

Pupil premium strategy statement – Durley CE Primary School

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	139
Proportion (%) of pupil premium eligible pupils	10% (14 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-28
Date this statement was published	December 2026
Date on which it will be reviewed	July 2027
Statement authorised by	Caroline Grist
Pupil premium lead	Caroline Grist
Governor / Trustee lead	Rachel Reeves

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 24,490
Recovery premium funding allocation this academic year	£ 0
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</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>	£24,490

Part A: Pupil premium strategy plan

Statement of intent

At Durley CE Primary School, we are committed to ensure that every child has the opportunity to thrive, regardless of their background or circumstances. The following principles guide our use of Pupil Premium funding:

- We use Pupil Premium funding to support pupils who have been identified as disadvantaged and to help remove barriers to learning.
- Funding is allocated following careful analysis of need, ensuring support is targeted where it will have the greatest impact.
- We recognise that not all pupils eligible for Pupil Premium are disadvantaged and therefore tailor support to individual needs.
- We regularly monitor progress, particularly in English and Mathematics, and use assessment information to evaluate and adapt interventions.
- We believe that high-quality teaching is the most effective way to raise achievement and ensure all pupils make good progress.
- We invest in training and developing staff so they can provide effective support for all learners.
- We provide clear feedback to help pupils understand their learning and achieve their full potential.
- Teachers and support staff take collective responsibility for the progress and wellbeing of pupils eligible for Pupil Premium funding.
- We work closely with families to address barriers such as attendance, punctuality and wellbeing.
- We use funding, where appropriate, to ensure pupils can access enrichment opportunities, including educational visits, residential trips and extra-curricular activities.

Through the careful use of Pupil Premium funding, we aim to help every child flourish academically, socially and emotionally within our caring Christian community.

Challenges

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

Challenge number	Detail of challenge
1	Attainment in writing is below both reading and Maths in a majority of year groups and spelling has been identified as a main barrier to learning. At the end of summer 2026, ARE attainment in writing of PP children was lower than both Maths and reading.
2	Task design is not always consistently appropriate for all learners and consistent and effective scaffolding help accelerate the progress and attainment of children with a focus on PP and pupils in the lowest 20%.
3	Ensure that all adults are deployed effectively and additional adults are trained in effective teaching strategies to enable them to identify and address pupil misconceptions promptly during lessons. Some disadvantaged children lack motivation in their learning and are not actively engaging in their lessons.
4	Staff knowledge and understanding of relational practice, children's attachment and trauma needs to be strengthened

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
- Attainment in writing will be at least in-line with national at the end of Key Stage 2. - There will be an increase in the attainment of children's spelling, in particular those children whose spelling is below ARE.	- Attainment in writing will be at least in-line with national at the end of Key Stage 2 - Analysis of children's writing will demonstrate an improvement in accuracy of spelling of taught or focus words for focus children - Increase in attainment of ARE in writing across all year groups
Task design is consistently appropriate for all learners and consistent and effective scaffolding helps to accelerate the progress and attainment of children within and across lessons with a focus on PP and pupils in the lowest 20%.	- Monitoring demonstrates appropriate task design for learners in the lowest 20%/PP - Teachers feel more confident in planning tasks which match the needs of SEN/lowest 20%/PP
Adults are deployed effectively and additional adults are trained in effective teaching strategies to enable them to identify and address pupil misconceptions promptly during lessons	- Monitoring demonstrates effectively deployed adults and an effective lesson structure which meets the needs of all pupils - Additional adults demonstrate effective teaching strategies to enable them to identify and address pupil misconceptions promptly during lessons

• Staff understanding of relational practice, attachment and trauma is strong and staff are able to apply this knowledge to effectively support pupils	• Staff understanding of relational practice, attachment and trauma is improved and strengthened • Monitoring demonstrates that staff apply their knowledge and understanding to effectively support pupils
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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: £ 3000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training on writing framework, with a focus on task design and spelling	Simple view of writing (2002) Beringer et al EEF report – ‘Improving literacy at Key Stage 2.’	Challenge 1 and 2
Spelling Shed – purchase of subscription and training	EEF report – ‘Improving literacy at Key Stage 2.’	Challenge 1 and 2
Training on task design and faded scaffolding	Worked examples – EEF 2022	Challenge 1 and 2
Training on lesson structure and effective deployment of adults	Deployment of TAs – EEF article – March 2025 DfE 2019 research	Challenge 1, 2 and 3
HIAS advisor to undertake an audit of school's provision in reading	EEF report – ‘Improving literacy at Key Stage 2.’	Challenge 1, 2 and 3

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

Budgeted cost: £ 21,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Daily Structured interventions	Deployment of TAs – EEF article – March 2025 DfE 2019 research	Challenge 1
Small group work	Additional support for pupils	Challenge 2
1:1 support	Additional support for pupils	Challenge 2
Recruitment of additional Teaching Assistant	Deployment of TAs – EEF article – March 2025 DfE 2019 research	

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

Budgeted cost: £ 500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support and training for staff in relational practice facilitated by Primary Behaviour Support (PBS)	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour https://educationendowmentfoundation.org.uk/early-years/evidence-store/personal-social-and-emotional-development/developing-relationship-skills	Challenge 4
Support for families to enable pupils to attend clubs, trips and residential visits in line with their peers.	Financial support and pupil's attendance at clubs and on visits.	Challenge 3

Total budgeted cost: £ 24, 500

Part B: Review of the previous academic year

Challenge number	Detail of challenge	Review	Next steps
1	Attainment in writing is below both reading and Maths in a majority of year groups and spelling has been identified as a main barrier to learning. At the end of summer 2026, ARE attainment in writing of PP children was lower than both Maths and reading.	End of KS2 assessment of writing is above national. Attainment of PP pupils in writing remains lower than non-PP. The teaching and learning in spelling of SEND/lowest 20% learners has greatly improved in accuracy of provision according to need. Spelling teaching is closely matched to pupil's need. The impact has been that children are applying this learning into independent work and pupil conferencing has demonstrated that their confidence has grown.	Implement Ben's Cat assessments throughout the school and timetable according to assessment timetable. Interventions planned in response to children's needs and TAs utilised across classes to maximise impact Continue the focus on faded scaffolding/task design Re-train staff on the HIAS writing cycle
2	Task design is not always consistently appropriate for all learners and consistent and effective scaffolding help accelerate the progress and attainment of children with a focus on PP and pupils in the lowest 20%.	Work sampling has demonstrated an improvement in task design for SEND/lowest 20% learners across the school. Pupil conferencing has shown that children's confidence has grown in writing and attitudes are consistently more positive across SEND/lowest 20%	Continue the focus on faded scaffolding/task design to ensure the work is embedded Extend this to other subjects to ensure that scaffolding/task design is well-matched to SEND/lowest 20%
3	Ensure that all adults are deployed effectively and additional adults are trained in effective teaching strategies to enable them to identify and address pupil misconceptions promptly during lessons	INSET training was closely matched to needs of staff and this impacted on engagement in the training Staff have been trained in a range of ways to deploy support staff which will impact positively on progress and attainment in lessons Staff have been trained in a range of ways to assess children in lessons in order to impact positively on progress and attainment.	Continue and revisit the strategies from the INSET – staff deployment/assessment strategies Embed these throughout the year and plan CPD accordingly