



Darley Dene

Primary School

Pupil premium strategy statement 2024-25

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	Darley Dene Primary School
Number of pupils in school	222
Proportion (%) of pupil premium eligible pupils	37% (as at 20.12.24)
Academic year/years that our current pupil premium strategy plan covers	2024-2025
Date this statement was published	31 st December 2024
Date on which it will be reviewed	1 st September 2025
Statement authorised by	Sarah Kober
Pupil premium lead	Natasha Johnston
Governor / Trustee lead	Marijike Reid

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£130,160
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	£130,160

Part A: Pupil premium strategy plan

Statement of intent

What is Pupil Premium funding?

The Pupil Premium is an amount of money allocated to children from low-income families who are currently known to be eligible for Free School Meals (FSM) or have been at any point in the past 6 years (known as the Ever 6 measure). This funding applies to pupils in both mainstream and non-mainstream settings and children who have been looked after continuously for more than six months.

Schools are free to spend the Pupil Premium as they see fit. However we will be held accountable for how we have used the additional funding to support pupils from low-income families. We are required to publish online information about how we have used the Premium.

What is Recovery Premium funding?

The Recovery Premium is part of the government's package of funding to support education recovery following the impact of the coronavirus (COVID-19) pandemic. It is a time-limited grant for the 2021-22 to the 2023-24 academic years.

How do we administer Pupil Premium funding?

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

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 following the COVID-19 pandemic, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Throughout the year, we ring-fence our Pupil Premium funding to ensure that it is spent on targeted pupils. Our school focuses on supporting our disadvantaged pupils to achieve and attain in line with their peers both in school and nationally. The school rigorously analyses data to identify pupils who are at risk of underachieving, particularly in English, Mathematics and Science.

We detail all the provision in place on our school provision map and track achievement data to evaluate the effectiveness of interventions and adjust accordingly. The school ensures that Senior Leaders have a clear overview of how this funding is spent, and expects teachers and teaching



assistants to feedback with progress information, which in turn informs our school governors about Pupil Premium progress. Governors ensure that that they hold school leaders to account for raising standards.

As a school we draw upon evidence from our own and others' experience to allocate the funding to the activities that were most likely to have an impact on improving achievement and life chances, considering how we can improve attainment and achievement, attendance and participation in the opportunities life at school brings.

The key principles of our strategy plan

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're 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

We have used the following data sources to help identify barriers to attainment in our school:

- Internal assessment and reporting software
- The [EEF families of schools database](#)
- Staff, pupil and parent consultation
- Attendance records
- Recent school Ofsted report
- Guidance from experts

The table below details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Awareness of the increased need to support pupils to develop their social and emotional understanding so that they are able to identify and communicate the support needed to enable them to attend school and engage in the learning that has been adapted for them.
2	The vulnerability of the community that the school sits within has continued to increase over the last academic year stemming from a broader range of challenges for disadvantaged families. All staff need to have a deeper understanding of the barriers this can cause for disadvantaged pupils and the possible negative impact on learning.
3	Increasing exposure and engagement of PP children in wider curriculum opportunities, such as residential, educational visits etc.
4	To broaden the pupil's understanding of the achievements that can be made through attending school and engaging in learning. Giving pupils a sense of belonging and purpose.



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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
<p>For children to continue to increase their emotional understanding and regulation in order to thrive academically, socially and emotionally.</p>	<p>All school staff to continue to demonstrate deepening understanding of Zones of Regulation, Emotion Coaching and Trauma informed support strategies.</p> <p>The learning environments within school will evidence the use of emotional regulation and communication along with co –regulation opportunities.</p> <p>Children are able to use a range of strategies to regulate or co-regulate their emotions, these will be built from the Zones of Regulation lessons that refer to personal toolkits.</p> <p>Sonar data and teacher assessments will show that children are better prepared to learn and are therefore making good progress as a result of their improved emotional, well-being and resilience.</p>
<p>To continue to offer a wider range of experiences to Pupil Premium children in order to broaden their experience of the world around them.</p>	<p>Pupil Premium children will be supported to attend a range of residential through the academic years at primary school. Overview of the amount and cost of residential will be revised.</p> <p>Pupil Premium children will have attended curriculum enrichment opportunities provided within the school day.</p> <p>Pupil Premium Children will have attended external educational visits that link to the curriculum to broaden their experiences and enhance their understanding of focused topics.</p> <p>Pupil Premium children will be targeted and spaces provided to attend after school extracurricular clubs</p>
<p>To continue to see an increase in attendance of the Pupil Premium children over the next academic year.</p>	<p>Attendance data will demonstrate an increase in attendance for Pupil Premium children.</p> <p>Evidence of targeted family support through the pastoral team and referrals wider outside agencies will result in increased pupil attendance.</p>



<p>Reading embedded across the curriculum to support children’s literacy and promote a love of reading for pleasure.</p>	<p>Pupil premium children will have regular, structured opportunities to visit the school library, borrow books, and engage in activities designed to foster a love of reading.</p> <p>Pupil premium children will have the opportunity to visit the library within the local community.</p> <p>A review of the school library’s resources and systems to ensure they are current, inclusive, and aligned with pupils’ needs and interests, updating materials where necessary.</p> <p>Whole school implementation of reading-focused apps across the whole school to encourage independent reading, track progress, and promote engagement with high-quality digital texts.</p>
<p>Playtimes and lunchtimes to be reviewed. Staff training needs to be considered and a strategic plan for these times to be devised by SLT with consideration of our most vulnerable pupils.</p>	<p>A clear, strategic plan for playtimes and lunchtimes is developed, implemented, and communicated to all staff, with provisions tailored to support the needs of pupil premium and vulnerable children.</p> <p>All relevant staff receive training focused on inclusive supervision, conflict resolution, and strategies to support vulnerable pupils during unstructured times, ensuring they feel confident and capable in their roles.</p> <p>Observations and pupil feedback indicate that pupil premium children and vulnerable pupils are positively engaged in structured and unstructured activities during these times, with reduced instances of conflict, exclusion or disengagement.</p>
<p>SEND practices to be reviewed to enable timely and accurate intervention when a child falls below their age related peers with consideration for pupil premium children.</p>	<p>Clear systems and processes are in place to identify SEND needs promptly, with a specific focus on ensuring pupil premium children are not overlooked.</p> <p>Tailored interventions are implemented swiftly, monitored regularly, and adjusted as needed to support pupil premium children in closing the gap with their peers</p> <p>Regular reviews of intervention effectiveness are conducted, using progress data, feedback from staff and pupil outcomes to measure impact and make necessary adjustments.</p>
<p>To consult with families and other local providers about lowering the age range of the children coming into nursery to include 2 year olds.</p>	<p>School admits FEET funded 2 year olds to support a positive start for the communities most vulnerable learners.</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.

High Quality Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ **18,953**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Developing quality first teaching that encompasses the schools inclusive vision including effective use of support staff.	EEF research continues to demonstrate that good teaching is the most important lever schools have to improve outcomes for disadvantaged children.	1,4
Consultancy support – STIPs and Private Educational Psychologists	When staff have received this training and support previously, it has helped to develop their practice and be able to adapt learning more specifically for some of the most vulnerable pupils.	1,3,4
Relationships with high quality recruitment partnerships to ensure the recruitment and retention of experienced staff.	Previous recruitment from high quality agencies has led to the retention of experienced staff who are able to develop their practice in line with the schools development plan.	1,3,4
Teacher Network events are attended to give staff the opportunity to share good practice and develop the objectives set out in the School Development Plan (SDP).	Evidence suggests that a shared goal can be met by frequent network meetings where objectives are reviewed and revised by experienced staff working towards improvement.	1,2,3,4

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

Budgeted cost: £ **21,1827**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Explore Learning	EEF toolkit – moderate impact for low	3
Little Wandle and rapid catch up interventions	Evidenced based programme to support the teaching or reading and closing the gap for children	3



Activity	Evidence that supports this approach	Challenge number(s) addressed
Bookmark	EEF toolkit – moderate impact for low costing	3
Speech and Language TA role	A dedicated member of staff that focuses on the improvement targets for children that need additional support with their speech and language. Offering 1:1 or small group sessions to improve the rate of progress.	3
1:1 Precision Teaching	Interventions that are planned and delivered to a high quality can improve progress. To remain effective, reviews need to happen regularly (half termly).	3

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

Budgeted cost: £ £41,626

Activity	Evidence that supports this approach	Challenge number(s) addressed
Play Therapy	Play Therapy has been beneficial in promoting a sense of belonging and attachment in school. Pupils were able to build stronger more meaningful relationships with school staff following these sessions.	1,2, 4
Pastoral Support Team	The Home School Link Worker and trust wide Pastoral Team have a significant impact supporting some of the most vulnerable families with the challenges day to day life can present, especially in today’s social climate. This support includes, signposting families to external agencies support, offering advice to parents who are managing challenging behaviour at home, improving children’s attendance and developing effective parenting strategies. Parents have built strong relationships with the team and frequently reach out for support.	1,2
ELSA (Emotional Literacy Support Assistant)	The ELSA is trained by the Surrey EP Service and participates in regular supervision with both the EP Service and the Pastoral Lead. Entry and Exit data for the individual and group sessions demonstrate the positive impact the sessions have on children’s emotional well-being and mental health.	1,2, 4



Total budgeted cost: £ £272,407

Part B: Review of outcomes in the previous academic year

National and End of Key Stage Data overview (pre validation exercise):

- EYFS Profile GLD - PP 71.4%, Non PP 64%
- PSC - PP 64.3%, Non PP 87.5%
- End of KS1 Outcomes - PP 80%, Non PP 94.1%
- MTC Average Score - PP 20.4, Non PP 22.8 (20% of PP chn achieved 25/25)
- KS2 Reading - PP 64.3%, Non PP 68.8%
- KS2 Reading Greater Depth were all PP 28.6%
- KS2 Writing - PP 64.3%, Non PP 71.4%
- KS2 GPS Greater Depth - PP 14.3%, Non PP 6.2%
- KS2 Maths - PP 68.8%, Non PP 57.1%
- KS2 Maths Greater Depth were all PP 7.1%

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments. The data demonstrated that:

- Early years provision is a strength.
- Phonics provision is a strength but continues to be a whole school priority.
- End of KS2 data shows GDS for PP in reading, maths and grammar is a strength
- End of KS2 Data shows gaps remain, writing and maths remains a whole school focus to ensure the gap continues to reduce.

To help us gauge the performance of our disadvantaged pupils we compared their academic results to those for disadvantaged and non-disadvantaged pupils at national and local level (though these comparisons are to be considered with caution given ongoing pandemic impacts) and to results achieved by our non-disadvantaged pupils. The data demonstrates that:

- End of KS2 Data shows gaps remain but are reduced from previous key stage, writing and maths remains a whole school focus.
- EYFS and KS1 data shows a need for support with speech and language, impacting outcomes in all subjects. This continues to be a school focus.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing. The data demonstrated that:

- Attendance, particularly persistent absence, remains a focus for 24-25.
- Pressures on family life, rising living costs, mental health and wellbeing remains a focus for many PP families.



Based on all the information above, the performance of our disadvantaged pupils **met** expectations, and we are at present **on course** to achieve the outcomes we set out to achieve by the end of the academic year 2024/25, as stated in the Intended Outcomes section above.

Pupil premium and Recovery premium strategy outcomes

The table below details our evaluation of the outcomes we intended to achieve **by the end of the 2024-25 strategy plan**, how we would measure success and the evaluation of the actual outcome achieved.

Intended outcome	Success criteria	Actual Outcome
<p>For children to increase their emotional understanding and regulation in order to thrive academically, socially and emotionally.</p>	<p>All school staff have a deeper understanding of Zones of Regulation, Emotion Coaching and Trauma informed support strategies.</p> <p>The learning environments within school will evidence the use of emotional regulation and communication along with co – regulation opportunities.</p> <p>Children are able to use a range of strategies to regulate or co-regulate their emotions, these will be built from the Zones of Regulation lessons that refer to personal toolkits.</p> <p>Sonar data and teacher assessments will show that children are better prepared to learn and are therefore making good progress as a result of their improved emotional, well-being and resilience.</p>	<p>Staff have demonstrated a consistent understanding and application of the Zones of Regulation, Emotion Coaching, and trauma-informed strategies in daily interactions and classroom management. These strategies are seen to be incorporated into lessons and pupil support plans.</p> <p>Learning environments demonstrate an active use of these approaches.</p> <p>Children are using approaches to support co-regulation using individual and whole class tool kits.</p>
<p>To continue to offer a wider range of experiences to Pupil Premium children in order to broaden their experience of the world around them.</p>	<p>Pupil Premium children will be supported to attend a range of residential through the academic years at primary school.</p> <p>Pupil Premium children will have attended curriculum enrichment opportunities provided within the school day.</p> <p>Pupil Premium Children will have attended external educational visit that link to the curriculum to broaden their experiences and enhance their understanding of focused topics.</p> <p>Pupil Premium children will be targeted and spaces provided to attend after school extracurricular clubs.</p>	<p>100% PP children have been offered a club and extra-curricular activity.</p> <p>100% of PP children will have been offered to attend an extra-curricular club after school each term.</p> <p>Widened our offer of enrichment clubs so there was something available every day after school. This will continue to be a focus in the next academic year, widening our enrichment opportunities.</p> <p>40% of school attended enrichment club - PP 46%</p> <p>Our uptake of PP on all our trips increased, due to the information and support we provided our families to understand the value in these</p>



		<p>experiences. Our offer will be adapted next academic year to ensure the residential trips align with the needs of our community.</p> <p>Percentage of PP children who attended residential.</p> <p>Year 3 - 75%</p> <p>Year 4 - 60%</p> <p>Year 5 - 40%</p> <p>Year 6 - 75%</p>
<p>To see an increase in attendance of the Pupil Premium children over the next academic year.</p>	<p>Attendance data will demonstrate an increase in attendance for Pupil Premium children.</p> <p>Evidence of targeted family support through the pastoral team and referrals wider outside agencies will result in increased pupil attendance.</p>	<p>The attendance of our PP premium children improved over the course of the year and this was recognised as a strength in our Ofsted July 2024 inspection.</p> <p>83% in July '23</p> <p>89% in July '24</p> <p>Attendance is everyone's business at Darley Dene and will continue to be each year to support the wellbeing and academic outcomes for all our children.</p>
<p>Staff to feel confident in strategies that can support the most vulnerable learners in order for them to make good progress.</p>	<p>Staff will attend training that will enhance and build upon understanding of how to support vulnerable pupils and families.</p>	<p>Training provided in INSETs, Teacher and TA meetings throughout the year, to support continuous learning. These included: Stay on Green, Positive Touch, Safeguarding, Emotion Coaching including Co Regulation, SAATIS and Oracy.</p> <p>Staff voice shows an increased confidence in the use of strategies to support vulnerable pupils and SLT analysis of CPOMs logs demonstrates that strategies are being used as common practice.</p>

Externally provided programmes

Programme	Provider
Times Tables Rockstars & Numbots	Maths Circle
Bookmark Reading Intervention	Bookmark Reading Charity
Speech Link and Language Link	Speechlink Multimedia Ltd
English and Maths Tuition	Explore Learning
Spelling Shed	Ed Shed



Atom Learning	Atom Learning Ltd
Delight in Art	Delight Charity
Delight in Stories	Delight Charity
Fonetti Reading Intervention	Fonetti
Sports Coaches	LLT
Maths Hub	DfE
English Hub	DfE

