

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	26/01/2026
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 are committed to creating an ambitious, joyful and creative community where every student belongs, contributes and strives for excellence. We are acutely aware that those entitled to pupil premium funding may face additional barriers that can place them at a disadvantage, whilst recognising that each child has unique strengths, challenges and aspirations.

Our overarching objective is to ensure that every student has the essential tools to access and succeed across the full curriculum. To achieve this, Dallam adopts a blended model of academic challenge and pastoral care—one that builds confident, creative and resilient young people who embody the values of respect, courage, endeavour, compassion and integrity. Our Sixth Form and Boarding communities play a central role in enriching this culture, helping students not just to learn, but to flourish.

We believe that any gaps can and will be closed through the sustained efforts of skilled, dedicated teachers working closely with students across the entire key stage, using every tool, intervention and strategy at their disposal to create meaningful change.

It is the school's responsibility to identify and remove barriers at the earliest opportunity so that potential challenges do not shape a student's future. Our vision is that all students at Dallam should be empowered, supported and ultimately placed in a stronger position because of the opportunities and encouragement provided by the school. This is a school where students are seen, supported and challenged—where they grow in confidence, creativity and character.

We aim for all pupils to belong, learn and thrive here and in order for this to happen we aim to:

- Ensure that disadvantaged pupils (also known in our school as RADY pupils) make progress year on year and that the gap between them and their peers reduces year on year.
- Identify and address barriers to disadvantaged pupils with a particular focus on attendance, literacy and extra-curricular experiences (cultural capital).

Challenges

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

Challenge number	Detail of challenge
1	Attainment Some of our disadvantaged students do not achieve as well as they should and this may have an impact on their aspirations, engagement in lessons and

	progress made. Our results for 2025 show an improvement in outcomes; we now need to build on and sustain this improvement.
2	<p>Attendance figures</p> <p>For some of our disadvantaged students, their attendance is lower than their peers and they face significant challenges with coming into school. This may impact on their ability to access their education.</p> <p>Our data shows that students coming to school from well outside of catchment areas tend to be lower attenders in school.</p>
3	<p>Literacy</p> <p>Some of our disadvantaged students come to school with lower reading ages in comparison to their peers and this may impact their ability to access the school curriculum.</p>
4	<p>Engagement with learning, behaviour statistics and rewards and increased aspirations</p> <p>Our observations, discussions and parental meetings have shown that some disadvantaged students show less motivation and more passive learning in lessons which impacts on their progress.</p> <p>Disadvantaged students who were affected in the later years of primary school due to the pandemic tend to be more disengaged with school.</p>
5	<p>Engagement with home</p> <p>Some disadvantaged students face significant challenges at home which has an impact on motivation and behaviours in school. Some parents, carers, guardians of disadvantaged face barriers themselves which can impact on the student's progress.</p>
6	<p>Cultural Capital and access to wider opportunities</p> <p>For our disadvantaged students, there are significant barriers to them accessing extra-curricular opportunities. For example, transport issues, financial costs, lack of confidence.</p>

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
The attainment gap between disadvantaged students and their peers will continue to narrow.	<p>The attainment gap continues to remain in line or better with national average and to reduce the gap even further.</p> <p>A 5% increase in the number of students achieving 5+ in English and Maths.</p>
School attendance for disadvantaged pupils to be in line with peers	<p>Continue to narrow the gap in attendance between disadvantaged pupils and their peers.</p> <p>Continue to narrow the gap in the number of students who are disadvantaged and persistently absent with their non-</p>

	disadvantaged peers who are persistently absent, and with national average.
The gap in reading age to have reduced between disadvantaged students and their peers	A reduction in numbers of disadvantaged students who are 6 months or below chronological reading age.
Increased engagement in lessons	<p>A reduction in concern flags and removals from lessons in disadvantaged students.</p> <p>Teacher reports and class observations suggest disadvantaged students are more able to monitor and regulate their own learning.</p> <p>Homework completion rates increased for disadvantaged students.</p> <p>The gap between disadvantaged students and no-disadvantaged students with regards to the attitude to learning scores continues to improve and the gap is narrowed.</p>
Increased parental engagement in school	Attendance at parents' evenings and wider events of parents of disadvantaged pupils is in line with peers.
Increase in participation in extra-curricular activities and attendance on trips	<p>Attendance at extra-curricular clubs remains in line with peers.</p> <p>Attendance on trips is in line with peers.</p> <p>All CLA students to have attended at least one residential trip.</p> <p>All disadvantaged students are offered music lessons; uptake of lessons is in line with peers.</p>

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	<p>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.</p> <p>The EEF Guide to the Pupil Premium EEF</p>	1, 2, 3, 4

	EEF-Effective-Professional-Development-Guidance-Report.pdf	
Robust QA cycles led by ELT and SLT; identifying needs and training. Building in time for sharing best practice.	Hattie (2016) - Collective teacher efficacy most affecting influence on student achievement. DFE guidance on Teacher Standards states that appraisal and monitoring is 1,2 8 necessary to help to determine professional development.	1, 2, 3, 4
Apply principles of RADY (Raising Attainment of Disadvantaged Youngsters) throughout all aspects of school improvement Uplifting of student targets using RADY principles	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
Literacy interventions in place for KS3 and KS4; reading buddies, Step Programme, Leap Programme	EEF Improving Literacy in Secondary Schools - Literacy is key to learning across all subjects in 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. Improving Literacy in Secondary Schools EEF Reading comprehension strategies EEF Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in all subjects. Oxford University Press - Word Gap - Oxford Language Report	1, 3, 5

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 in English and Maths to all 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. One to one tuition EEF	1, 3, 4, 5
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, 4, 5
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
Provide technology/equipment (laptops, art materials, calculators, English texts)	The digital divide refers to the economic, educational, and social inequalities between 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)	1, 3, 4, 5, 6

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	<p>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).</p> <p>This has been exasperated by their experiences during the pandemic.</p> <p>NAO study - Supporting the attainment of disadvantaged children in educational settings</p>	2, 3, 4, 5
Trauma Informed Training for all staff once per half-term, delivered by WFC Virtual School	<p>DfE Respectful School Communities outlines guidance that recognises the importance of an individualised response to pupil or student needs, when behaviour might be a result of educational, mental health, other needs, or vulnerabilities, such as special educational needs and disabilities. Taking a trauma-informed approach can help contribute towards creating a safe environment for those who have experienced trauma and adverse experiences</p>	1, 2, 4, 5
<p>Revised attendance protocols and initiatives</p> <p>Close monitoring of attendance, behaviour and rewards, progress review data; used to coordinate a support package</p> <p>Close links with the Local Authority</p>	<p>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.”</p> <p>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.</p>	1, 2, 4, 5

	Being Present: The Power of Attendance and Stability for Disadvantaged Pupils	
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 Arts participation EEF	2, 4, 6
Send an outline of trips and visits planned for the year ahead to parents and carers and encourage participation Funding for participation in extra-curricular events and trips	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 The EEF Guide to the Pupil Premium EEF	4, 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, 2, 4, 5, 6
Peer mentoring scheme as part of a wider Student Leadership programme to explore	EEF – Peer mentoring can raise attainment by 5+ months. Peer tutoring EEF	1, 2, 4, 5
Pastoral support; SEMH provision, safeguarding supervision, links with SEND team	EEF - mentoring has a 2+ months benefit to students. Hattie (2016) - behaviour intervention programmes can have 0.62 effect and specific intervention linked to needs 0.77. Self-regulated learners apply metacognitive strategies to their learning. They demonstrate	All

	self-regulation by managing their motivation, thoughts and behaviour to set goals, monitor working, reflect and review progress. Metacognition and self-regulation EEF	
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Total budgeted cost: £139,965

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Attainment

For disadvantaged pupils, compared to national their A8 scores are above average. In comparison to non-disadvantaged pupils nationally, the gap is narrowing.

The number of disadvantaged students achieving 5+ in English and Maths is close to average and the gap is narrowing.

2023-2025:

A8 Overall

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged		
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend
2025	22	40.5	34.9	Above (non-sig)	50.3	-9.8	Narrowing
2024	20	29.4	34.6	Below (non-sig)	50.0	-20.6	Widening
2023	14	41.3	35.0	Above (non-sig)	50.3	-9.0	Not available

Disadvantaged pupils English and Maths grade 5 plus

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged		
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend
2025	22	22.7%	25.6%	Close to average (non-sig)	52.8%	-30.1	Narrowing
2024	20	20.0%	25.8%	Close to average (non-sig)	53.1%	-33.1	Widening
2023	14	21.4%	25.2%	Close to average (non-sig)	52.4%	-31.0	Not available

Attendance

Average attendance for disadvantaged pupils in the academic year 23/24 was 83.70%, increasing to 85.40% in 24/25 with attendance now close to national average for disadvantaged pupils. The gap between disadvantaged pupils and their peers is closing, particularly in the group of disadvantaged students with SEND.

Persistent absenteeism for disadvantaged pupils in the academic year 24/25 was 40.70% in comparison to 50.0% in the academic year 23/24. Attendance initiatives are in place this year with the aim of reducing this further.

Reading

In the last academic year in Step and Leap programmes:

- Year 7 - students in intervention have made an average reading age increase of an additional 8 months (on top of increase in line with chronological age)
- Year 8 - students in intervention have made an average reading age increase of an additional 2 months (on top of increase in line with chronological age).
- Year 9 - students in intervention have made an average reading age increase of an additional 8 months (on top of increase in line with chronological age).
- Year 10 - students in intervention have made an average reading age increase in line with chronological age.
- Year 11: very small numbers which has meant it has been difficult to show impact of our programmes.

Engagement

Attitude to learning scores show that the gap between disadvantaged students and non-disadvantaged students has continued to narrow and in some cases are more positive (Year 7). Work continues with this, with identifying causes for lower attitude to learning scores.

Year group	Disadvantaged average Attitude to Learning score (/4)	Non-disadvantaged average Attitude to Learning score (/4)
7	3.622	3.618
9	3.167	3.421
11	3.316	3.409

Overall reduced behavioural incidents of PP students. Number of incidents remains slightly higher for disadvantaged students in comparison to peers. This remains a priority for the school.

The number of disadvantaged students engaging in extra-curricular activities is in line with peers or more positive.

Year	Percentage Engagment						
	M	F	PP	Not PP	SEN E	SEN K	Not SEN
Year 7	77%	98%	93%	86%	100%	100%	84%
Year 8	80%	81%	86%	79%	100%	75%	78%
Year 9	43%	45%	55%	42%	50%	58%	43%
Year 10	44%	47%	71%	40%	43%	67%	41%
Year 11	65%	69%	58%	69%	0%	89%	68%
Year 12	26%	19%	25%	22%	0%	0%	24%
Year 13	52%	21%	50%	37%	n/a	33%	33%

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