



# Darley Dene

## Primary School

### Pupil premium strategy statement 2025-26

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	230
Proportion (%) of pupil premium eligible pupils	44%
Academic year/years that our current pupil premium strategy plan covers	2025-2026
Date this statement was published	31 <sup>st</sup> December 2025
Date on which it will be reviewed	1 <sup>st</sup> September 2026
Statement authorised by	Zoë Devonport
Pupil premium lead	Natasha Johnston
Governor / Trustee lead	Marijke Reid

#### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£122,945
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£122,945</b>

## 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.

#### 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 will continue to consider where additional support is required for pupils whose education and wellbeing were impacted by the COVID-19 pandemic, notably through tutoring 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 resilience so that they are able to identify and self advocate the support needed to enable them to attend school and engage in the learning that has been adapted for them.
2	The vulnerability and diversity 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. Staff need to continue to understand the barriers this can cause for disadvantaged pupils and the possible negative impact on learning.
3	To broaden the pupil’s understanding of the achievements that can be made through engaging in learning across the curriculum, deepening the pupils a sense of belonging and purpose.
4	Increasing exposure of PP children and their families to the benefits of engaging in wider curriculum opportunities, such as clubs, educational visits etc. and further their understanding of opportunities available to them in future education and beyond.



## 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>PP pupils develop stronger emotional resilience and become more able to articulate their needs, leading to more regular attendance and better engagement in learning that has been adapted to support them.</p>	<p>Increased use of emotional vocabulary observed in class and small group interventions.</p> <p>Early attendance concerns identified promptly and followed up consistently.</p> <p>Reduction in low-level behaviour or regulation incidents for targeted pupils.</p> <p>Attendance for vulnerable PP pupils begins to improve or stabilise.</p> <p>Pupils increasingly participate in adapted learning tasks and use strategies taught.</p> <p>Pupil-voice demonstrates confidence in expressing needs and independence in accessing support that enables them to learn well.</p>
<p>Staff consistently identify, understand and respond to the compound barriers faced by disadvantaged pupils, ensuring provision in class and across the school is tailored, trauma-informed and equitable.</p>	<p>Staff training completed and reflected on; follow-up coaching/mentoring sessions in place.</p> <p>Teachers identify barriers for their PP pupils in planning, assessments and provision maps, where necessary.</p> <p>Trauma-informed strategies visible in classroom routines and interactions.</p> <p>Planning and intervention logs show consistent, evidence-based adaptations tailored to individual PP needs.</p> <p>Teachers confidently discuss PP pupil needs and explain the rationale behind support.</p>
<p>PP pupils feel a stronger connection to school, developing a sense of purpose and belief in their capabilities across the full curriculum.</p>	<p>Pupils begin demonstrating pride in their work and willingness to attempt challenging tasks. Resilience will have increased in line with the support from the Resilience Ball input.</p>



	More consistent engagement in lessons, especially for previously reluctant learners.
PP pupils and their families increase their participation in extracurricular clubs, educational visits, and wider cultural capital opportunities, ensuring they have equal access to experiences that broaden horizons.	<p>Families receive targeted communication/support around clubs and trips.</p> <p>Family engagement improves (e.g., attending events, workshops, parent voice activities).</p> <p>Increased initial sign-ups by PP pupils for at least one club or enrichment opportunity.</p> <p>Pupils show greater confidence, broader interests, and stronger cultural knowledge.</p>
PP pupils develop a clearer understanding of future educational routes and possibilities, helping to raise aspirations and promote long-term engagement in learning.	<p>Pupils articulate clearer short-term academic goals.</p> <p>Pupil-voice shows strong awareness of future paths and personal ambitions.</p> <p>Growing understanding of how skills learned in school link to future careers or opportunities.</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: £ **27,255**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>High-quality CPD to strengthen trauma-informed practice and understanding of disadvantage</p> <p>Provide whole-school training on trauma-informed approaches, ACES, and emotional regulation</p> <p>Establish a dialogic coaching culture to foster individualised and continuous professional development (SDP)</p>	<p>Research shows that consistent, trauma-informed teaching improves engagement, behaviour, and relationships</p> <p>Staff need structured support to understand intersecting barriers and tailor provision effectively.</p> <p>The EEF Improving Behaviour in Schools guidance highlights the importance of supporting pupils' self-regulation and emotional understanding.</p>	1,2, 3



Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue and expand Resilience Ball strategies, linking strategies to everyday classroom challenges.		
Consultancy support – STIPs and Private Educational Psychologists	Previous consultancy by STIPS and EP support have enabled staff to identify specific barriers for vulnerable pupils and adapt learning provision accordingly. Case studies show that tailored external support accelerates staff development, strengthens provision planning, and leads to measurable improvements in pupil engagement and progress. Structured advice from specialists ensures interventions are targeted and evidence-informed.	1,2
Structured termly provision review meetings and collaboration with Inclusion Lead.	Internal reviews of previous PP cohorts demonstrate that structured meetings improve tracking of interventions, identify gaps early, and ensure adaptive strategies are in place. Schools with regular provision review cycles report narrower attainment gaps for disadvantaged pupils and more consistent implementation of targeted support.	1,2
Relationships with high quality recruitment partnerships to ensure the recruitment and retention of experienced staff.	Evidence from recruitment discussions shows that sourcing staff from reputable agencies increases retention of experienced teachers. Experienced staff are more effective in delivering adaptive, inclusive teaching and in responding to the complex needs of disadvantaged pupils. Stable staffing improves relationships, consistency, and trust, which is particularly important for pupils who benefit from predictable, secure classroom environments.	1, 2, 3

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

Budgeted cost: £ **74,687**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Explore Learning	One-to-one tuition and structured interventions through Explore Learning have been shown to accelerate progress in literacy and numeracy. Individualised tutoring allows pupils to focus on gaps in learning and build confidence. Evidence from similar primary schools shows rapid	1,2,3,4



Activity	Evidence that supports this approach	Challenge number(s) addressed
	improvements in reading and maths outcomes when small-group or one-to-one tuition is targeted at disadvantaged pupils.	
Little Wandle and rapid catch-up interventions TA led, 1:1, 5x a week for 50 children, 10 minute sessions	Phonics-based catch-up programs such as Little Wandle have a strong evidence base for improving early reading skills. Structured, incremental approaches help pupils who are behind to catch up quickly. EEF research indicates phonics interventions have a high impact on disadvantaged pupils, especially when delivered in small groups or one-to-one.	1,2,3
Bookmark reading intervention	Reading comprehension and fluency interventions targeted at specific gaps accelerate progress for struggling readers. Evidence from small-group guided reading programs demonstrates improvements in confidence, vocabulary acquisition, and reading attainment.	1,2,3,4
Precision Teaching 1:1, TA led, 10 minutes session, 21 children, 5 session a week.	Precision Teaching is a structured approach to improving key literacy and numeracy skills through frequent measurement and targeted practice. Evidence shows this method increases fluency and mastery, particularly for pupils with gaps in basic skills.	1,2,3
Purchase of Well Comm speech and language assessment tool  Running of Well Comm Assessments and Interventions.	Early identification of speech, language and communication needs (SLCN) allows for timely intervention. Research shows that addressing SLCN supports literacy development, social-emotional development, and classroom engagement. Targeted support for pupils with SLCN has a positive effect on academic outcomes.	1,2,3
SATS morning booster groups 16 children, 5 adults, 2x a week for 30 minutes.	Targeted SATs preparation sessions provide additional teaching time focused on gaps in learning and exam skills. Evidence shows structured booster groups improve attainment for pupils who are below expected standards, particularly disadvantaged pupils.	1,2,3
Colourful Semantics Interventions Average: 21 children, 1:1, 3 times a week, 10 minute sessions	Supports expressive language and communication, enabling pupils to articulate needs, engage confidently, and narrow literacy gaps.	1,2,3,
PE opportunities in the local area through the PE network Elmbridge and	Participation in PE opportunities through the Elmbridge and Runnymede School PE Association (ERSPA) will enable pupil premium children to access a wider range of	3,4



Activity	Evidence that supports this approach	Challenge number(s) addressed
Runnymede School PE Association ERSPA.	sporting experiences, develop teamwork and resilience, and increase confidence in physical activity. Pupils will benefit from high-quality coaching and competitive opportunities, supporting their physical development, engagement, and sense of belonging within the school and local community.	

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

Budgeted cost: £34,670

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.	1,2,3,
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.	1,2,3,
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.	1,2,3,4
Attendance monitoring and early intervention	Systematic tracking and follow-up of absences reduces persistent absenteeism. Schools with structured attendance strategies show improvements in	2



Activity	Evidence that supports this approach	Challenge number(s) addressed
	engagement and attainment for disadvantaged pupils.	
Family engagement initiatives (workshops, parent meetings, targeted communications)	Strong school-home partnerships are associated with improved attendance, attainment, and wellbeing. Evidence shows that when parents are involved in learning and school activities, disadvantaged pupils show higher engagement and aspiration.	2,4
Subsidies for trips and clubs	Subsidising trips and clubs will enable pupil premium children to access wider school experiences, building confidence, peer relationships, and a sense of belonging. Families will benefit from this support, which will increase participation and help pupils develop greater enthusiasm, engagement, and curiosity both in and beyond the classroom.	3,4

**Total budgeted cost: £ 135,612**

## Part B: Review of outcomes in the previous academic year

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level and to results achieved by our non-disadvantaged pupils (though we know that pupils included in the performance data will have experienced some disruption due to COVID-19 earlier in their schooling, which will have affected individual pupils and schools differently). The data demonstrates that:

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

- EYFS Profile GLD - PP 75%, Non PP 63%
- PSC - PP 75%, Non PP 80%
- KS1 Reading- PP 75 %, Non PP 75%
- KS1 Reading Greater Depth - PP 0%, Non PP 12.5%
- KS1 Writing - PP 66.7 %, Non PP 75 %
- KS1 Writing Greater Depth - PP 0%, Non PP 6.3%
- KS1 Maths - PP 75%, Non PP 81.3%
- KS1 Maths Greater Depth PP 0%, Non PP 0%
- MTC Average Score - PP 33% , Non PP 62.5%
- KS2 Reading - PP 53%, Non PP 85.7%



- KS2 Reading Greater Depth were all PP 6.7%
- KS2 Writing - PP 64.3%, Non PP 71.4%
- KS2 GPS Greater Depth - PP 6.7%, Non PP 7.1%
- KS2 Maths - PP 68.8%, Non PP 57.1%
- KS2 Maths Greater Depth PP 0%, Non 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 KS1 data shows reading and maths are a strength for PP.
- End of KS2 data shows KS2 Reading and Writing for GDS is a strength for PP.
- End of KS2 Data shows gaps remain, reading, writing and maths remains a whole school focus to ensure the gap continues to reduce.
- MTC data also remains a focus to ensure gaps continue 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 25-26.
- 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 2025/26, as stated in the Intended Outcomes section above.

### **Pupil 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 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>Pupils are more independent in using strategies, with less adult prompting (sometimes with visual/verbal aids). Learning environments are calmer, staff are proactive in supporting behaviour, and pupils are able to manage emotions more effectively.</p> <p>Staff are embedding more Emotion Coaching, creating calmer classrooms, understanding behaviour drivers, and proactively supporting pupils</p> <p>Pupils increasingly self-regulate, ask for help appropriately, and use strategies to manage emotions</p> <p>Zones of regulation is being built upon through the Resilience Ball program</p> <p>Attainment progress has been made.</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. Pupil Premium children will be targeted and spaces provided to attend after school extracurricular clubs</p>	<p>Over 50% of residential attendees were PP; 35–40% of enrichment club attendees were PP; pupils show increased confidence and engagement.</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>Pupils more settled in school, confident in asking for help or resolving conflict; conversations improved</p> <p>Pastoral Team have worked with PP pupils and their families throughout the year.</p>
<p>Reading embedded across the curriculum to support children’s</p>	<p>Pupil premium children will have regular, structured opportunities to visit the school library, borrow books, and engage</p>	<p>Pupils more enthusiastic about reading, showing enjoyment and engagement in literacy activities.</p>



<p>literacy and promote a love of reading for pleasure.</p>	<p>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>Trips to the library and local community have been deemed as successful and impactful and will continue to be imbedded into the next academic years trip and visits overview.</p> <p>Pupils are more engaged and independent in their reading, choosing to read digitally without prompting.</p> <p>Teachers can monitor progress more effectively and use data to support individual learning needs.</p> <p>There is increased enthusiasm for reading across the school, with pupils sharing and discussing texts more confidently.</p> <p>Some pupils who previously struggled to engage with reading are now more motivated, showing improved confidence and enjoyment.</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>Playtimes and lunchtimes are calmer, inclusive, and well-structured; PP and vulnerable pupils are more engaged, conflicts are reduced, and staff feel confident in supporting all children.</p> <p>Staff are confident and consistent in inclusive supervision, using proactive strategies to support vulnerable pupils; pupils experience more positive, engaging, and safe unstructured times.</p> <p>Staff induction programs for new starters include playground training to ensure all new staff are up-to-date with practices.</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</p>	<p>PP pupils building confidence, using self-help strategies, and making progress toward closing attainment gaps</p> <p>PP pupils receive timely, tailored interventions that are regularly monitored and adapted. Staff feel more confident in identifying pupils’ needs, delivering</p>

	<p>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>interventions, and adjusting support as required.</p> <p>Ongoing training throughout the year ensures staff have up-to-date knowledge and strategies to respond effectively to PP pupils' learning and emotional needs.</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>	<p>Children settling well; professional support and early intervention secured to provide timely provision</p>

### Externally provided programmes

Programme	Provider
Times Tables Rockstars & Numbots	Maths Circle
Bookmark Reading Intervention	Bookmark Reading Charity
Reading for Pleasure Texts	Book Trust
Interactive Maths Lessons	Magma Maths
Spelling Shed	Ed Shed
Atom Learning	Atom Learning Ltd
Delight in Art	Delight Charity
Delight in Stories	Delight Charity
Delight in Dance	Delight Charity
Writing Development	Olex AI
Sports Coaches	Lumen Learning Trust
Maths Hub	DfE
English Hub	DfE
Well Comm Assessment and Intervention Tool	GL Assessment
Olex AI	Olex AI

