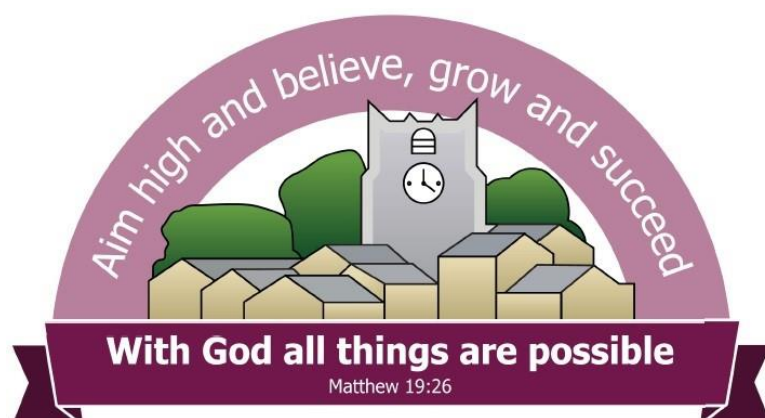


Pupil premium strategy statement 2024 – 2025

Darley Churchtown CE Primary



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	51
Proportion (%) of pupil premium eligible pupils	27 children = 55%
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)	2024/25
Date this statement was published	December 2024
Date on which it will be reviewed	Governors: 16.01.25, 10.07.25 SLT: Monthly Updated statement: October 2025
Statement authorised by: Headteacher	Ben O'Connell
Pupil premium lead: Head of School	Tom Lloyd
Governor / Trustee lead	Elisabeth Stanners

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£35,111
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£35,111

Part A: Pupil premium strategy plan

Statement of intent

Our aim is to ensure all pupils who attend Darley Churchtown school have access to the same opportunities to make good progress and achieve high attainment, regardless of their background or the challenges they face. The additional financial support we receive for pupil premium children is used for a variety of purposes, which are detailed in the remainder of this strategy, with the common aim of ensuring all children have equity in terms of their learning and access to wider experiences.

This approach is not limited to meeting the needs of children who are working below age-related expectations. High attaining pupils who have pupil premium status will also receive additional support that is in excess of that provided to other high attaining pupils. Similarly other pupils for whom the school receives additional funding, such as young carers or looked after children, will receive additional support irrespective of the level of disadvantage they may face.

Measures to ensure high quality teaching in the classroom are at the core of our strategy. This has been demonstrated to have a significant impact in closing the gap between disadvantaged and non-disadvantaged pupils. It also ties in with our wider school aim to improve attainment for all children, regardless of background. Where necessary, funding will also be used to support small group work or 1:1 support for children who are not achieving their full potential for any reason.

We monitor the impact of our strategy to support pupil premium children through formative assessment in class and summative termly reviews of data. Attendance is monitored on a daily basis for all children, but with a particular emphasis on those with a high level of need, and reviewed each week with a focus on pupil premium children. Any concerns are acted on swiftly through discussions with class teachers, parents and – where relevant – external partner agencies.

As well as supporting the academic attainment of children through our pupil premium strategy, we also seek to develop the wider social and emotional skills of our pupils. A proportion of pupil premium funding is used to ensure children from disadvantaged backgrounds can access the extra-curricular experiences that the school offers alongside their peers. These opportunities are tailored to the needs of our pupils and include – but are not limited to – our list of '11 by 11' experiences that we believe all children should have the opportunity to access.

Challenges

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

Challenge number	Detail of challenge
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1	Attendance – children who qualify for free school meals had attendance of 88.7% during 2023/24 compared with 95.7% for children who did not qualify for FSM. Low attendance is known to have an impact on learning outcomes.
2	Vocabulary development – higher proportion of children in EYFS and KS1 who qualify for PP funding compared with upper KS2 correlates with concerns about vocabulary range and speech and language development.
3	Reading fluency – data shows children from disadvantaged background do not always attain the same level of fluency in reading once they have completed synthetic phonics, particularly in year 2 and lower key stage 2.
4	Times tables – no children in year 4 during 2023/24 scored full marks in their multiplication tables check. Overall average of 19.7 for the 6 children (4 PP) was below national. Some current year 4 (2024/25) also lack mathematical fluency.
5	Culture of aspiration – children do not all have a secure understanding of the school vision, to “Aim high and believe, grow and succeed”. The vision has been developed effectively but is not yet fully embedded and understood.

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
Improved stamina, fluency, comprehension (and therefore attainment) in reading via effective and consistent use of taught approach including Little Wandle	Attainment for PP children is in line with that of non-PP children across the school in reading.
Attendance for PP children is in line with that of non-PP children and above national figure.	Overall attendance of 95%+ for school, including PP children (exceptional circumstances for one pupil taken into account). Free breakfast club and after school club offer for all PP children.
Vocabulary acquisition enhanced so that all children reach an expected level of language development by the end of KS1.	For EYFS, measured through early learning goals on cognition and language.
Improvement in results in multiplication tables check compared with previous year, increased mathematical fluency for all year groups results in increasing percentage of children at exs+.	At least 1 one of 7 children achieves full marks in MTC (14%) and average mark exceeds 20. Proportion of PP children achieving exs+ in maths across the school improves (measured through PUMA assessments/KS2 SATS).
Improved aspirations through non-academic achievements. All eligible children benefit from additional school provision	All children participate in: - Theatre trip (pantomime) - Sports events - Forest school - Class trips Children in C3 (Y5/6) attend two day residential in Summer term.

	11 before 11 fully implemented so that children experience carefully chosen enrichment opportunities.
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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: £9,461.97

Activity	Evidence that supports this approach	Challenge number(s) addressed
Introduction of Little Wandle Fluency scheme for all children in year 3 and 4 and lower ability readers in years 5 and 6. <i>Cost of fluency texts: £809.30</i> <i>Cost of staffing: HoS 3 hours a week above planned teaching commitment for 39 weeks: £5,207.67</i> <i>Cost of additional training for all teaching staff: £560</i> <i>Total cost: £6,576.97</i>	EEF evidence shows fluency is key to development of reading. Viewing the completion of phonics schemes as an 'end point' can result in missed opportunities to further develop fluency and comprehension: Literacy KS1 Guidance Report 2020.pdf (d2tic4wvo1iusb.cloudfront.net)	2 and 3
CPD for teachers and teaching assistants on supporting disadvantaged pupils – Trust IN-SET on 4th November. <i>Associated costs: £500</i>	Evidence shows highly effective teaching results in greater progress for children. CPD is a key element of improving teaching. Evidence review: The effects of high-quality professional development on teachers and students - Education Policy Institute (epi.org.uk)	4

Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time to embed key elements of guidance in school and to access partnership resources and CPD. <i>Release time for maths lead: £720</i>	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Mathematics guidance: key stages 1 and 2 The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	
Implementation of early years vocabulary document created across Matlock and Dales Primary Partnership during the 2023-24 academic year. <i>Release time for early reading lead to work with colleagues in other schools: £720</i>	Research shows approaches that emphasise spoken language and verbal interaction can support development of communication and language. Developing vocabulary in early years education EEF	2
Develop a considered approach to homework which supports all children. <i>No cost</i>	There is a strong evidence base to support carefully planned homework (deliberate practice) Homework EEF (educationendowmentfoundation.org.uk)	2, 3 and 4
Attendance at collective worship briefings, workshops and conferences organised by Diocesan Board of Education. <i>DBE partnership agreement: £225</i>	High quality professional development has been found to have a significant effect on learning outcomes. Evidence review: The effects of high-quality professional development on teachers and students - Education Policy Institute	5

<i>Cover for Head of School to attend events: £720</i> <i>Total: £945</i>		
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £8,016.75

Activity	Evidence that supports this approach	Challenge number(s) addressed
HLTA in class 2 to support fluency in mathematics. <i>1 hour a day of support at Level 8 for 39 weeks: £2973.75</i>	Evidence shows small group tuition is effective with a 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)	4
HLTA support in Class 1 to support reading fluency for children moving on from SSP. <i>½ hour a day, 5 days a week, for 39 weeks: £1,486.88</i>	EEF evidence shows fluency is key to development of reading. Viewing the completion of phonics schemes as an 'end point' can result in missed opportunities to further develop fluency and comprehension: Literacy KS1 Guidance Report 2020.pdf (d2tic4wvo1iusb.cloudfront.net)	3
Access to online learning platforms to improving spelling and vocabulary development. <i>Licences for Nessy reading and spelling: £220</i>	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)	2
Access to online learning platforms to support mathematical fluency. <i>TT Rockstars: £102 Maths Whizz: £1,350</i>	Research has found technology can be engaging and motivating for pupils and allow teachers to adapt practice effectively.	4

	Using Digital Technology to Improve Learning EEF (educationendowmentfoundation.org.uk)	
Targeted HLTA support for children in EYFS to develop communication and language. <i>30 mins a day: £1,486.88</i>	Research shows approaches that emphasise spoken language and verbal interaction can support development of communication and language. Developing vocabulary in early years education EEF	2
Teacher-led support before school for target children in Year 6 ahead of KS2 assessments. <i>30 mins, 3 times a week for 6 weeks: £397.24</i>	Evidence shows small group tuition is effective with a 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, 4

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

Budgeted cost: £17,663.47

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance: daily attendance check undertaken by School Business Assistant and Head of School of at least one hour a day. <i>Senior, non-class based staff positively engage with families on a daily basis (visible on the gate, daily phone call, positive strategy meetings) which, for one hour a day, totals: £7,238.05</i> <i>Weekly meeting with HoS, family support worker, special educational needs</i>	The rapid evidence assessment undertaken by the EEF (published in March 2022) concluded that 'Positive impacts were found for both parental communication approaches and targeted parental engagement interventions. The impact was larger for targeted approaches. Responsive intervention in which a member of staff or team use multiple interventions and target approaches specifically to the needs of individual pupils was also found to be effective'.	1

coordinator and deputy inclusion lead: £1,146.02 Total: 8,384.07		
Welfare checks and delivery of home learning for pupil who is not able to attend school on medical grounds. FSW – 3 hours a week: £1,668.42 SBA – 3 hours a week: £1,552.59 Total: £3,221.01	DFE guidance states schools should support families where children are not able to attend school due to mental health conditions, bearing in mind the individual circumstances of the child. Summary of responsibilities where a mental health issue is affecting attendance	1
Nurture group to support children with social and emotional concerns that may be a barrier to attendance or learning. L7 TA, 3 hours a week - £1,552.59	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	5
Family support worker employed by school to support attendance and effective parenting. 5 hours a week - £2,780.70	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, 5
High quality wrap-around provision offered free of charge to disadvantaged pupils through breakfast club. 40 mins per day at L7 - £1,725.10	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, 5
School uniform and shoes offered to parents at no cost – second hand uniform scheme to reuse items that are no longer required by parents. No cost – administered by school business officer and family support worker.	Research from the Children's Society has raised concerns about the cost of school uniform. This led to an act of Parliament encouraging schools to offer second hand uniforms. the-wrong-blazer-report-2020.pdf	5

Total budgeted cost: £35,142.19

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Impact of measures to improve teaching and targeted academic support

Reception

There were four children in EYFS during the 2023/24 academic year. Three were PP and one was not. The three who are PP all achieved GLD in all early learning goals. The one child who was not PP did not achieve GLD in all areas. The outcomes therefore show that 100% of PP children achieved GLD whereas 0% of non-PP children achieved GLD in all areas.

Year 1

There were eight children in Year 1 during the 2023/24 academic year. Four were PP and four were not. Data from end of year assessments as follows:

Subject	PP EXS+	PP GDS	NON PP EXS+	NON PP GDS
Reading	3/4	0	2/4	0
Maths	4/4	0	2/4	0
GAPS	4/4	0	2/4	0
Writing	3/4	0	2/4	0

Year 2

There were 9 children in Year 2 during the 2023/24 academic year. Six were PP and three were not. Data from end of year assessments as follows:

Subject	PP EXS+	PP GDS	NON PP EXS+	NON PP GDS
Reading	3/6	1/6	2/3	1/3
Maths	4/6	1/6	2/3	0
GAPS	3/6	0	2/3	0
Writing	3/6	0	2/3	0

Year 3

There were 7 children in Year 3 during the 2023/24 academic year. 4 were PP and three were not. Data from end of year assessments as follows:

Subject	PP EXS+	PP GDS	NON PP EXS+	NON PP GDS
Reading	3/4	0	1/3	0
Maths	2/4	1/4	1/3	0
GAPS	1/4	1/4	2/3	2/3
Writing	3/4	0	1/2	0

Year 4

There were 6 children in Year 4 during the 2023/24 academic year. 4 were PP and 2 were not. Data from end of year assessments as follows:

Subject	PP EXS+	PP GDS	NON PP EXS+	NON PP GDS
Reading	2/4	0	1/2	1/2
Maths	3/4	0	1/2	0
GAPS	2/4	0	1/2	0
Writing	2/4	0	1/2	0

Multiplication tables check results for Y4

Average score PP	25/25 PP	Average score non-PP	25/25 non PP
20.7	0/5	17.5	0/5

Year 5

There were 10 children in Year 5 during the 2023/24 academic year. Three were PP and seven were not. Data from end of year assessments as follows:

Subject	PP EXS+	PP GDS	NON PP EXS+	NON PP GDS
Reading	2/3	0	4/7	0
Maths	2/3	0	6/7	1/7
GAPS	2/3	0	6/7	1/7
Writing	2/3	0	4/7	0

Year 6

There were 7 children in Year 6 during the 2023/24 academic year. One was PP and the remaining six were not. All children achieved the expected standard or higher in their maths, reading and GAPS assessments at the end of KS2. 5/7 children reached the expected standard in reading. The one PP child reached the expected standard in all subjects but did not achieve greater depth in any area.

Subject	PP EXS+	PP GDS	NON PP EXS+	NON PP GDS
Reading	1/1	1/1	6/6	1/6
Maths	1/1	0	6/6	3/6
GAPS	1/1	0	6/6	2/6
Writing	1/1	0	4/6	1/6

Overall conclusions

The small cohorts make statistical analysis difficult but the overall pattern is that PP children are at least as likely to achieve the expected level of attainment as their non-disadvantaged peers in most year groups. Where this is not the case, for example with the figures for Year 2, this is due to other factors such as the high level of special educational needs in this year group. An area for further development is the number of pupil premium children who are attaining at greater depth as this is higher for non-PP children in most year groups.

Impact of measures to improve teaching and targeted academic support

Attendance

Measures to improve attendance for children who qualify for free school meals were implemented as planned and extended beyond the original planned scope through the introduction of a reward scheme for children. Despite this, attendance for FSM children was significantly lower than for non-FSM children over the course of 2023/24:

Attendance Headlines					
YEAR TO DATE					
4 Sept 23 - 19 Jul 24					
All Pupils	Girls	Boys	FSM6	Not FSM6	Persistent absentees
92.2% ●	93.7%	90.9% ●	88.7% ●	95.7%	16.7%

This was, however, a 1% improvement on the year before when FSM attendance was 87.7%.

Parental engagement

Parents were invited to stay and play sessions in KS1 and a book look in KS2 each term. These events were well attended, particularly in KS1. Family support coffee mornings were run throughout the year and parents attended and sought advice from professionals. Two families were referred for and received further support as a result of these meetings.

Wider opportunities

Children in all year groups attended events throughout the year. All children visited attended a pantomime at Christmas and each class also went on a further trip during the course of the year – Class 1 visited a farm, Class 2 a museum and Class 3 the historically significant village of Eyam. Children in KS2 took part in a music programme funded by the school and were able to perform to parents.

Externally provided programmes

Programme	Provider
Catch Up Phonics	Little Wandle SSP

Service pupil premium funding (optional)

How our service pupil premium allocation was spent last academic year
Not applicable.

The impact of that spending on service pupil premium eligible pupils
Not applicable.