

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 2025
Date on which it will be reviewed	July 2026
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	£ 30,285
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>	£30,285

Part A: Pupil premium strategy plan

Statement of intent

The Governors of Durley CE Primary School have formally adopted the following principles which underpin our view of how to make best use of the Pupil Premium Funding that we receive.

- We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils in the school who have been legitimately identified as being disadvantaged. Each intervention may be inclusive of children receiving the Pupil Premium grant.
- Pupil Premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children who are eligible for Pupil Premium or are receiving free school meals will be in receipt of Pupil Premium interventions at one time.
- In making provision for our children, we recognise that not all pupils who qualify for Pupil Premium funding are disadvantaged.
- We regularly and carefully identify which pupils are underachieving, particularly in English and Mathematics in order to put support actions in place as appropriate.
- We use achievement data frequently to check whether interventions are working and make adjustments accordingly.
- We understand the importance of ensuring that all day-to-day teaching meets the needs of each learner and that just relying on interventions is not in itself sufficient.
- We make sure that support staff, particularly teaching assistants, are highly trained and understand their role in helping pupils to achieve.
- We systematically focus on giving our children clear, useful feedback about their work, and ways that they could improve it.
- We ensure that class teachers and learning support staff know which pupils are eligible for the Pupil Premium so that they can take responsibility for accelerating their progress.
- We provide well-targeted support to improve attendance, punctuality, behaviour links with families where these are considered barriers to a pupil's learning.
- We also use pupil premium funding to support families to enable pupils to attend school trips, residential visits after school clubs in line with other pupils in their class.

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 2025, 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

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
<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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
<ul style="list-style-type: none"> 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%. 	<ul style="list-style-type: none"> 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
<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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

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: £ 6000

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 training – disadvantaged writing course	Simple view of writing (2002) Beringer et al EEF report – ‘Improving literacy at Key Stage 2.’	Challenge 1 and 2

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

Budgeted cost: £ 21,285

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: £ 3 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support for families to improve pupil attendance	Time is allocated to spend with families. Involvement of outside agencies to support families.	challenge 1
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: £ 30,285

Part B: Review of the previous academic year

Challenge number	Detail of challenge	Review	Next steps
1	Observations of Pupil Premium children has highlighted that these children have specific social, emotional and behavioural needs as a result of pupils experiencing trauma. This impacts on their attitudes to learning, self-esteem and belief as well as impacting negatively on their behaviour in school.	Support staff have received well-being training which has been sharply focused on specific children. This has been identified in a timely manner and matched to the needs of the pupils. Support staff have reported that they feel more confident in facilitating this emotional support.	<p>Training in escalation cycle, specific behavioural techniques to be facilitated (PBS training)</p> <p>Whole staff training in trauma and relational practice</p> <p>Review of behaviour policy and practice</p> <p>Additional HLTA training</p>
2	Attainment of 40% of Pupil Premium pupils is not on track to attain ARE in at least one area for reading, writing and Maths.	Appointment of SENCo to effectively support children with SEN/PP. Writing was a key improvement area on the SIP 2024-25. Maths a further focus in 2025-26 on SIP. Continuation of writing focus SIP 2025-26, specific focus on spelling.	<p>Task design training as part of SIP 2025-26</p> <p>Lesson structure/use of additional adults – SIP 2025-26</p> <p>Continuation of writing focus on SIP</p> <p>Maths focus SIP 2025-26</p>
3	Children having access to cultural capital opportunities including extra-curricular activities, educational visits, after school clubs to benefit self-esteem and feelings of equality with peers	PP children and vulnerable families provided with financial help for trips and visits. Analysis of CPOMS/contextual concerns to ensure focused, timely support such as after school club, breakfast club. Prioritising PP children for sports/extra-curricular opportunities where appropriate.	<p>Analysis of PP children attending residential – e.g. for views, numbers of children</p> <p>Pupil conferencing of PP children to ascertain their views</p>