

Pupil premium strategy statement 2025/26

Specific actions and progress

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

School overview

Detail	Data
School name	Damers First School
Number of pupils in school	474
Proportion (%) of pupil premium eligible pupils	18,2%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025/26 - 2027/28
Date this statement was published	November 2025
Date on which it will be reviewed	February 2026
Statement authorised by	Louise Greenham Head of School
Pupil premium lead	Louise Greenham Pupil Premium Lead
Governor / Trustee lead	Lesley Goldsack, link governor for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	PP £122,221 LAC £16,665 Service Ever6 <u>£2,170</u> Total £141,056
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£141,056

Part A: Pupil premium strategy plan

Statement of intent

At Damers First School:

We are determined to ensure that our children are given every chance to realise their full potential. Our core aim of opening learners' minds and expanding the breadth of their experiences underpins so much of what we do in our school, and the support that we provide to our disadvantaged pupils. The Wessex MAT vision is to find the learner in every child and that vision is fundamental to our approach at Damers.

We have high aspirations and ambitions for all of our children and we strongly believe that it is not about your background, but your passion and thirst for knowledge, and your dedication and commitment to learning that make the difference. As such, we prioritise building on our children's actual starting points and secure prior learning when designing our curriculum, learning development plan and pupil premium strategy. All three of these plans echo each other and lie at the heart of our provision.

Our core aim, when allocating Pupil Premium funding, is to raise the attainment and progress of disadvantaged pupils, including progress for those who are already high attainers, so that their performance compares favourably with non-disadvantaged peers.

In making provision for disadvantaged pupils, we acknowledge that not all pupils who receive free school meals (FSM) will be disadvantaged and that not all pupils who are disadvantaged are registered or qualify for free school meals. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery for pupils whose education has been worst affected by the pandemic, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they are set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. Many disadvantaged pupils have not had access to a broad range of language development opportunities prior to starting school – talk, books, story-telling, experience of song and nursery rhymes. Gaps in oracy are evident from Reception through to Year 4 and in general, are more prevalent and in some cases significant among our disadvantaged pupils than their peers. Broadly, the impact of Covid 19 is ongoing. We know that the 2025 Foundation cohort will have gone through lockdown in the most formative time in development regardless of their pupil premium status.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers by 18.2% in summer 2025/Y1. This negatively impacts their development as readers.
3	Internal assessments indicate that attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils on entry to our Foundation classes and that this gap remains to the end of Year 4. From whole school assessment across year groups, the gap has lessened in part from comparative assessment in 23/24 - 24/25:

	<p>Gap in attainment between those in receipt of PP and non PP:</p> <p>23/24</p> <p>Reading 28%</p> <p>Writing 27%</p> <p>Maths 29%</p> <p>24/25</p> <p>Reading 24%</p> <p>Writing 33%</p> <p>Maths 26%</p> <p>This indicates that the gap isn't closing overall although. Writing is a known concern in terms of attainment.</p>									
4	<p>Attendance data shows a significant gap between PP pupils and non PP pupils in persistent absenteeism ie. Below 90% attendance:</p> <table border="1"> <thead> <tr> <th></th> <th>PP</th> <th>Non PP</th> </tr> </thead> <tbody> <tr> <td>23/24 -</td> <td>18.8%</td> <td>5.1% (overall attendance – 95.5%)</td> </tr> <tr> <td>24/25 -</td> <td>19.1%</td> <td>3.5% (overall attendance – 95.7%)</td> </tr> </tbody> </table>		PP	Non PP	23/24 -	18.8%	5.1% (overall attendance – 95.5%)	24/25 -	19.1%	3.5% (overall attendance – 95.7%)
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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	Impact
Improved oral language skills and vocabulary among disadvantaged pupils	Assessments and observations indicate significantly improved oral language among disadvantaged pupils.	Continued standard in phonics outcomes in Y1 & 2 Literary event participation at THS

<p>enabling better writing and engagement with all subjects.</p>	<p>Evidence when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</p>	<p>Participation in enrichment activities eg. Awesome Authors/school magazine</p> <p>Book looks throughout school year by governors across curriculum</p> <p>Reading Ambassadors includes mostly disadvantaged pupils</p>
<p>Improved phonics and reading attainment and engagement among disadvantaged pupils.</p>	<p>Year 4 reading outcomes in 2025/26 show that attainment for disadvantaged pupils is broadly aligned with non DP achievement.</p>	<p>Gap has narrowed in Year 1 and 2 with non SEND pupils receiving PP achieving in line with with their non PP peers.</p> <p>Gap has narrowed Years 3 and 4 however, non SEND pupils in receipt of PP are achieving below their non PP peers.</p>
<p>Improved maths attainment for disadvantaged pupils at the end of Year 4.</p> <p>Improved writing attainment for disadvantaged pupils at the end of Year 4.</p>	<p>Year 4 maths outcomes in 2024/25 show that attainment for disadvantaged pupils is aligned with non DP achievement.</p> <p>As above</p>	<p>Year 4 pupils in receipt of PP have not achieved in line with their peers.</p>
<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Sustained or improved high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> ● qualitative data from pupil voice, student and parent surveys and teacher observations ● a significant increase in participation in enrichment activities, particularly among disadvantaged pupils ● an increase in disadvantaged pupils aspiring to and succeeding with 	<ul style="list-style-type: none"> ● Pupil survey planned for November 2025 ● Planned trip to National ballet – November 2025 ● Club participation analysis each half term from start ● Junior Governors PPs October 2025 ● School Council

	<p>Junior governance, school council, playground mentorship, join school initiatives eg Eco Club.</p>	<ul style="list-style-type: none"> ● Playground mentors ● Eco Club
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> ● the overall absence rate for all pupils being no more than 5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced. ● the percentage of all pupils who are persistently absent being at least below 2% (as it was pre-pandemic) and the figure among disadvantaged pupils being in line with their non-disadvantaged peers. 	<p>Higher attendance means pupils have more consistent access to teaching and learning, which typically leads to better progress and attainment.</p> <p>Reduced persistent absence helps prevent gaps in knowledge and skills, especially for disadvantaged pupils.</p> <p>Enhanced Wellbeing and Engagement</p> <p>Regular attendance often correlates with stronger social connections, better mental health, and a sense of belonging.</p> <p>Pupils who attend regularly are more likely to engage in extracurricular activities, boosting confidence and resilience.</p> <p>Positive School Culture</p> <p>Sustained high attendance fosters a culture of commitment and high expectations among pupils, staff, and families.</p> <p>Improved relationships with parents/carers through shared responsibility for attendance.</p>

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: £ 80,000

Activity	Evidence that supports this approach	Challenge number(s) addressed	What does this mean we are doing in school?
<p>Embedding dialogic activities across the school curriculum, providing additional CPD for all teaching staff to deliver:</p> <p>-completion of Oracy Teaching Hub 6 week course to cascade;</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p> <p>They can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>The potential impact of metacognition and self-regulation approaches and collaborative learning is high. The evidence indicates that explicitly teaching strategies to help plan, monitor and evaluate specific aspects of their learning can be effective</p>	<p>1,2,3,4</p>	<p>2025/26</p> <p>Building on Oracy CPD in 2024/25 embedding this practice in classrooms across school.</p> <p>Cultural capital development: Newsletter club for Spring 2026 - Texts sharing - quality texts in library Reading for enjoyment initiatives (free to come to Story Night) vocabulary (focus from Literacy tree/around classroom) club enrichment (priority for DPs)</p>

<p>-focused groups engage in daily oracy games/activities;</p> <p>Foundation classes/focused EAL groups;</p> <p>Explicitly extending pupils' spoken vocabulary;</p>	<p>Metacognition and self-regulation EEF Collaborative learning approaches EEF</p>		<p>performance arts raised profile (Arts lead/EH plan for whole school projects ie. no parental involvement needed)</p> <p>Traditional stories, oral & written Whole School Literacy unit for Spring 2025</p>
<p>Little Wandle Engagement with English Hub.</p> <p>Embedded in Foundation and Year 1 practice, alongside intervention support in Years 2-4 and additional resources purchased to support provision for SEND.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p>Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction.</p> <p>Reading comprehension strategies EEF</p>	<p>2,4</p>	<p>English hub involvement for continues into 2nd Year - impact seen already - Little Wandle assessments</p>

<p>Peer activities including YR 4 buddy system;</p> <p>Reading events including Little Wandle - Foundation parents and invitational events to improve parental engagement;</p>			<p>Story Night X 3 year</p> <p>Phonics evenings for Foundation parents</p> <p>New for Spring 2026 - reading NTS results are shared with parents and pinpointed areas for focus, help for children in extra club when data shared in PPMS early Jan 25.</p>
<p>Maths lead will work with year groups to refine MNP and Mastering Number in order to tailor learning to cohorts focusing on fluency.</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Mathematics guidance: key stages 1 and 2 (covers years 1 to 6)</p> <p>The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3 Mastery learning EEF</p>	<p>3</p>	<p>Maths workshops for each year group Jan 26</p> <p>Targeted invitational event</p>
<p>We will revisit and clarify our approach to effective</p>	<p>Providing feedback is a well-evidenced and effective approach and has a high impact on learning outcomes. Feedback EEF</p>	<p>1,2,3,4</p>	<p>CPD includes book look/feedback surgeries. Timely, targeted feedback to year groups to ensure consistency. Pupil focus groups - what is their experience?</p>

marking and feedback			
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p> <p>Continuation of Hamish and Milo scheme and resources.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>Social and emotional learning EEF</p> <p>Given our higher proportion of pupils with EHCPs and those with Autism as their primary need, we have also used advisory documents such as Coronavirus and lockdown to inform our response to recovery.</p>	5,6	
<p>Training for staff on high quality feedback, summative assessment and ensuring diagnostic assessments are interpreted</p>	<p>Feedback EEF</p> <p>In addition, and as part of a triangulated gathering of assessment information, standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction.</p>	1,2,3,4	<p>Teaching & learning calendar termly slots for staff meeting on f&m.</p>

<p>and administered correctly.</p> <p>Purchase of additional standardised diagnostic assessments in line with other Wessex MAT schools.</p>			
<p><i>At Damers, we use a variety of tools to assess secure learning, from commercially bought packages, such as the Language Screen from NELI, to our own internally developed assessment tools. These focus staff not on what we have covered, but on what has been retained and can be applied by our pupils. This academic year, our assessments have allowed us to identify the core challenges some pupils are facing in writing and maths. We also know from our internal qualitative data that enrichment opportunities for the most disadvantaged have also been restricted and we have increased need for social and emotional support for our pupils. We try to strike an effective balance between using standardised assessment tools and teacher administered diagnostic assessments rooted in the classroom.</i></p>			

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

Budgeted cost: £ 40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed	Broad but pupil targeted interventions
<p>We will further develop our use of NELI as a programme to improve listening,</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking,</p>	<p>1, 4</p>	<p>Volunteer and support staff Interventions</p>

<p>narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.</p>	<p>listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF</p>		<ul style="list-style-type: none"> ● Dorset Reading Partners (external people) ● Nature Group (two/three afternoons per week Nat H) ● Volunteer Readers (3 on 3 afternoons per week) ● Play Therapist One Morning per week (external) ● SALT and other interventions (TA led) ● Learn 2 Move interventions (TA led one morning per week) ● Pastoral support (TA led - 5 days per week) ● Physio and pastoral support (TA led) ● Music Intervention (One afternoon per week external) ● Drawing and talking (one afternoon per week external) ● Therapy Dog (one afternoon per week external) ● Gardening group (one afternoon per week external)
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			<ul style="list-style-type: none"> • Forest School group (Spring Nat TBA) • Motor skills group Year One (external once per week) • Lunch Club (TA and teacher led) • Lunch Playgroup (TA and teacher led) • Other provision (used by PP pupils) • Sensory Room • Sensory circuit Room • Outdoor sensory garden
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered as part of our recovery programme for pupils in Years 2-4	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	2,4	English Hub involvement for 2025/with PP focus Phonics foc26 plus review
Cognition and learning interventions (Inclusion of specific metacognition and	The potential impact of metacognition and self-regulation approaches and collaborative learning is high. The evidence indicates that explicitly teaching strategies to help plan,	1,4	

self regulation approaches as there is some evidence to suggest that disadvantaged pupils are less likely to use metacognitive and self-regulatory strategies without being explicitly taught these strategies)	monitor and evaluate specific aspects of their learning can be effective Metacognition and self-regulation EEF Collaborative learning approaches EEF		
Communication and Interaction interventions such as SALT programmes and support	On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress Oral language interventions EEF	1,4	See above
Other targeted programmes such as Sensory and Physical Interventions such as OH programmes and support	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 Teaching Assistant Interventions EEF	4,5	
Targeted ELSA/TIS support including Hamish and Milo	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): Social and emotional learning EEF	5,6	

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

Budgeted cost: £ 21,056

Activity	Evidence that supports this approach	Challenge number(s) addressed	
<p>Embedding principles of good practice set out in the DfE's School attendance guidance May 2022 advice.</p> <p>Monthly monitoring of attendance across all groups.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	6	
<p>Further development of wider and targeted enrichment activities, including after school clubs based around SP / 'What matters to me' and arts provision</p>	<p>Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. It is important to remember that arts engagement is valuable in and by itself and that the value of arts participation should be considered beyond maths or English outcomes.</p> <p>Arts participation EEF</p>	5,6	Year 4 Poundbury Arts exhibition work October 2025
<p>Strengthening parental engagement with learning through structured conversations and targeted support from our Parent Support Adviser</p>	<p>The average impact of the Parental Engagement approaches is about an additional four months' progress over the course of a year. There are also higher impacts for pupils with low prior attainment.</p> <p>Parental engagement EEF</p>	All	

Devise parental engagement action plan for further reach beyond current strategies			
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to emergent needs that have not yet been identified.	All	

Total budgeted cost: £ 141,056

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.

Challenge 1 - Oral language skills and vocabulary gaps

NELI and SALT interventions have been will be provided by trained staff for targeted groups of children (see individual progress records). Oral language development remains as a high priority within our current learning development plan.

Challenge 2, 3 and 4 - Phonics, early reading, writing and general attainment

Outcomes FSP and KS1 July 24	Outcomes FSP and KS1 July 25
FSP GLD 72%	

Y1 Phonics Screening	70% (all)	13% gap	
KS1 Read	70.7% EXS+	%GDS	PP 56%
KS1 Write	57% EXS+	% GDS	PP 39%
KS1 Maths	75% EXS+	% GDS	PP 65%

FSP GLD 64%

Y1 Phonics Screening	88% (all)	13% gap
KS1 Read	74% EXS+	PP 46%
KS1 Write	66% EXS+	PP 33%
KS1 Maths	68% EXS+	PP 47%

Commentary / Next Steps

Our internal assessments during 2024/25 suggest that the outcome gap for our disadvantaged pupils compared with whole year group is narrowing apart from Year 2. We did not do optional KS1 tests but instead did the NTS testing in line with whole school testing. This was a new testing system for the children which could account in part for the slight drop overall.

We remain confident that the gap in KS1 (2024/25) will be narrowed again over time, but the impact of the last two years and the impact of the challenges that many of our disadvantaged families are now experiencing, cannot be overcome swiftly. All of the challenges that we identified at the beginning of this plan remain relevant and prioritised within our SIP as priority 2.

In the shorter term, we have seen significant impact in areas such as phonics where Little Wandle is now embedded and prioritised with the support of the English Hub. The gap between our disadvantaged pupils and their peers in this area is slightly wider at the end of Year 1, but we are cautious and will continue to monitor this closely this year to determine if this is a sustainable shift given a more targeted approach to phonics provision across the school.

Lesson visits show that subject knowledge in this area across teaching staff in Years 2-4 has improved significantly and that children are now supported more confidently in applying and developing their phonics knowledge across wider areas of learning.

Challenge 5 - Social, emotional and mental health and parental engagement

SEMH support has been used to target individuals and groups. Our reporting and assessments show that the impact of interrupted schooling was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required by our pastoral lead/ELSA. We are building on that approach with the activities detailed in this plan.

We have continued a robust approach to extra-curricular clubs and activities, focusing on disadvantaged families. Our club offer is designed to provide a wide range of enrichment opportunities and a number of clubs are designed around the needs of targeted disadvantaged pupils (eg Digital Music Makers, cooking, dance). Teachers now target disadvantaged families to take up reserved places in all clubs and the take up from our disadvantaged families has more than doubled during the last school year (see Club attendance lists). Attendance at clubs has had an impact on children's mental health and wellbeing and has also impacted children's attendance overall.

We have seen much improved parental engagement this year with engagement strategies in place inc 'Stay and ...' sessions in all year groups and all have engaged the majority of parents and carers in each class. These sessions focus on basic skills and knowledge and support parents in knowing how to support their children's learning further at home. These have been particularly valuable in terms of early reading / phonics provision ensuring that parents have access to essential support materials, workshops and films which have been created to support parents at home.

Challenge 6 - Attendance

Attendance in the year to date:

All - 95.4% (95% National)

PP - 93.3% (92.8% National)

Attendance meetings have supported improvements for disadvantaged pupils where caseworkers work to follow up any absences and work closely with families.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider