

Pupil premium strategy statement - Darley Churchtown CE Primary School

This document reflects year 1 of our renewed three-year strategy at Darley Churchtown.

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	41 children
Proportion (%) of pupil premium eligible pupils	61% (25 children)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	September 2025 – August 2028
Date this statement was published	December 2025
Date on which it will be reviewed	Mid-year 2026. End of Year July 2026
Statement authorised by	Ben O'Connell Headteacher
Pupil premium lead	Tom Lloyd
Governor / Trustee lead	Elisabeth Stanners

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£39,390
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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>	£39,390

Part A: Pupil premium strategy plan

Statement of intent

At Darley Churchtown CE Primary School our intention is that all children should 'aim high and believe, grow and succeed' regardless of their background or starting point. We seek to promote aspiration, determination and self-belief in our pupils and inspire them to achieve their goals.

Our revised pupil premium strategy, from September 2025, is rooted in this ethos and aims to ensure that disadvantaged pupils make **better than expected progress** and achieve highly from their individual starting points.

Our strategy is designed to:

- **Nurture and Support:** We address the social, emotional and mental health (SEMH) needs of our disadvantaged pupils, removing barriers such as punctuality and anxiety. This ensures full inclusion in all aspects of school provision.
- **Foster a Love for Learning:** We ignite a passion for lifelong learning by encouraging full participation in both academic and enrichment opportunities, ensuring disadvantaged pupils experience the same breadth and depth of curriculum as their peers, as set out in our '11 before 11'.
- **Close the Attainment Gap:** We aim to eliminate the gap between disadvantaged and non-disadvantaged pupils by ensuring all children reach their full potential through high-quality teaching and targeted support.

To achieve these objectives, we adopt the **tiered approach recommended by the Education Endowment Foundation (EEF)**, focusing on:

1. **High-quality teaching:** Inclusive, adaptive teaching that targets areas where disadvantaged pupils require the most support.
2. **Targeted academic interventions:** Carefully selected and evidence-informed strategies, including tutoring and structured support.
3. **Wider strategies:** Provision that supports pastoral development, wellbeing, attendance and engagement.

This approach is underpinned by robust data analysis, ongoing evaluation and a commitment to equity, ensuring that disadvantaged pupils not only achieve but belong and but thrive, both socially and emotionally.

Challenges

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

Challenge number	Detail of challenge
1	To improve punctuality among pupils who are consistently late by supporting and challenging home routines.
2	A significant proportion of disadvantaged pupils enter school below age-related expectations in writing . Baseline assessments consistently show underdeveloped fine and gross motor skills, limiting their ability to engage in early mark-making and transcription activities. This lack of physical readiness, compounded by limited early exposure to writing opportunities, impedes progress in foundational literacy.
3	To increase mathematical fluency to support greater attainment in the multiplication tables check in Y4 and to underpin problem solving and reasoning abilities to support children from disadvantaged backgrounds reaching greater depth at the end of KS2.
4	Internal data highlights a rise in social and emotional difficulties among disadvantaged pupils , including increased anxiety, low self-esteem, and poor choices in behaviour. These issues negatively impact a minority of children's engagement, learning behaviours and academic attainment, requiring targeted support and whole-school approaches to further support wellbeing and emotional literacy.
5	Reading is a foundational skill that underpins all other aspects of learning. As such, this has been a priority at Darley Churchtown for a number of years. We are now building on our phonics scheme with a fluency program that follows this. Alongside this, we are looking to develop children's love of reading as too few pupils, particularly those from disadvantaged backgrounds, read regularly outside school.
6	Children from disadvantaged backgrounds can lack aspiration and knowledge of wider opportunities within society. We will broaden the range of extra-curricular opportunities that we offer and develop links with local community organisations for the mutual benefit of our children and the wider community.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan (July 2028)**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved punctuality among a minority of disadvantaged pupils	✓ Reduction in late marks by at least 50% for targeted pupils. ✓ Daily punctuality tracking shows sustained improvement enabling all children to engage in planned morning learning.
Improved attainment in writing across both EYFS and KS1, with children accurately transcribing.	✓ 90%+ of children demonstrate age-appropriate fine motor control by end of Reception (e.g. accurate 'tripod' pencil grip and scissor use). ✓ Writing moderation shows improved transcription skills and sentence construction in KS1.
High attainment in numeracy (number, geometry and in the application of operations).	✓ Average score in multiplication tables check shows sustained improvement for disadvantaged pupils. ✓ Observations show confident use of manipulatives and mathematical language in EYFS. ✓ Proportion of children from disadvantaged backgrounds achieving greater depth in mathematics at the end of KS2 shows sustained improvement.
Children demonstrate improved emotional literacy, self-esteem and engagement in planned learning.	✓ Improved punctuality ✓ Improved engagement in learning during the day, noticeably after periods of transition. ✓ Pupil voice surveys show improved wellbeing and sense of belonging. ✓ Staff report increased engagement and resilience in learning behaviours.
Children develop a greater enjoyment of reading.	✓ Greater proportion of children reading regularly at home. ✓ Pupils able to speak enthusiastically and knowledgeably about the books they have read. ✓ Continued improvement in reading assessment outcomes for all year groups.
Children demonstrate greater awareness of career paths and show aspiration for their future.	✓ Children are able to speak confidently about a range of career options and their own ambitions.

	✓ All children have the opportunity to contribute to the local community through projects at school. ✓ Tracking show increased engagement from disadvantaged children with opportunities provided through school.
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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: £2,045.76

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training on development of pencil grip/fine motor (from palmar supinate -> tripod) for all staff (teachers and TAs). <i>Additional hours for TAs to attend training - £95.84 (2 x 1 hour sessions).</i>	There is an established link between effective fine motor and unlaboured mark marking: <i>'There is also a link between physical development and literacy in the area of handwriting'</i> EEF/Early Years/Physical Development This is further evidenced within the Dfe's Writing Framework with pupils with handwriting difficulties <i>'will find composition difficult, as their working memory is heavily loaded with the demands of transcription'</i>.	2
Transcription training for all staff and continued focus on planning and teaching early writing. <i>Additional hours for TAs to attend training - £95.84 (2 x 1 hour sessions).</i>	<i>'Develop pupils' transcription and sentence construction skills through extensive practice'</i> EEF/Improving Literacy... Section 3 of the Dfe's Writing Framework <i>'Fluent handwriting is a significant predictor of positive writing outcomes,'</i>	2
Planned release for moderation to ensure highlight quality provision and outcomes are secured <i>Release for teachers for an afternoon each half term, covered by head of school: 3</i>	Internal moderation is a non-statutory, but vital, process conducted in schools and, where possible, with other schools. Moderation should be collaborative, undertaken throughout the year and normally with teachers across key stages. This supports the quality assurance of teacher assessment judgements and provides an opportunity for professional development. Dfe's Writing Framework p97	2 and 3

<i>hours cover, 6 times a year x 2 = £1,758.24</i>		
SEMH approaches to become embedded into routine educational practices such as through taught PSHE and Circle Time in the Classroom and use of resources such: The Worry Book to help prepare children for everyday difficulties and enable them to overcome these themselves. <i>No cost – covered through normal staff training and INSET.</i>	EEF social and emotional learning: Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school.	4
Training on new statutory guidance for RSE (Relationships and sex education (RSE) and health education - GOV.UK) <i>No cost – covered through normal staff training and INSET.</i>	EEF social and emotional learning: Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school.	4
Implementation of revised PSHE and RSE syllabus, combined with training for all staff (including TAs). <i>Additional hours for TAs to attend training - £95.84 (2 x 1 hour sessions).</i>	EEF social and emotional learning: Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school.	4

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

Budgeted cost: £20,755.23

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional handwriting support for disadvantaged children who are working below age related expectations in this area. <i>Support from TA for 15 mins a day, 5 days a week: £734.18</i>	Evidence shows small group tuition is effective with an average impact of 4 months of additional progress over the course of a year. It is particularly effective if targeted at pupils with specific needs. Small group tuition EEF (educationendowmentfoundation.org.uk)	2
Development of transcription skills through daily dictation practise for all children. <i>No cost</i>	There is an established link between effective fine motor and unlaboured mark marking: <i>'There is also a link between physical development and literacy in the area of handwriting'</i> EEF/Early Years/Physical Development This is further evidenced within the DfE's Writing Framework with pupils with handwriting difficulties <i>'will find composition difficult, as their working memory is heavily loaded with the demands of transcription'</i>.	2
Tailored online maths learning through Maths Whizz website and TT Rockstars times tables app.	Research has found technology can be engaging and motivating for pupils and allow teachers to adapt practice effectively. Using Digital Technology to Improve Learning EEF (educationendowmentfoundation.org.uk)	3

<i>TT Rockstars: £102 Maths Whizz: £1,350</i>		
Daily times tables practise for children in years 3 and 4. <i>No cost</i>	Evidence shows small group tuition is effective with an average impact of 4 months of additional progress over the course of a year. It is particularly effective if targeted at pupils with specific needs. Small group tuition EEF (educationendowmentfoundation.org.uk)	3
Precision teaching of times tables for disadvantaged children in KS2. <i>Support from HLTA for 15 mins a day, 5 days a week: £800.96</i>	Evidence shows small group tuition is effective with an average impact of 4 months of additional progress over the course of a year. It is particularly effective if targeted at pupils with specific needs. Small group tuition EEF (educationendowmentfoundation.org.uk)	3
Nurture group run by trained staff member supported by local authority inclusion team. <i>TA for 2.5 hours a week: £1,468.35</i>	Research indicates nurture groups have a positive impact on social, emotional and behavioural development. Monitoring through Boxall profiles has shown the effectiveness of this support in school. Cunningham et al accepted Impact of NGs EducPsycinPractice 19.02.19	4
Positive play interventio	Research indicates nurture support has a positive impact on social, emotional and behavioural development. Monitoring	4

n for three children 1:1 to address barriers to learning. HLTA for 2 hours week: £1,281.54 Deputy inclusion lead for 1 hours a week: 693.81	through Boxall profiles has shown the effectiveness of this support in school. Cunningham et al accepted Impact of NGs EducPsycinPr actice 19.02.19	
Daily reading group for disadvantaged children reading below ARE in KS2. <i>HLTA for 30 mins, 3 days a week: £961.16</i>	Evidence shows small group tuition is effective with an average impact of 4 months of additional progress over the course of a year. It is particularly effective if targeted at pupils with specific needs. Small group tuition EEF (educationendowmentfoundation.org.uk)	5
Use of Little Wandle Fluency scheme for children in years 2 to 4 and any children working below ARE in years 5 and 6. <i>Additional books for Little Wandle Fluency</i>	Evidence shows small group tuition is effective with an average impact of 4 months of additional progress over the course of a year. It is particularly effective if targeted at pupils with specific needs. Small group tuition EEF (educationendowmentfoundation.org.uk)	5

<i>scheme:</i> £759.58 <i>Additional phase 5 books:</i> £500 <i>HoS for 30 mins, 5 days a week:</i> £4761.90 <i>TA for 30 mins, 5 days a week:</i> £1,468.35		
Additional support in literacy for disadvantaged children through dedicated teaching assistant. <i>TA for 1 hour a day, 5 days a week:</i> £2,936.70	Evidence shows teaching assistants can support pupils effectively through structured interventions. Deployment of Teaching Assistants EEF	2
Additional support in mathematics for disadvantaged children through dedicated teaching assistant. <i>TA for 1 hour a day, 5 days a week:</i> £2,936.70	Evidence shows teaching assistants can support pupils effectively through structured interventions. Deployment of Teaching Assistants EEF	3

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

Budgeted cost: £17,421.55

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional support for children with poor punctuality or attendance, provided through family support worker and inclusion team. <i>Deputy inclusion lead for 3 hours a week: £2,081.43</i> <i>FSW for 6 hours a week: £3,685.50</i>	The review undertaken by the EEF on social and emotional learning (SEL) reported that, 'Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school'. We continue to heed the cautionary finding shared by the EEF that 'this finding, however, has very low security, so schools should be especially careful to monitor the efficacy of SEL approaches in their settings.	1, 4
Reward system for children who arrive on time for school each day. Additional support for disadvantaged children who have poor punctuality provided through family support worker. <i>SBA 15 mins a day, 5x a week: £668.36</i> <i>FSW costs above.</i>	DFE research shows children with attendance of 95% or higher in Y6 have a 30% higher chance of reaching the expected standard in reading, writing and maths compared to similar pupils with attendance of 90-95%: Why school attendance matters, and what we're doing to improve it – The Education Hub	1
Daily monitoring and reporting of absences with linked actions for teaching staff to support with high attendance. <i>SBA 15 mins a day, 5x a week: £668.36</i> <i>HoS 30 mins a day, 5x a week: £4,761.90</i>	DFE research shows children with attendance of 95% or higher in Y6 have a 30% higher chance of reaching the expected standard in reading, writing and maths compared to similar pupils with attendance of 90-95%: Why school attendance matters, and what we're doing to improve it – The Education Hub	1

Targeted support for families where attendance is a concern with offer of parenting courses, early help assessments and other intervention as required. Course provided by FSW/deputy inclusion lead for two hours a week. <i>FSW additional 2 hours weekly: £1,228.50</i> <i>DIL additional 2 hours weekly: £1,387.62</i>	EEF guidance states parents play a crucial role in supporting their children's learning. High levels of parental engagement are consistently associated with better academic outcomes. Working with Parents to Support Children's Learning EEF	1
Opportunities for children to broaden range of aspirations provided through invited speakers, trips and links with the local community. Support for disadvantaged children to access these opportunities provided through school. <i>Transport budget to support disadvantaged pupils access trips: £1,000.</i>	Research has found that increased career aspirations amongst primary school children and weaken the link between family poverty and externalising factors: aspirations.pdf	6
Forest school offer for all children with transport costs covered by the school for children from disadvantaged backgrounds. <i>Forest school transport costs: £1,440</i>	Research has found that forest school sessions improve children's mood and readiness for learning: Full article: Attending 12 weekly sessions of Forest School sessions improves mood and cooperation in 7–8-year-old children Additional research has also highlighted positive impacts on social skills and confidence: Forest Schools: impact on young children in England and Wales - Forest Research	6
Young Voices choir trip for children in Y5/6 in alternate years. <i>Funding from transport budget (see above).</i>	EEF research reports that there is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education. There is some evidence to suggest a causal link between arts education and the use of arts-based approaches	6

	with overall educational attainment. Where the arts are being taught as a means to boost academic achievement for those eligible for the pupil premium	
Residential trips for children in Y3/4 and Y5/6 on alternate years with school support available for disadvantaged children. <i>Budget to support disadvantaged children to access residential: £500</i>	The current evidence based for the support for outdoor and adventurous activities remains unclear (EEF: July 2021). However, we recognise the EEF's summary that '<i>Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation.</i>'	6
High quality wrap-around provision offered free of charge to disadvantaged pupils through breakfast club. <i>No cost due to DFE pilot</i>	Providing a healthy breakfast has been found to result in two additional months of progress on children's outcomes at KS1 and KS2. Working with Parents to Support Children's Learning EEF	1

Total budgeted cost: £40,222.54

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils across the period of the previous PP strategy, drawing on national assessment data and our own internal assessments. In line with the achievement statement within the latest Ofsted toolkit ([5th November 2025](#)), we have used the word: typically. This reflects the small cohort sizes.

Attendance

Strong attendance is a priority for all children at Darley Churchtown and especially so for disadvantaged children. Although there have been improvements in recent years, figures are still below the national average and there is a clear difference between attendance for pupils who are entitled to free school meals and those who are not. Monitoring of patterns of absence shows that punctuality is a concern for disadvantaged children and leads to a high absence rate.

	2022/23		2023/24		2024/25	
	DCT	FFT national	DCT	FFT national	DCT	FFT national
Not FSM6	95.5%	94.7%	95.7%	95.2%	97.7%	95.5%
FSM6	87.7%	91.3%	88.7%	91.8%	90%	92.1%
SEN	87.7%	91.9%	84.6%	92.4%	92.7%	92.8%

Attainment

Data	DCT (All Pupils)	School (Disadvantaged)	School (Non-Dis.)	National (All Pupils)	National (Disadvantaged)	National (Non-Dis.)
EYFSP Good Level of Development	20%	25% 1 out of 4	0% 0 out of 1	63.8% (2025)	<i>Not Published</i>	<i>Not Published</i>
KS1 Phonics Screening Check	75%	100% 3 out of 3	0%	80% (2025)	67% (2025)	84% (2025)
Year 4 MTC Average Attainment Score	15.33	16.67 3 out of 3	14 Out of 3	21.0 (2025)	19.3 (2025)	21.7 (2025)
Year 4 MTC Scored 25 Marks	0%	0%	0%	37% (2025)	27% (2025)	41% (2025)
KS2 SATS Combined RWM Measure EXS	70%	66.7% 2 out of 3	71.4% 5 out of 7	62% (2025)	47% (2025)	69% (2025)
KS2 SATS Reading EXS	80%	66.7% 2 out of 3	85.7% 6 out of 7	75% (2025)	63% (2025)	81% (2025)
KS2 SATS Writing EXS	70%	66.7% 2 out of 3	71.4% 5 out of 7	72% (2025)	59% (2025)	78% (2025)
KS2 SATS Maths EXS	80%	66.7% 2 out of 3	85.7% 6 out of 7	74% (2025)	61% (2025)	80% (2025)

Typically, disadvantaged pupils at Darley Churchtown exceed national averages but do not achieve as well as their non-disadvantaged peers. Small cohort sizes can sometimes lead to pronounced changes in figures from year to year. For example only 25% of children in EYFS achieved GLD in 2024/25 but the previous year 100% of disadvantaged children achieved GLD. It can, therefore, be misleading to draw conclusions solely from the data. A number of priorities for the 2025/26 academic year have already been set based on data and the wider school context and these will continue to be a focus for the timeframe of the strategy:

- Precise use of assessment to ensure learning is tailored to the needs of all children.
- Support for children with mathematical fluency (including times tables) and the application of these skills to develop problem solving and reasoning.
- Focus on transcription and composition in writing using assessment grids developed across the trust to support greater depth writing.

Personal development

All of our children benefit from carefully considered and curated opportunities which in turn have supported attendance and general learning behaviours. An area of focus this year is career-related learning to broaden children's aspiration and self belief.

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
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Little Wandle Phonics	Little Wandle
Maths Whizz	Pearson
Power Maths	Pearson

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
Not applicable
The impact of that spending on service pupil premium eligible pupils
Not applicable