SAFA. Students accessing these services is proportional to their peers • Begin mentoring of PP and vulnerable student groups
Behaviour statistics for PP students are in line with their peers	<ul style="list-style-type: none"> • Overall reduced behavioural incidents of PP students. • Rewards for PP students are in line with their peers • CPD for staff on using a Trauma Informed Approach
Increased communication and engagement with parents of PP students	<ul style="list-style-type: none"> • Regular communication and relationship building with parents via the Synergy app; attendance, homework, behaviour and rewards;

Increased participation in extra curricular activities, trips, visits, leading to increased accessibility to the curriculum	<ul style="list-style-type: none"> • Provide parents/carers of PP students with an outline of trips and visits which are upcoming in the year with a reminder of how to access support • Increased attendance of PP students on educational trips and visits • PP students are encouraged to participate leading to increased attendance at extra-curricular clubs • Sustained number of PP students accessing music lessons
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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: £61,395

Activity	Evidence that supports this approach	Challenge number(s) addressed
Focus on quality first teaching, adaptive teaching and developing strong and sustained classroom routines	Research shows that 'high quality teaching is the most important lever that will help to improve disadvantaged outcomes.' This has been identified as a key principle in the EEF Guide to the Pupil Premium.	1, 2, 3, 4, 5, 6
Apply principles of RADY (Raising Attainment of Disadvantaged Youngsters) throughout all aspects of school improvement	The individual expectations for PP children are adjusted so that the average target for the PP group is equal to or above the average target for their peers. "before implementation of the RADY project, disadvantaged children were making less progress than others; after implementation, they were making not just the same progress, but better progress – they were catching up." RADY PROJECT	1, 2, 6
Utilise links with other local schools to share strategies to support PP students	This will enable Dallam school to assess the efficacy of current provisions and identify areas where we can improve and further support our disadvantaged students.	1, 2, 3, 4, 5, 6
Literacy interventions for KS3 and KS4; reading	EEF Improving Literacy in Secondary Schools - Literacy is key to learning across all subjects in	1, 4, 5

buddies, phonics programmes	secondary school and a strong predictor of outcomes in later life. Disciplinary literacy is an approach to improving literacy across the curriculum that emphasises the importance of subject specific support. All teachers should be supported to understand how to teach students to read, write and communicate effectively in their subjects. School leaders can help teachers by ensuring training related to literacy prioritises subject specificity over general approaches.	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £60,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide one to one tuition sessions to PP students in Years 10 and 11 on a rolling programme	EEF research highlights one to one tuition can improve attainment by up to 5 months. This was implemented in the previous academic year with some tangible success.	1
Revision guides and learning materials supplied.	Educational researcher, John Dunlosky, found practice testing and distributed practice to be two of the most effective revision strategies. Dallam intends to use revision guides and workbooks as a method to combine both these approaches to independent study. Supplying revision guides for all learners will also support remote learning and those who have a lower than desired attendance rate, as they can be used at home to plug gaps in knowledge and build confidence with subject material. Students are encouraged to bring their revision guides into lessons. Students in year 11 have revision strategies built into form time which offers further support with how to use these guides.	1
Secure additional staffing in English and Maths, reducing average group sizes at KS4 and offering intervention opportunities at KS3.	EEF research demonstrates that smaller group sizes has a positive influence of up to 2 months progress. Literacy small group intervention class – Focus on reading comprehension skills. EEF project suggests 6-month progress when undertaking reading interventions such as these.	1, 3, 4, 6
Provide technology/equipment	The digital divide refers to the economic, educational, and social inequalities between	1, 3, 5, 6

to support blended learning within classrooms.	those who have computers and online access and those who do not. However, over the past year, our understanding of what the digital divide refers to has evolved. At the start of the pandemic the term was used to describe students who did not have access to devices at home; in more recent months we've seen more reports about connectivity and data causing issues in remote learning. For many students the main issue is digital literacy as well as lack of access to internet and technology. (BettFest, 2021)	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £18,561

Activity	Evidence that supports this approach	Challenge number(s) addressed
Access to Barnardos practitioner within school	Disadvantaged students are at an increased risk for developing mental health problems (NAO study - Supporting the attainment of disadvantaged children in educational settings National Governance Association, 2024). This has been exasperated by their experiences during the pandemic.	2, 3, 4, 5
Revised attendance protocols Close monitoring of attendance, behaviour and rewards, progress review data; used to coordinate a support package	In a study conducted by NFER, focusing on the power of attendance, it was suggested that "on average, the association between being absent from school and KS4 outcomes is worse for disadvantaged pupils than their more affluent peers. The difference is small but statistically significant. For example, if a disadvantaged pupil missed six weeks of school at KS4, their P8 score would be predicted to be an additional 0.05 lower than a more affluent pupil with the same absence rate." In the report, 'Preventing dropout in secondary schools', evidence suggests that to engage pupils and improve pupils at an individual level, improvement in attendance at an individual level, there is greater efficacy when the pupils have one point of call when in school. This person can build productive relationships with students and recognise concerning signs, leading to more timely intervention and support.	2, 3, 4, 6

Music lessons and arts participation	EEF Arts Participation - these approaches can have a positive impact on academic outcomes in other areas of the curriculum. +3 months impact	3, 6
Send an outline of trips and visits planned for the year ahead to parents and carers and encourage participation	EEF Research: Parental engagement projects demonstrate an additional 4 months of progress for students. Engagement with the arts projects have shown an improvement of 2 months progress. “Extracurricular activities are an important part of education in their own right. These approaches may increase engagement in learning but it is important to consider how increased engagement will be translated into improved outcomes” The EEF Guide to the Pupil Premium	5, 6
Careers guidance and support; PP students are prioritised for careers meetings, are actively supported with their career choices, interviews and further education applications All PP students offered taster sessions of Dallam Sith form	Hattie (2020) - careers interventions can have an effect of +0.38.	1, 3, 6
Peer mentoring scheme as part of a wider Student Leadership programme to explore	EEF – Peer mentoring can raise attainment by 5+ months.	3, 4, 6

Total budgeted cost: £117,175

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Challenge	Intended outcome	Success criteria
1	Targeted academic intervention for PP students	<ul style="list-style-type: none"> • Year 11 have had access to 12 weeks of English and Maths tuition, 1:1. All students signed up, attendance is 89% at lessons, student rating of lessons is 96% and engagement in lessons, as rated by tutors is 4.6/5. • Year 10 1:1 tutoring begins in January 2026. • RADY project completed. RADY principles outlined to staff. RADY list of students (PP/vulnerable groups) now in place and in Synergy, SISRA, seating plans. • RADY principles within SIP and FIPs. • Uplift of Year 10 RADY group targets in faculties to raise aspirations • RADY CPD calendared into school year • RAP cycle meetings introduced every Monday morning to discuss progress review data and faculty led interventions. Focus on RADY students • CPD weekly on Thursday mornings – Teaching and Learning briefings and Inclusion briefings (finer focus on adaptive teaching strategies). • Some P6 sessions have started – attendance at sessions now routinely monitored • James Wright School - offered 2 days to all Y11 PP students in summer 2025, fully funded. 4 students attended. • Bedrock reading intervention has begun for KS4 pupils. Attendance to monitor. • KS3 pupils have access to Leap, Step, phonics and reading buddies interventions, with some students making excellent progress. E.g. one Year 8 PP student has made 21 months progress in her reading. • <u>Reading interventions 24-25</u> <ul style="list-style-type: none"> • Touch type – 2 students (KS3) • Leap – 9 students (KS3) • Bedrock (starting May 25) - 3 students (KS4) • Reading intervention – 7 students (KS3)
2	Improved and sustained attendance	<p>Attendance for PP students 24-25 85.91%</p> <p>Attendance for PP students year to date 85.01%. Significantly swayed by a handful of school refusers</p>

	<p>figures for PP students</p>	<p>and students in AP. Without these students, attendance of PP students in school rises by 3.97%</p> <p>PP attendance still below that of peers. Significant improvement of SEND attendance Attendance is still below national although there are some improvements.</p> <p>Rewards culture beginning to be embedded into procedures and wider attendance initiatives. Students in DfE bandings 3-4 shared with form tutors for targeted attendance discussions Attendance shared weekly during Dallam Together briefings. Recently joined DfE Attendance Hubs (October 25). Further breakdown of data and subgroups e.g. attendance of siblings, attendance vs reading age, attendance vs SEND. Students sighted on Teams and/or at home for three consecutive days O coded.</p>
<p>3</p>	<p>Pastoral support and other internal services are effective at supporting SEMH</p>	<ul style="list-style-type: none"> • Pastoral Triage Process in place – outlines pastoral offer, tracks support and identifies gaps in support. Parent feedback so far has been positive. • Fortnightly pastoral meetings in place to discuss pastoral provision and students of need • Supervision meetings fortnightly • Spotlight briefings on a Tuesday morning are dedicated to sharing student information with staff e.g. changes to IEPs. Positive staff feedback. • Trauma Informed Training took place at September 2025 INSET with a follow up session scheduled for February 2026. Positive staff feedback. Session 2 based on staff feedback. • Logging pastoral interventions on Provision Maps and reviewing targets set for each student • PP students have access to external services on offer within school; Barnardos, Cancer Care, SAFA. Tracking of students accessing. • Early Help tracker running – monitoring TAFs • Begin mentoring of PP and vulnerable student groups. Currently being trialled with Year 7 and Year 10. • Aspirations Action Plan via MST • Careers breakfasts offered to Year 11 to increase aspirations

4	Behaviour statistics for PP students are in line with their peers	<ul style="list-style-type: none"> • Overall reduced behavioural incidents of PP students. Remains slightly higher for PP and SEND in comparison to peers • Increase in incidents for failure to complete homework – this has been recently introduced (Ht2 2025) - to monitor. Pastoral team and form tutors working with PP students to remove barriers. • Rewards for PP students are in line with their peers • Increase in rewards – rewards events, rewards trips planned, rewards linked to attendance. • Investigating reasons for behavioural incidents e.g. links to lower reading ages 																																														
5	Increased communication and engagement with parents of PP students	<ul style="list-style-type: none"> • 30 students are regularly participating in extra curricular activities (as of Oct 25). This is 16% of the PP cohort. 15% of our school cohort is PP. • 24-25 club data (as of July 2025) 																																														
6	Increased participation in extra curricular activities, trips, visits, leading to increased accessibility to the curriculum	<p>Clubs</p> <table border="1" data-bbox="699 860 1409 1966"> <thead> <tr> <th>Club</th> <th>Number PP / total</th> </tr> </thead> <tbody> <tr><td>Athletics</td><td>9/45</td></tr> <tr><td>Chess</td><td>3/18</td></tr> <tr><td>Choir</td><td>4/12</td></tr> <tr><td>Computer Science</td><td>1/5</td></tr> <tr><td>Computing</td><td>6/34</td></tr> <tr><td>IMedia catch up</td><td>3/25</td></tr> <tr><td>Cricket</td><td>0/13</td></tr> <tr><td>Debate</td><td>0/12</td></tr> <tr><td>Drama</td><td>6/18</td></tr> <tr><td>F Maths Clinic Y11</td><td>1/21</td></tr> <tr><td>H Maths Clinic Y11</td><td>0/33</td></tr> <tr><td>GCSE Art</td><td>1/17</td></tr> <tr><td>GCSE Spanish</td><td>0/12</td></tr> <tr><td>Lego</td><td>3/12</td></tr> <tr><td>Pom pom crafts</td><td>2/4</td></tr> <tr><td>Reading intervention</td><td>7/25</td></tr> <tr><td>Rounders</td><td>4/23</td></tr> <tr><td>Warhammer</td><td>1/12</td></tr> <tr><td>Y11 Basketball</td><td>0/12</td></tr> <tr><td>Y11 English P6</td><td>4/43</td></tr> <tr><td>LGBTQ+</td><td></td></tr> <tr><td>Diana Award</td><td>2/9</td></tr> </tbody> </table> <p>6 regular attenders on school council</p>	Club	Number PP / total	Athletics	9/45	Chess	3/18	Choir	4/12	Computer Science	1/5	Computing	6/34	IMedia catch up	3/25	Cricket	0/13	Debate	0/12	Drama	6/18	F Maths Clinic Y11	1/21	H Maths Clinic Y11	0/33	GCSE Art	1/17	GCSE Spanish	0/12	Lego	3/12	Pom pom crafts	2/4	Reading intervention	7/25	Rounders	4/23	Warhammer	1/12	Y11 Basketball	0/12	Y11 English P6	4/43	LGBTQ+		Diana Award	2/9
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		<ul style="list-style-type: none"> • 7 pupils have been provided with a laptop, 2 of which are CLA • All PP students are now offered music lessons. Awaiting uptake data • All PP students get access to careers interviews before their peers. CLA students have two interview opportunities • Tracking of students attending trips continues. PP students offered funded places on trips where possible. CLA PP+ money can be used to fund up to 50% of trips. 2 x CLA students had 50% trip funding for two trips in 24-25
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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
English and Maths Tuition	My Tutor
Barnardos CBT	Barnardos
Raising Achievement of Disadvantaged Youngsters (RADY) Project	RADY Westmorland and Furness Council