



Pupil Premium

Strategy Statement

Academic Year: 2025-2026

(Year 2 of a 3-year plan)

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium funding to help improve the attainment of our vulnerable and 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	Delph Primary School
Number of pupils in school	206
Proportion (%) of pupil premium eligible pupils	13.1%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	December 2024
Date of last reviews/ updates	December 2025
Date on which it will next be reviewed	December 2026
Statement authorised by	R Swaby (HT)
Pupil Premium lead	R Swaby (HT)
Pupil Premium Governor lead	A Whiteley

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (PP & PP+ combined)	£36,360
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	£36,360

Part A: Pupil premium strategy plan

Statement of intent

At Delph Primary School, we are committed to valuing the individuality of all our pupils and to giving all pupils every opportunity to achieve the highest of standards. This is underpinned by our mission statement, 'To Be the Best That We Can Be'.

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.

The provision we have outlined in this statement is intended to support the needs of all vulnerable pupils, regardless of whether they are disadvantaged or not. Such examples may include but are not limited to: SEND pupils, those children with a social worker, young carers or those impacted by a long-term illness.

Delph's 'Universal Offer' places high-quality teaching 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 have mutual benefits for our 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.

The staff team work collaboratively with our families and outside agencies to provide a holistic and personalised approach. We work hard to close any gaps in learning development and opportunity through quality first teaching, targeted interventions, equal access to enrichment activities and effective parental engagement.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment not assumptions about the impact of disadvantages. As well as the school's internal data analysis, we use research evidence from the Education Endowment Foundation (EEF) to inform our decision making regarding the most effective intervention. The approaches we have adopted will complement each other and will be integral to Delph's wider plans for educational recovery to ensure our pupils fulfil their full potential. [The EEF Guide to the Pupil Premium | EEF \(educationendowmentfoundation.org.uk\)](https://www.educationendowmentfoundation.org.uk)

To ensure effectiveness, we will:

- ensure a range of effective learning experiences in the classroom.
- provide a range of group and individual interventions designed to support those with identified needs.

- offer a broad and balanced range of activities, designed to engage and motivate pupils, raising their aspirations and creating a positive view of learning and themselves.
- ensure all 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.
- ensure parents feel included and involved with school so that they can provide effective support to their children
- act early to improve the attendance of disadvantaged children so that it is in line with other children in school
- review this strategy regularly to maintain its relevance and effectiveness.

Challenges

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

Challenge number	Detail of challenge
1	<u>Language and Oracy</u> Language Development, Reading and Writing - Poor language skills (including speech and language difficulties) and a lack of exposure to high quality vocabulary and texts. Phonic attainment among some disadvantaged pupils is also below that of their non-disadvantaged peers. Writing skills for some disadvantaged pupils are underdeveloped.
2	<u>Fit for Learning</u> Barriers for some pupils include lack of confidence, determination, self-belief, resilience, organisational skills and readiness to learn.
3	<u>Attendance and Narrowing Learning Gaps</u> Poor attendance and punctuality for a small number of disadvantaged children. Research suggests that over time, low attendance is directly correlated with lower achievement. Due to inconsistent attendance, some children find it difficult to retain/recall prior knowledge.
4	<u>Pupil Wellbeing</u> Our observations of pupils and discussions with families have identified that social and emotional challenges have escalated post pandemic (particularly where families have also suffered significant change, loss and/or bereavement). Low self-esteem and confidence linked to learning and attainment is also a barrier. For some, a lack of parental support is impacting on home learning, readiness for school, low self-esteem, aspirations and access to wider curriculum opportunities/enrichment activities.
5	<u>Access to wider curriculum opportunities and enrichment activities</u>

	Due to the semi-affluent nature of our school locality, there is a disparity in the access to enrichment opportunities between disadvantaged and non-disadvantaged pupils. Pupils eligible for PPG or PPG+ is steadily increasing at Delph Primary.
6	<u>Inward Mobility</u> Over the past 18 months, Delph has seen an increase in the number of pupils joining us as in-year transfers from other schools (12%). For some of these children, the transition has been difficult and additional support and interventions have been required to support academic progress, wellbeing and SEND.

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
All children leave Delph Primary School with a broad knowledge of the world, enriched through varied experiences. All pupils make good progress across the curriculum from their individual starting points. The gap is narrowed between the attainment of PP and non-PP children.	Teaching will be consistently high quality in all areas of the curriculum. The curriculum will be broad and balanced. Pupils will be well supported and tracked closely to ensure they make good progress. Teachers will use a range of retrieval and retention techniques to build children's understanding over time. Targeted high-quality interventions will be used for children at risk of not making expected progress. Leaders will ensure staff are well supported through coaching and high quality CPD.
All children will be able to communicate their ideas and feelings using highly developed vocabulary. A reading culture that ensures all pupils read regularly and develop a love of books is embedded across the school. Increased % of PP pupils are working at ARE or above in phonics, reading and writing.	Children will be exposed to a wide variety of high quality texts. Children will practise their reading fluency and develop better reading stamina. Phonics is taught to a high standard. Children with poor speech and language are identified quickly and supported in developing their skills.

	Teachers will use a range of retrieval and re-tention techniques to build children's understanding and vocabulary over time. Staff receive training to deliver effective interventions.
All children will leave primary school with a positive attitude to learning and with the self-confidence, resilience and organisational skills to succeed.	Children know and understand our 'Delph Ways'. Teachers and support staff will teach and model these behaviours. School will provide a graduated approach to supporting children and families with their mental health.
Disadvantaged pupils' attendance matches or exceeds national averages (96+%). % of late marks decreases year on year.	School will work diligently and successfully to improve the attendance of a small group of disadvantaged children through a graduated approach. An improvement will be seen year on year. Where necessary, school will work with external agencies to provide more intensive monitoring and support.
Parents have high aspirations for their children. They feel involved with school so that they can provide effective support to their children.	School staff will work with parents to ensure they can support their children with learning. Parents are kept well informed about their child's progress and receive regular key information and updates.

Activity in this academic year 25-26

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: £8500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Developing consistently high-quality pedagogy, teaching and learning through high-quality CPD. Focussing on: Phonics (KS1), fundamental skills (arithmetic, spelling handwriting), adaptive	Enabling colleagues to develop their own actions and strategies will ensure that staff are able to tackle issues and problems more systematically and effectively.	1, 2, 3, 6

teaching and Teaching Assistant CPD.		
Enhancement of Phonics teaching across EYFS, KS1 and transition to LKS2.	The EEF state that, 'The teaching of phonics should be explicit and systematic to support children in making connections between the sound patterns they hear in words and the way that these words are written'. To support this, Delph has invested in a DfE validated SSP phonic scheme of work. • www.education-evidence/teaching-learning-toolkit/phonics	1, 2, 6
Support all disadvantaged pupils including those who are high attainers.	Small group approaches have shown to have an average of 4 months progress as identified by the EEF. • https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1, 2, 3, 6
Continuation of support and development for staff within first 5 years of teaching.	With effective support from experienced colleagues and relevant CPD, staff retention is improved. Schools can 'grow their own' staff.	ALL

Targeted academic support (for example, one-to-one / small group structured interventions)

Budgeted cost: £18,360

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group interventions led by QTS / experienced TA staff to support all disadvantaged pupils including those who are high attainers.	Small group approaches have shown to have an average of 4 months progress as identified by the EEF. • https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1, 2, 3, 6
Structured TA daily phonics interventions in EYFS / KS1.	The EEF state that, 'The teaching of phonics should be explicit and systematic to support children in making connections between the sound patterns they hear in words and the way that these words are written'. To support this, Delph has invested in a DfE validated SSP phonic scheme of work. • www.education-evidence/teaching-learning-toolkit/phonics	1, 2, 3, 6

Teaching Assistants supporting learner interventions in writing and maths.	Small group approaches have shown to have an average of 4 months progress as identified by the EEF. • https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1, 2, 3, 6
Teacher led interventions to close gaps in English and Maths and teach learning to learn skills. (Before school lessons)	Small group approaches have shown to have an average of 4 months progress as identified by the EEF. • https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1, 2, 3, 6
Vocabulary building (Word Aware approach) small group support-pre-teaching of topic and science vocabulary.	Small group approaches have shown to have an average of 4 months progress as identified by the EEF. • https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1, 2, 3, 6

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

Budgeted cost: £9500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improve the quality of social and emotional (SEL) learning. SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff. DLP School Counsellor contract extended for 12 months to support individual pupils 1:1.	‘Social and emotional skills’ are essential for children’s development— they support effective learning and are linked to positive outcomes in later life. With the right support, children learn to articulate and manage their emotions, deal with conflict, solve problems, understand things from another person’s perspective, and communicate in appropriate ways. https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/3-wider-strategies	3, 4, 5, 6

Maximise wrap-around care clubs / activities across the school year.	Good quality wrap-around childcare has a positive impact on children's outcomes. Research shows that participating in organised sports and joining after school clubs can help to improve children's academic performance, as well as their social, emotional, and behavioural skills. This is particularly the case for children from disadvantaged backgrounds. Wrap-around childcare is also important for removing barriers for, and supporting, parents to work.	3, 4, 5, 6
Financial support / subsidies / match-funding for disadvantaged and / or otherwise vulnerable pupils to ensure they can access wider curricular opportunities so that they have the same experience as non-disadvantaged pupils (music, arts, sports, residential).	Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation Physical activity has important benefits in terms of health, wellbeing and physical development. These benefits have important value in themselves. However, there are also additional benefits of physical activity for core academic attainment particularly literacy and mathematics. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity	3, 4, 5, 6
Contingency fund for acute issues and inward mobility amongst PP pupils.	At the start of 25-26 as part of our baseline assessments, we have identified a need to set an amount of funding aside to enable us to respond quickly to the needs of children, that have not yet been specifically identified.	All

Total budgeted cost: £36,360

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes 2024-2025

This details the impact that our pupil premium activity had on pupils in the 2024-2025 academic year.

Our internal assessments during 2024-2025 suggested that the performance of disadvantaged pupils was lower than that of non-disadvantaged pupils across the majority of year groups. However, the data within writing and maths indicated that the difference between disadvantaged and non-disadvantaged pupils, has continued to narrow.

The percentage of disadvantaged pupils in each year group can vary significantly and therefore, trends/patterns are not always relevant. Therefore, we track our disadvantaged pupils individually throughout their school journey. Our three-year planned priorities should ensure that gaps are further narrowed and closed across 25-26.

Within Phonics, 100% of all pupils achieved national expectations by the end of Year 2. 97% of pupils achieved the standard in Year 1, including 67% of disadvantaged pupils (2/3).

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health remain significant barriers to learning. We continue to use pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan and have adjusted for 25-26, to meet the needs of individual children and targeted cohorts. Several of our disadvantaged pupils accessed support via our school counsellor with positive feedback from both children and their families. "The support helped me to learn some strategies and tricks so I could help myself when I am finding things tough." "I really enjoy my time.....it gives me some space and time to think and feel calm."

Disadvantaged pupils continue to have access to a wide range of extra-curricular opportunities and enrichment experiences. All PP children have attended at least one enrichment activity during 24-25. More than half accessed at least two.

Attendance data continues to rise for all groups of pupils and our persistently absent data has shown a steady but sustainable decline.

Attendance overall

Academic Year	Overall %
2024-2025	96.1%
2023-2024	95.9%
2022-2023	95.8%
2021-2022	94.6%

Academic Year	Pupils on roll	Total PA Pupils	% PA Pupils
24-25	207	11	5.34%
23-24	193	14	7.25%
22-23	203	18	8.97%
21-22	201	32	15.92%

During 24-25, 33% of our PP pupils achieved 96+% attendance with 77% achieving 90+%. Of those children identified as disadvantaged, only 2.1% were persistently absent and this is down from 3.6% in 23-24.

We anticipate further increases in attendance and decreases in PA during 25-26 as we continue to work with our families to support positive outcomes.

Externally provided programmes to be used in 25-26

Programme	Provider
WELLCOMM	Led by school staff
Maths Mastery Programme (NCETM)	Led by KS1 staff
1:1 School Counsellor Service	Concentric Circles
Read Write Ink Phonics	Led by school staff
Fresh Start phonics	Led by school staff

Further information

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium. It will include:

School Council: 2 children from each year group (y2-y6) represent their cohort on our school council. Members are elected and meet regularly to debate and make suggestions on a range of identified issues and projects. Disadvantaged children have the opportunity to work collaboratively and understand how decision making can be made collectively.

Team Captains: 4 children from year 6 are elected as Team Captains, each term. They support SLT with activities such as reward assemblies, learning walks and fundraising activities. Disadvantaged children have the opportunity to participate in these roles.

Y6 Additional Responsibilities: Year 6 children hold positions of responsibility around school. This includes working as mentors for younger children at break times, supporting younger children on the playground and assisting in assemblies. These jobs are open to any year 6 child including disadvantaged. It gives them the opportunity to work across the school community and to show other children why they are excellent role models to others and how they demonstrate our school values effectively.

Dovestone Learning Partnership (DLP Co-operative Trust): We continue to offer a wide range of high-quality extra-curricular activities and school team events to boost wellbeing, behaviour, attendance, and aspiration in partnership with the DLP. Activities will focus on trying out new skills and sports and building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate in all activities that suit their interests.

After School Clubs: Led by staff these provide a wealth of extra-curricular opportunities for disadvantaged children to stay healthy, play competitive sport, acquire new skills and also to mix with children in other year groups.

Charity Work: Our children all get the opportunity to get involved in charity fund raising events each term. These enable children to work collaboratively with adults in school and from the community.

Widening Opportunities: One of our key priorities is ensuring children are provided with a wealth of opportunities. These include music tuition, sports, visiting the local library, providing access to visits to enhance the curriculum and visits to the theatre. We run enterprise activities through the Business Challenge and offer a wide range of extra-curricular clubs and activities. All children in our school have access to high quality life experiences which equip pupils with the cultural capital they need. This is further supported through the DLP sports programme – children are encouraged to try new sports and learn new skills, building resilience, confidence and social skills. Disadvantaged pupils are encouraged and supported to participate.

Delph Ways: We have a strong sense of school community which is underpinned by our 'Delph Ways'. Staff talk about them with children, and they are discussed regularly in assemblies. Children are rewarded for demonstrating these values in school.

Planning, Implementation and Evaluation

When reviewing our existing strategy, we have maintained a three-year plan. This is to ensure a longer-term approach to supporting the progress of disadvantaged pupils and to recognise the fact that many interventions don't reach maximum impact within 12 months.

Most areas of the three-year plan (starting in September 2024) remain for 25-26. However, some adjustments have been made to factor in previous progress and new priorities.

We primarily used the guidance from the EEF's implementation guidance to help us develop our strategy: <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation>

We will continue to use research evidence to evaluate our ongoing progress and identify any next steps. This will involve annual reviews and will allow adjustments annually, to secure the best outcomes for all our children.