

Pupil premium strategy statement 2023-26

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	Darell Primary and Nursery School
Number of pupils in school (Nov 2024)	194 (N-yr6) 173 (R-yr6)
Proportion (%) of pupil premium eligible pupils (Nov 2024)	44 (25%) PPG (yr1-6)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2026
Date this statement was published	December 2023 Adjustments made Nov 2024
Date on which it will be reviewed	July 2024
Statement authorised by	Joe Porter
Pupil premium lead	Emma Claridge
Governor lead	Misha Patel

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£69,460 (2023-24) £68,390 (2024-25)
Recovery premium funding allocation this academic year	£ 8,042.25 (2023-24) N/A (2024-25)
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	£77,502.25 (2023-24) £68,390 (2024-25)

Part A: Pupil premium strategy plan

Statement of intent

Our Pupil Premium Pledge

The Staff and Governors of Darell are committed to ensuring that learning and teaching opportunities meet the needs of every pupil, so that everyone makes maximum progress and reaches their full potential. We welcome and share the government's aim of tackling all forms of disadvantage, and will work tirelessly to ensure inclusion and equal access for all learners.

To that end, we pledge to make a difference as a school to ensure that barriers to learning are removed. We have identified 4 key strands that we believe improve the outcomes and increase the life opportunities for our PPG learners.

- **Equality**; *this involves support with uniform, attendance, breakfast and after school club and pastoral support to ensure that children are at school and ready to learn.*
- **Aspiration**; *we are aspirational for all our pupils and we make it explicit to children that there is a link between regular reading and achievement. We have a number of reading initiatives across the school that are both universal and targeted at disadvantaged children.*
- **Enjoyment**; *we use a growth mind-set model and teach positive attitudes to learning. We offer children support to develop their resilience through nurture support using both school staff and external professionals, which includes the nurture team and forest school*
- **Responsibility**; *we want all our learners to take full responsibility for their learning. We make sure that our pupil premium children get opportunities to be reading buddies, a member of the school council, part of the eco-warrior team or have opportunities to represent the school in sporting teams. We ask that parents take responsibility by attending workshops, parent meetings and communicating regularly with the class teachers. School staff take responsibility through pupil progress meetings, clear monitoring of the progress of our pupil premium children and an SLT member championing this group.*

Challenges

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

Challenge number	Detail of challenge
1	Our assessments internally and KS2 SATs for 2023 show that there is a greater % of disadvantaged pupils working below the expected standard than their peers. 2024 update: This remains the case in 2024; however Reading and Writing were stronger than maths.
2	Although consistently above the national average, attendance for our disadvantaged pupils is lower than their peers, having a negative impact on their academic progress
3	Our internal evidence shows that there is less parental engagement supporting with academic progress in our disadvantaged families
4	Through observation, Boxall assessments and discussions with both pupils and parents, we have identified pupils who need social and emotional support. These challenges affect a larger proportion of disadvantaged pupils, and this negatively affects their academic success.

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
Identified families will have adequate support in place to enable their children to be at school everyday and on time	Increase in attendance for disadvantaged pupils as a group from 92% to 96% Reduction in the number of families the EWO works with.
Support in place to ensure all children attend school ready to learn. As a school we will have high expectations of all our families	Families will understand the support available from school and how to access it. (uniform, financial support for trips and visits)
Children who are eligible for the PPG, will have the academic and pastoral support to achieve in line or above the age related expectations in reading.	Data will show attainment for pupils in line with national, with a particular focus on closing the gap in maths and English at KS2

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: £14,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>A school pledge to deliver a curriculum and environment for which all children from all backgrounds and heritages are motivated and successful learners</p>	<p>The recent Young and Black report by the YMCA revealed that 95 per cent of young black people report that they have heard and witnessed the use of racist language at school. 49 per cent of young black people feel that racism is the biggest barrier to attaining success at school. The report 'Educational outcomes of Black pupils and students' shows that in England, young people from Black ethnic groups are less likely to obtain high grades, end up in a highly-skilled job, study further or have career satisfaction.</p>	<p>1-4</p>
<p>The curriculum will be designed to ensure children are exposed to varied and interesting topics which develop their vocabulary, oracy and comprehension. The clear progression from early years to year 6 shows how the vocabulary and topics are revisited, built upon and developed.</p>	<p>'The most effective providers visited provided a curriculum that was effective in meeting the differing needs and interests of their learners and had a strong focus on basic skills.' Removing barriers to literacy, Ofsted</p>	<p>1</p>

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

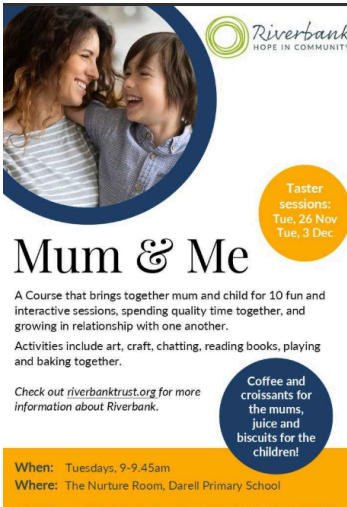
Budgeted cost: £ 18,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Quality first teaching & Little Wandle phonics interventions. Catch up program and reading books that follow the phonic scheme. Fluency texts, resources to better develop the teaching strategies in KS2</i></p> <p><i>Supply cover for staff training</i></p> <p>£6,000</p>	<p>'High-quality, structured interventions can enhance pupil progress when delivered as intended, by TAs who are well-trained and well-supported. Interventions which are directly related to text comprehension or problem-solving appear to have greater impact. There is also consistent evidence supporting reading to young children and encouraging them to answer questions and to talk about the story with a trained adult.' EEF</p>	1,3
<p><i>Morning and after school interventions</i></p> <p>£9,000</p>	<p>We drill down into the individual progress of each child every half term. This information informs our next steps of support. When specific gaps are apparent, using clear baseline assessments, we implement short intensive interventions where the progress and impact is clearly measured. This year, using the Leuven Scales we are monitoring pupils' engagement levels in R,W&M</p>	1,4
<p><i>Pupil Progress meetings</i></p> <p><i>Supply cost</i></p> <p>£1000</p>		1-4
<p><i>Class teacher 1:1 time with identified spotlight children</i></p> <p>£1500</p>		1-4

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

Budgeted cost: £30,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Parent Hub</i></p> <p><i>Running sessions for parents on a range of topics to support them in</i></p>	<p>EEF recommends schools to 'plan group-based initiatives (regular workshops) at a convenient time and location. Face to face recruitment, trusting relationships and an informal welcoming</p>	3

<p><i>their understanding of how to support their children at home. Academically and emotionally reading materials, hospitality, external professionals</i></p> <p>£1000</p>	<p>environment are the most important factors for parents to attend group sessions.'</p> <p>2024-25 - Mum and me sessions, Pilot program with Riverbank.</p> <p>This pilot is around attachment and relationships between mother and child. We have used the £1500 for this pilot & have reduced the number of forest school sessions from 2xwk to 1xwk as we identified this as greater need in the current year. The children who were accessing the additional forest school were not always our EYPP pupils and therefore we can still meet those needs through EYPP grant and top PP grant 1xwk.</p>  <p>The poster for 'Mum & Me' sessions features a circular photo of a woman and a child smiling. The Riverbank logo is in the top right. Text includes: 'Taster sessions: Tue, 26 Nov, Tue, 3 Dec', 'A Course that brings together mum and child for 10 fun and interactive sessions...', 'Activities include art, craft, chatting, reading books, playing and baking together.', 'Check out riverbanktrust.org for more information about Riverbank.', 'Coffee and croissants for the mums, juice and biscuits for the children!', 'When: Tuesdays, 9-9.45am', 'Where: The Nurture Room, Darell Primary School'.</p>	
<p><i>Education Welfare Officer support</i></p> <p>£4,000</p>	<p>There is a direct correlation between good attendance and academic attainment: In primary schools less than 65% of children achieve good results in English and Maths with an average of 15 days absence a year compared to almost 90% where the average is less than 8 days. We will work with our families to support them, establish good routines and enable them to get their children to school regularly and on time.</p>	<p>2</p>
<p><i>Clubs</i></p> <p>£4,000</p>	<p>As part of our Pledge, we want our pupils to have equal access to all opportunities we can offer them, especially extracurricular activities. Research conducted by the Social Mobility Commission states: The breadth of extra-curricular activities, spanning the musical, artistic, social and sporting domains, are widely considered valuable life experiences that should be open to all young people, regardless of background or where they happen to live. Activities such as being a member of a sports team, learning a musical instrument, or attending a local youth group are thought to be enriching life experiences. Apart from their inherent</p>	<p>2-4</p>

	value, it is often claimed that young people can also develop positive tangible outcomes from these experiences of interacting and working with others through organised extra-curricular activities, which could benefit them in later life.	
<p><i>Trips, visits and residential</i> £500 - trips £1500 - residentials £400 - Swimming lessons</p>	<p>We state in our pledge that <i>‘We welcome and share the government’s aim of tackling all forms of disadvantage, and will work tirelessly to ensure inclusion and equal access for all learners.’</i></p> <p><i>“Learning Away has shown that a residential learning experience provides opportunities and benefits/impacts that cannot be achieved in any other educational context or setting. The impact is greater when residentials are fully integrated with a school’s curriculum and ethos.” Learning Away, final evaluation report, York Consulting</i></p>	1-4
<p><i>Wraparound care</i></p> <p><i>Breakfast Club for all FSM families</i> £4000</p>	<p>Internal evidence shows that this support has enabled a number of families in the past to access training and then get back into work. We also use this for respite for vulnerable families and ad hoc support for single families.</p> <p>Introduced as of Jan 2023, we are offering a breakfast club space to all families eligible for free school meals (FSM). This strategy has shown internally that it can help support children to start the day ready to learn, ease anxiety of financial pressures for parents and support attendance & punctuality.</p>	1-4
<p><i>Uniform</i> <i>(including new PE t shirts for PPG families)</i> £1500</p>	<p>With the grant we are aiming to diminish the difference as much as possible between our disadvantaged families and their peers. Uniform is a visible and important part of that. Offering support to families also helps alleviate the anxieties families have around the financial pressures of providing uniform bringings.</p>	2&4
<p><i>Milk and fruit</i> £1000</p>	<p>We want all our children to be ready and able to focus on learning.</p>	2&4
<p><i>Internal PP checking</i> £500</p>	<p>We use this service regularly through the year ensuring all families are identified within our grant and strategies</p>	1-4
<p><i>Nursery lunch and session support</i> £2000</p>	<p>Support for vulnerable families is at the heart of strategy.</p>	1,2
<p><i>Forest School</i> £10,000</p>	<p>There is much evidence that suggests that outdoor learning and forest school sessions make a difference in the following ways: build confidence, develop social skills, improve communication, motivation, physical skills and knowledge and understanding. EEF states that “A wide range of</p>	2,4

	adventure activities are linked with increased academic achievement... Outdoor adventure experiences could have positive impacts on self-confidence, self-efficacy and motivation.”	
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Total budgeted cost: £ 62,400

Part B: Review of outcomes in the previous academic year

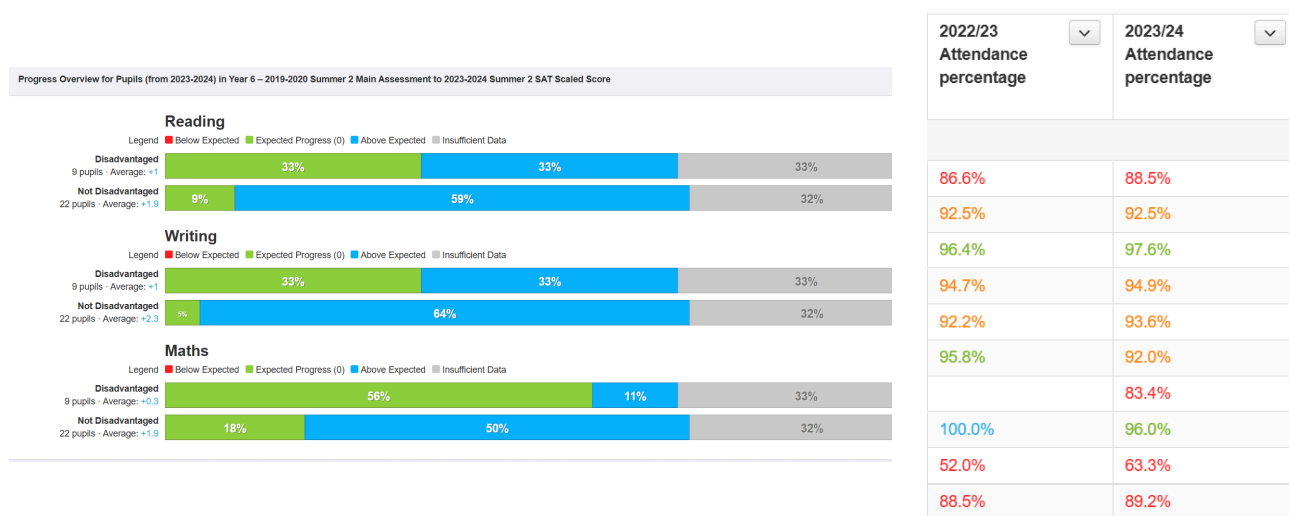
Pupil premium strategy outcomes

Statutory assessment outcomes summary for PPG eligible pupils

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

KS2 data 2024

5 of 9 achieved at least the expected standard in Reading & Writing. Maths was far lower with 2 children achieving expected; however, 3 of the children who didn't achieve expected scored 99 as their scaled score. 1 child didn't take the tests as he was assessed as working below the level across all subjects and had an EHCP. We do not have any year 2 SATs data for this cohort due to COVID but the internal progress data is below, along with the attendance summaries for these children in yr5&6. It shows only 2 children are at or above the expected 95%, which has a significant impact on progress & impact of interventions.



Year 1: Out of 6 children taking the test in year 1, only one child did not achieve the pass mark. This child had been offered and attended interventions and was part of the keep up phonics sessions. He also had 1:1 reading sessions throughout the year and progress from his starting point was good. The children who did pass had some or all of the following interventions: Nurture group, which gave small group teaching to phonics, 1:1 phonics teaching, morning intervention keep up program 3xwk, homelearning club 1wk, 1:1 reading & additional reading sessions with trained volunteers.

Year 2: We didn't have any PPG eligible pupils retake the phonics screener in 2024 as they had all passed in year 1. We had one new joiner but they had also passed in their previous school.



EYFSP:

Of our PPG eligible pupils in reception, two were assessed as below the age expected standard in reading & writing and one in math. One pupil has an EHCP and is in our SRP. This child is non verbal and has significant needs and progress is assessed under the SEND provision using Bsquared. The second child has had significant disruption to their education and joined us mid way then moved schools and moved back again. This child shows significant gaps in learning but progress is good now they are settled. We are targeting this child to pass the phonics screener in year1 but will need considerable interventions to close gaps in missed learning.

Information below details the impact that our pupil premium activity had on pupils in the 2022 to 2024 academic years.

Targeted support

Activity	Evidence of impact	Adaptations for new strategy
<p><i>Quality first teaching & Little Wandle phonics interventions. Catch up program and reading books that follow the phonic scheme</i></p> <p>£5,000</p>	<p>2022-23</p> <p>100% of our children eligible for the grant passed the phonics screener.</p> <p>2023-24</p> <p>5 of the 6 children eligible for the grant passed the phonics screener in June 2024</p> <p>Catch up sessions were well targeted and nurture groups worked successfully for pupils</p>	<p>Catch up sessions for the children moving into year 2 will happen during the school days for those whose attendance was low at morning sessions.</p>
<p><i>Morning and after school interventions</i></p> <p>£7,000</p>	<p>Reading</p> <p>Legend: Below Expected (red), Expected Progress (0) (green), Above Expected (blue)</p> <p>Pupil Premium: 30 pupils - Average: +0.3 (4 Below, 14 Expected, 12 Above)</p> <p>Not Pupil Premium: 75 pupils - Average: +0.4 (4 Below, 40 Expected, 31 Above)</p> <p>Writing</p> <p>Legend: Below Expected (red), Expected Progress (0) (green), Above Expected (blue)</p> <p>Pupil Premium: 30 pupils - Average: +0.1 (2 Below, 23 Expected, 5 Above)</p> <p>Not Pupil Premium: 74 pupils - Average: +0.3 (4 Below, 47 Expected, 23 Above)</p> <p>Maths</p> <p>Legend: Below Expected (red), Expected Progress (0) (green), Above Expected (blue)</p> <p>Pupil Premium: 30 pupils - Average: +0.1 (4 Below, 20 Expected, 6 Above)</p> <p>Not Pupil Premium: 74 pupils - Average: +0.3 (4 Below, 50 Expected, 22 Above)</p> <p>Progress measures show pp inline with</p>	<p>Greater focus on maths for identified pupils in ks2</p> <p>Target pupils are identified from Insight progress and attainment data. These form part of the</p>

	peers in reading and writing - less so in maths, with a greater number of children not meeting expected progress (Individual impact summaries and phonics intervention assessments to be used as supporting evidence alongside the published summaries)	initial pupil progress meetings. Attendance at interventions has a direct impact on progress - evaluate when interventions would be most impactful
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Wider Strategies

<p><i>Wraparound care</i></p> <p><i>Breakfast Club for all FSM families</i> £3,800</p>	<p>2022-23 Very good take up. Improved punctuality for a number of FSM children. Supported parents with juggling work and childcare. Popular with pupils and parents. Supported three pp children in particular with developing positive starts to their day, including being on time for school.</p> <p>2023-24 50% of regular attendees are eligible for FSM. It is supporting one family in particular and is making it feasible for the child to continue attending Darell. In addition, all of these families are single parent families and 66% of the whole cohort who attend are from single parent families.</p>	Continue model for next academic year
<p><i>Clubs</i> £3,000</p>	<p>2022-23 Take up for clubs was particularly high in 2022-23. For example, in the spring term only</p>	With the after school club changing hands, we have now confirmed two spaces for pp pupils a day for 2023-24

	<p>3 PP children did not attend a club.</p> <p>2023-24 An identified barrier to children attending clubs after school was the need for multiple pick ups for parents. As a result of this, we secured two funded spaces for PPG recipients in our after school club, this gives a sibling a free space until 4.30pm while the other child/ren attend the club of choice. This has enabled at least one family to enrol both boys into football clubs on separate days.</p>																									
<p>Attendance As a group, disadvantaged pupils attend school less than their peers.</p>	<p>In 2021-22 the gap between PPG / non PPG was 4.4%</p> <p>Summary of 80 Pupils (All (from 2021-2022))</p> <p>Attendance percentage</p> <table border="1"> <tr> <td>Disadvantaged</td> <td>91.3%</td> </tr> <tr> <td>Not Disadvantaged</td> <td>95.7%</td> </tr> <tr> <td>National</td> <td>95.4%</td> </tr> <tr> <td>Local Authority</td> <td>96.2%</td> </tr> </table> <p>In 2022-23 we are still seeing a gap but it is reduced to 2.1%</p> <p>Summary of 122 Pupils (All (from 2022-2023))</p> <p>Attendance percentage</p> <table border="1"> <tr> <td>Disadvantaged</td> <td>92.4%</td> </tr> <tr> <td>Not Disadvantaged</td> <td>95.0%</td> </tr> <tr> <td>National</td> <td>95.4%</td> </tr> <tr> <td>Local Authority</td> <td>96.2%</td> </tr> </table> <p>In 2023-24 the gap remained constant but we've seen a dip in all pupil attendance (2.9%)</p> <p>Summary of 169 Pupils (All (from 2023-2024))</p> <p>Attendance percentage</p> <table border="1"> <tr> <td>Disadvantaged</td> <td>91.6%</td> </tr> <tr> <td>Not Disadvantaged</td> <td>94.5%</td> </tr> <tr> <td>National</td> <td>95.4%</td> </tr> <tr> <td>Local Authority</td> <td>96.2%</td> </tr> </table>	Disadvantaged	91.3%	Not Disadvantaged	95.7%	National	95.4%	Local Authority	96.2%	Disadvantaged	92.4%	Not Disadvantaged	95.0%	National	95.4%	Local Authority	96.2%	Disadvantaged	91.6%	Not Disadvantaged	94.5%	National	95.4%	Local Authority	96.2%	<p>2024-25 - Attendance is a whole school priority focus strand on the SDP. We have changed our EW), changed policies in response the the change in government policy and the national agenda to improve school attendance.</p>
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Further information (optional)

Alongside this strategy, there are a number of initiatives linked to the universal catch up funding which will support the progress of pp eligible children.

Number sense - maths intervention (y3-6)

NCTEM - Mastering maths program (yR-2)

Little Wandle Catch up and Rapid Catch Up Program (y1-4)

Documents that should be read with this strategy, which give detailed context to the actions - whole school SDP - specifically Curriculum & Phonics & Early Reading 2023-24, attendance 2024-25