



Delves Lane Primary School
Pupil Premium Strategy Statement
2026-2029

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Delves Lane Primary School
Number of pupils in school	281
Proportion (%) of pupil premium eligible pupils	122 (43%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2026 - 2029
Date this review statement was published	December 2025
Date on which it will be reviewed	June 2026
Statement authorised by	DLPS Governing Board
Pupil premium lead	Mrs B Woods
Chair of Governors / Trustee lead	Mr M Boyd

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	Forecast £163,620
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	Forecast £163,620

Part A: Pupil premium strategy plan

Statement of intent

At Delves Lane Primary School we:

Develop

Enthusiastic

Learners

Valuing

Everyone's

Success

DLPS is a Rights Respecting School. We would like our school, which reflects British Values, to be at the heart of the community.

As the number of pupils eligible for Pupil Premium increases, our priority is that our spending focuses on the key barriers to achievement identified within our community:

- To build children's self-esteem, resilience and emotional regulation in school
- Improve children's attendance
- Accelerate children's progress in Reading, Writing, and Maths from pupils' starting points
- Ensure Pupil Premium pupils have equal access to enrichment activities alongside their peers
- To prioritise Personal, Social Education and Communication and Language skills as children enter EYFS

At Delves Lane Primary School we see the raising of attainment for disadvantaged children as part of our commitment to help all children achieve their full potential by:

- Focusing on the best first quality teaching and effective deployment of staff to support disadvantaged children
- Ensuring flexibility in our approach, adapting staffing/strategies based on current data analysis in order to best meet the needs of our children
- Using evidence-based approaches to ensure that the strategies employed to address disadvantage are effective
- Remembering that pupil premium is just one measure of being disadvantaged. In developing provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged. We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals.
- Ensure disadvantaged pupils are challenged in the work that they're set
- Act early and identify barriers to learning at the very earliest stage (Early Years). Invest in Wellcomms – helps to identify pre-school and primary school children who are experiencing barriers to speech and language development so that we can support them early in their education journey.
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- Offer high quality (evidence based) CPD opportunities based on emerging needs across school, notably resilience. DLPS will take part in NHS backed My Happy Mind programme to support pupils and staff. Children to become more resilient and able to manage their emotions and create a positive wellbeing

- We will consider the challenges faced by vulnerable pupils, such as those who have a social worker. We will support all our children's needs, regardless of whether they are disadvantaged or not

Challenges

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

Challenge number	Detail of challenge
1	<p>Early Years</p> <p>Pupils who are eligible for Pupil Premium do not enter Nursery at age related-expectations; the Prime Areas. They need to make accelerated progress to catch up with their peers. Children have very low starting points in Communication and Language, Personal, Social and Emotional Development.</p> <p>Baseline Assessments – Communication – Listening, Attention, Understanding & Speaking</p> <ul style="list-style-type: none"> • 70% of Reception below • 60% of N2 below • 71% of N1 children below • 80% of 2-Year-Olds below <p>Baseline Assessments – PSED – Self Regulation</p> <ul style="list-style-type: none"> • 79% of Reception below (92% of boys below) • 55% N2 below (87% of boys below) • 64% N1 below (60% of boys below) • 100% 2-Year-Olds below
2	<p>Early Reading - Phonics</p> <p>Due to low starting points in communication and language, some Year 1 disadvantaged pupils did not meet the phonics standard at the end of the Year 1 in 2025 (67% disadvantaged pupils met standard). In Year 2 resists (63% of disadvantaged pupils met the expected standard in phonics in 2025). Some pupils are disadvantaged and also SEND pupils.</p> <p>This slows their progress in all curriculum areas that demand effective reading strategies.</p>
3	<p>Pupil Premium & SEND Pupils</p> <p>Increasing proportion of Pupil Premium children also have SEND and are vulnerable</p>
4	<p>Pupil Mental Health & Wellbeing</p> <p>All children need high quality teaching and feedback to ensure they make progress and develop appropriate skills and knowledge.</p> <p>Some pupils need to develop emotional resilience, to improve concentration on academic tasks, especially when participating in group work or working on more challenging tasks.</p> <p>Increasing proportion of Pupil Premium children have social, emotions and mental health issues or are vulnerable (this is also the case for parents). We have 45 pupils who work or have worked with a social worker in the last six years (16% of pupils). Pupils benefit from My Happy Mind with helps to improve children's self-esteem, resilience and mental health.</p>
5	<p>Attendance</p> <p>Low attendance rates for some Pupil Premium children impacts on their learning. This means they are constantly having to catch up to their peers. Persistent absentees are particularly high in EYFS and KS1.</p>

6	<p>Reading</p> <p>Less engagement in supporting children to read at home means staff have to ensure there are opportunities in school to support and value reading. School to try and engage more volunteers to come into school and hear children read.</p>
7	<p>Closing the Gap for Disadvantaged Pupils</p> <p>Assessments, data analysis and observations indicate that pupils require targeted support to address learning gaps in RWM to accelerate pupil progress so that they are in line with national expectations.</p> <p>At the EKS2, disadvantaged pupils perform less well in Maths (25%), Reading (44%) and Writing (38%) and overall Combined Reading, Writing and Maths 25% in comparison with non-DP children</p> <p>Targeted support is therefore required for identified disadvantaged pupils to help to accelerate progress across KS2 in RWM in order to raise standards in line with national expectations.</p>
8	<p>Enrichment Opportunities</p> <p>Our disadvantaged pupils require opportunities and experiences which enable them to build their cultural capital and to access the wider locality and engage in activities that they typically would not be involved with.</p>

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
<p>Early Years:</p> <p>Pupils eligible for Pupil Premium in EYFS make rapid progress in all areas to meet national expectations.</p>	<p>A higher proportion of Pupil Premium children achieve a Good Level of Development compared to Summer 2025.</p> <p>In Summer 2025 42% of disadvantage learners met GLD.</p>
<p>Develop PSHE, particularly children's social skills, self-regulation, well-being</p> <p>Improve emotional resilience for all pupils through use of My Happy Mind and targeted intervention for PSHE and particularly Social, Emotional and Mental Health.</p> <p>Continue to develop OPAL provision at DLPS</p>	<p>Lesson observations will demonstrate pupils' positive attitudes to learning and good behaviours.</p> <p>Children show resilience and have more positive self-esteem.</p> <p>Pupils take part in weekly My Happy Mind lessons</p> <p>OPAL Provision continues to be developed in line with the OPAL Action Plan.</p>
<p>Early Reading & Phonics</p> <p>Y1 and Y2 phonics resits confirm that and increased number of disadvantaged pupils meet the Phonics Standard.</p>	<p>67% of PP pupil meeting the expected standard in phonics in 2025, an improvement from 59% in 2024 (8% improvement)</p>
<p>Teaching & Learning</p> <p>Provide children with high quality teaching and feedback to ensure progress in lessons.</p>	<p>Increased proportions of pupils will reach ARE in English and Maths across the school. This continues to be a school priority. Review of teaching timetable to reflect the school context.</p>
<p>Attendance</p>	<p>DLPS has 20.3% of pupils who are persistent absentees (two terms 2024/2025). This is 7% higher than NA.</p>

<p>Reduce the number of persistent absentees across Delves Lane Primary School.</p>	<p>In 2022/2023 at DLPS 24.5% of pupils were persistently absent (this was 9.9% higher than NA). At risk of PA pupils who are disadvantaged continue to be identified rapidly. There are also high numbers of Pupil Premium children who are SEND. A range of strategies continues to be successfully implemented so that the attendance of identified disadvantaged pupil improves. We track pupil attendance, and the system continues to be refined.</p>
<p>Curriculum - Reading Increase engagement with parents to support home reading. Provide increased opportunities in school to support and enthuse a love of reading. Review of the teaching of Guided Reading Introduction of 1 x Picture Book study over a week linked to PSHE for every class in KS1 and 2 every half term (Reading for Pleasure agenda)</p>	<p>By the end of the academic year, attainment in reading for all pupils improves across the whole school compared to standardised assessment in Summer 2025. We have recruited a number of Reading volunteers from School Readers.</p>
<p>Pupil's Mental Health & Wellbeing Pupils' emotional health and wellbeing is supported so that they are able to focus on learning. Those who have difficulty self-regulating and being ready for learning, etc. are able to access school successfully with carefully planned adaptations.</p>	<p>School Counsellor provides tailored support for individual pupils Key Stage 2 Nurture Provision for 8 pupils SEMH Interventions provided to groups of pupils identified By the end of the academic year vulnerable children and those who require additional support from school and external agencies are able to reach their full potential.</p>
<p>Enrichment Opportunities Our disadvantaged pupils require opportunities and experiences which enable them to build their cultural capital and to access the wider locality and engage in activities that they typically would not be involved with.</p>	<p>Increased opportunities for pupils to access a range of visitors to school and enrichment sessions. Increased opportunities to access learning through school visits linked to Curriculum Overviews for year groups. Increased numbers of disadvantaged pupils access after school clubs. A number of curriculum enrichment opportunities are planned across the year: Welcome Back Week in September (Transition to new class) Anti-Bullying Day Interfaith Day Health and Well-being Days Internet Safety Day OPAL afternoon</p>
<p>SEND Curriculum resources</p>	<p>Targeted resources to support in-class and home learning so that pupils can revisit identified areas of learning. Education Endowment Fund Teaching and Learning Toolkit: Teacher Feedback (+8)</p>

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: £ 92,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Sustain Mastery Approach in Reception & Key Stage 1</p> <p>CPD on Times Tables Teaching</p> <p>Maths Lead to continue CPD in Sustaining Mastery Approach for DLPS with Maths Hub</p> <p>Starter of the Day (Mental Maths) taught discretely outside Maths lesson</p>	<p>On average, early numeracy approaches have a positive impact on learning equivalent to approximately six additional months' progress for early mathematics outcomes. There is some variation between approaches, which suggests that the choice of approach and the way in which strategies are introduced are important. Approaches tend to produce larger effects when they are designed to develop a particular mathematical skill (such a counting or estimating), commit a regular amount of time to developing mathematics (between two and three hours per week), designed specifically for the early years setting involved, and include some specific individual interaction.</p> <p>EEF toolkit: Early Numeracy Approaches - additional 6 months progress</p>	1, 7
<p>Identified Staff to receive Sounds Write training to deliver a quality phonics intervention.</p>	<p>Sounds-Write is a quality first phonics programme. Its purpose is to provide classroom professionals with a comprehensive system with which to teach reading, spelling and writing. Ideally it will be introduced in YR, taught in KS1 and taught as an intervention to identified pupils in Reception, Key Stage 1 and Key Stage 2 pupils.</p> <p>Sounds-Write is acknowledged by the DfE as meeting ALL its criteria for an effective phonics teaching programme</p> <p>https://www.gov.uk/government/publications/choosing-a-phonics-teaching-programme/list-of-phonics-teaching-programmes</p>	2, 7
<p>All staff to complete</p>	<p>A set of tools to</p> <p>1. Help teachers understand and focus on the things that</p>	1, 2, 3, 7

<p>sessions of training Evidence Based Teaching & Learning</p> <p>Staff will implement strategies which are appropriate to their cohorts following training.</p> <p>Investment in National College – Annual Subscription.</p> <p>This package also includes training for the entire workforce on:</p> <p>Primary Curriculum</p> <p>Mental Health Assessment & Feedback</p> <p>SEND</p> <p>Climate Education</p> <p>Online Safety</p> <p>Safeguarding</p> <p>Health & Safety</p>	<p>matter most for promoting pupil learning</p> <p>2. Create the conditions in which all teachers can steadily learn to be even more effective in their practice</p> <p>3. Provide rich, actionable feedback to support reflection, self-assessment, coaching & teacher learning.</p> <ul style="list-style-type: none"> • understand the content they are teaching and how it is learnt • create a supportive environment for learning • manage the classroom to maximise opportunity to learn • present content, activities and interactions that activate their students' thinking <p>Targeted, precise, high-quality teaching to address the learning gaps of pupils so that they can make accelerated progress in RWM.</p> <p>Education Endowment Fund Teaching and Learning Toolkit:</p> <ul style="list-style-type: none"> • Small Group Tuition (+4) • Feedback (+8) • Metacognition and Self-Regulation (+7) <p>EEF Guidance Reports Improving Literacy (2021) and Mathematics (2022) at KS1.</p> <p>EEF Guidance Reports Improving Mathematics in the Early Years and at KS1 (2022).</p> <p>EEF Guidance Reports Improving Literacy (2021) at KS2.</p> <p>Teaching and Learning Walkthrus Series – Tom Sherrington and Oliver Caviglioli – 2022</p> <p>EEF A School's Guide to Implementation 2024</p> <p>EEF Making Best Use of Teaching Assistants 2021</p>	
<p>Purchasing of standardised diagnostic assessments</p>	<p>Standardised tests (NFER) can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure that they receive the correct additional support through interventions or teacher instruction.</p> <p>Education Endowment Fund Teaching and Learning Toolkit:</p> <p>Teacher Feedback (+8)</p>	3
<p>Purchasing of resources for Year 6</p>	<p>Purchase Learning by Questions:</p> <ul style="list-style-type: none"> ○ a personalised revision for Y6s ○ greater support for individual pupils ○ low-stakes assessment <p>A targeted programme to support the planned Year 6 revision plan.</p> <p>Education Endowment Fund Teaching and Learning Toolkit:</p> <p>Teacher Feedback (+8)</p>	3, 7
<p>SEND The gap between outcomes for</p>	<p>SEND pupils are identified at an early stage and relevant Short Notes and Support Plans are implemented. Support Plan targets are relevant, specific and measurable and are reviewed in a timely manner. Support Plan</p>	3, 7

<p>non-SEND pupils and SEND pupils reduces.</p> <p>Analysis of internal school data to evaluate the progress of SEND pupils</p>	<p>targets are reviewed and adapted as necessary, and pupils make progress against these targets as a result. 7 The performance gap between SEND and non-SEND pupils reduces over time.</p> <p>Education Endowment Fund: SEND in Mainstream Schools: https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/send</p> <p>Education Endowment Fund: Improving Social and Emotional Learning in Primary Schools: https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/primary-sel</p> <p>Education Endowment Fund: Working with Parents to Support Children's Learning: https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/supporting-parents</p>	
<p>Attendance Whole school attendance data continues to remain broadly in line with national averages.</p> <p>The attendance of our disadvantaged pupils is more closely in line with national averages. The % of disadvantaged PA pupils reduce over time.</p>	<p><u>Overall Absence</u></p> <p>DLPS Overall Absence for 2023/2024 is 7.8%, this is 0.7% greater than NA.</p> <p><u>Persistent Absence</u></p> <p>For persistent absence, the pattern has decreased at school level (%):</p> <ul style="list-style-type: none"> • 2024/2025 – School 20.3% NA 13.3% (Diff 7%) • 2023/2024 – School 24.5% NA 14.6% (Diff 9.9%) • 2022/2023 – School 20.9% NA 16.2% (Diff 4.7%) <p>At-risk of PA pupils who are disadvantaged, continue to be identified rapidly. A range of strategies continues to be successfully implemented so that the attendance of identified disadvantaged pupils improves. Our internal tracking systems for pupil attendance continues to be refined through an increased use of mapping provision.</p>	4
<p>Attendance at Early Years Network Meetings.</p>	<p>Current theory and practice actively develop professional development and understanding of EYFS provision and practice.</p> <p>Education Endowment Fund Teaching and Learning Toolkit: Teacher Feedback (+8) EEF Early Years Toolkit Ofsted The Best Start in Life Reviews EEF Early Years Evidence Store – Supporting Personal, Social and Emotional Development - 2023 EEF Working with Parents to Support Children's Learning 2021 Dr. Julian Grenier The Revised EYFS Principles into Practice Ofsted The Best Start in Life Reviews</p>	3

Use of evidence based CPD for staff to ensure children are ready to learn	My Happy Mind programme ongoing SEMH strategies are successful in removing barriers, enabling identified children to focus on their learning. Education Endowment Fund Teaching and Learning Toolkit: Teacher Feedback (+8) Teaching Assistants (+1) EEF Guidance Report Improving Behaviour in Schools 2021 EEF Guidance Report Improving Social and Emotional Learning in Primary Schools 2021 EEF A School's Guide to Implementation 2024	3
To foster a love of reading amongst pupils by supporting reading in school	Children have demonstrated improvements in reading when they receive support one to one or in groups e.g. 1-1 reading, guided reading and when they have developed a love of reading books. Children are introduced to a Picture Book Study (over a week) centred around PSHE themes Purchase of new Reading Book bags for all children and new books as voted for by children has motivated children to read more frequently. Children regularly feedback to Literacy Lead favourite authors, books so that new books can be purchased on a cycle. Parental engagement has a positive impact on average of 4 months' additional progress. EEF Teaching and Learning Toolkit: Parental Engagement – additional 4 months progress	5, 7
Subject Leaders attend termly network meetings	An extensive programme of CPD for Subject Leads and School Leaders to develop leadership and pedagogical skills. Education Endowment Fund Teaching and Learning Toolkit: <ul style="list-style-type: none"> o Teacher Feedback (+8) o Reading Comprehension Strategies (+6) o Teaching Assistants (+1) 	

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

Budgeted cost: £32,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure there is adequate staffing so that all eligible pupils' access EYFS as soon as they are able to through the	<u>Effective Provision of Pre-school Education (EPPE) project findings</u> Develop an Early Years Unit Beginning early years education at a younger age appears to have a very positive impact on learning outcomes. It is	

golden ticket scheme.	estimated that children who attend an early year setting before turning three, make approximately six additional months' progress compared to those who start a year later. Early Years EEF Toolkit: Earlier Starting Age – additional 6 months progress	
Ensure children with a language delay are swiftly identified in EYFS and intervention provided	Investment in WellComm provides us with an immediate SLCN (Speech, Language, Communication) profile and ready-made interventions that can be used straight away. WellComm reports can be included in a referral to Speech and Language. The Big Book of Ideas (included in each toolkit) provides a comprehensive range of 150 targeted interventions for both classroom and home, allowing our schools to support pupils immediately.	1
Teaching Assistants in KS1 and KS2 delivers daily basic skills interventions as well as interventions to develop children's social and emotional skills	In the UK, four recent evaluations of one-to-one tuition interventions found average impacts of between three- and six-months' additional progress, suggesting that positive impacts can be successfully replicated in English schools. EEF Teaching and Learning Toolkit: One to one tuition - additional 5 months progress	1
Employment of LA EWEL Worker (1/2 a day per week) for Intervention Support to deliver targeted behaviour support and SEMH intervention programmes.	Targeted, precise and bespoke support for identified pupils with SEMH needs in order to improve their learning focus. Education Endowment Fund Teaching and Learning Toolkit: Behaviour Interventions (+3) Social and Emotional Learning (+4) Metacognition and Self-Regulation (+7) EEF Guidance Report Improving Social and Emotional Learning in Primary Schools 2021 EEF Guidance Report Improving Behaviour in Schools 2021	

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

Budgeted cost: £39,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
LA Behaviour Intervention Team worker provides 1 day per week to school to support children with their social and emotional skills	Overall, it is clear that reducing challenging behaviour in schools can have a direct and lasting effect on pupils' learning. This is based on a number of meta-analyses that review robust studies of interventions in schools. EEF Teaching and Learning Toolkit: Behaviour Interventions - additional 3 months progress	
To provide outdoor and adventurous activities for pupils, including OPAL, Forest Schools and Residential Trips, which will increase wellbeing,	Overall, it is clear that reducing challenging behaviour in schools can have a direct and lasting effect on pupils' learning. This is based on a number of meta-analyses that review robust studies of interventions in schools.	

emotional resilience and promote positive behaviour	EEF Teaching and Learning Toolkit: Behaviour Interventions - additional 3 months progress	
School Counsellor employed for one day each week to support children's mental health and wellbeing	Children who have suffered bereavement, significant family change, attachment issues, or other issues have access to high quality counselling to allow them to cope with their emotions and the changes in their lives. Improved attendance, accelerated progress and greater engagement for identified children EEF: Social and emotional learning. To address the attachment disorder issues which cause significant problems for some children	
Ongoing CPD for Staff on Behaviour and SEN: Refresher training for School Behaviour Policy Behaviour of Concern Zones of Regulation Restorative Approaches Managing behaviour for pupils with additional needs	Some children are struggling with school routines and procedures. Evidence based strategies to help support children with additional needs, will improve attendance and behaviour. Both targeted interventions and universal approaches have positive overall effects (+ 4 months). Schools should consider the appropriate combination of behaviour approaches to reduce overall disruption and provide tailored support where required	
Coaching Support for Teachers re Behaviour of Concern	Some cohorts have high % of Special Educational Needs and display challenging behaviour. Identified teachers are supported by a Coach from the LA – Advisory Inclusion Teacher for 4/5 sessions per teacher. Both targeted interventions and universal approaches have positive overall effects (+ 4 months).	
CPD for staff to support neurodivergent children	The % of neurodivergent pupils has increased. Staff undertake CPD to support children and ensure they access a quality curriculum. Both targeted interventions and universal approaches have positive overall effects (+ 4 months).	

Total budgeted cost: £163,000

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Teaching Strategies

The Mastery Approach to the teaching of Maths is embedded in Reception and Key Stage 1. Further support for identified staff who have moved year groups has been provided. Some teachers are visiting other colleagues to support development.

Key Stage 2 focus on Times Tables and Problem-Solving Sessions and receive ongoing CPD from the Maths Hub and Maths Lead. Some teachers are visiting other colleagues to support development.

Sounds Write – School Phonics Programme

The Phonics Lead has received training and support from English Lead and English Hub.

Phonics Lead models demo lessons to support staff development in the teaching of phonics.

Staff who have moved year groups have received Sounds Write training. This ensures children all receive the same Phonics offer – fidelity to scheme.

Further investment in books to support Reading for Pleasure. School will continue to invest in Durham Learning Resources Service Level Agreement to receive books linked to new authors, latest titles, classics as well as other genres.

Outcomes 2024/2025

EKS2 RWM Expected Standard 35% (high SEN year group 18 SEN, 5 EHCP's)

EKS2 Reading Expected Standard 53%

EKS2 Reading Greater Depth Standard 9%

EKS2 Maths Expected Standard 41%

EKS2 Maths Greater Depth Standard 9%

EKS2 GPS Expected Standard 56%

EKS2 GPS Greater Depth Standard 9%

EKS2 Writing Expected Standard 59%

EKS2 Writing Greater Depth Standard 3%

Outcomes - Disadvantaged Pupils

EKS2 RWM DP Expected Standard 25%

EKS2 Maths DP Expected Standard 25%

EKS2 GPS DP Expected Standard 44%

Improved standardised moderation of pupils' writing amongst staff due to routine writing moderation Staff Meetings and attendance at cluster school meetings.

English and Maths Network Meetings attended by English and Maths Leads and information shared with staff team and revisited in staff CPD.

Wellcom resources are used to identify specific areas for SALT focus and further support for EYFS pupils

Increased home reading from identified pupils – to continue to promote, monitor and evaluate. Where pupils are not reading at home, teachers liaise with parents and they are encouraged to read at home. Additional reading support in class for identified children who are not reading regularly at home.

Attendance

Overall Absence 2024/2025

DLPS Overall Absence – this has improved in 2024/2025 (relative improvement)

Our school's Overall Absence:

- 2024/2025 – School 93.1% NA 94.8% (Diff 1.7)
- 2023/2024 – School 92.2% NA 94.5% (Diff 2.3)
- 2022/2023 – School 92.2% NA 94.1% (Diff 1.9)

Persistent Absence

Our school's persistent absence has decreased by 2.9% from 24.5% in 2023/24 to 20.3% in 2024/25.

Our school's persistent absence is:

- 2024/2025 – School 20.3% NA 13.3% (Diff 7%)
- 2023/2024 – School 24.5% NA 14.6% (Diff 9.9%)
- 2022/2023 – School 20.9% NA 16.2% (Diff 4.7%)

Targets:

- To increase overall attendance
- To decrease the number of children with PA.
- Continue to monitor attendance
- Attendance Workshops for identified KS2 Pupils
- Identified families to receive Home Visits re Attendance
- Work with local secondary school, who have linked siblings to improve attendance

Mental Health and Wellbeing

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health continue to improve for most pupils. We used 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. We also refer children to external agencies swiftly, e.g. Neuro developmental pathway, Occupational Therapy, School Counselling, Early Intervention for Behaviour and Speech Therapy.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Times Tables Rock Stars	Times Tables Rock Stars CIC
Spelling Shed	Spellingshed.com
Wellcomms	The Wellcom Trust
Rights Respecting School Award	Silver (reassessment due 2026)

Further information (optional)

Referrals through Virtual School for Counselling and Tutoring for 1 LAC Pupil

Part C: Governance – monitoring the effectiveness of the Pupil Premium Strategy

Governors are involved in evaluating our Pupil Premium Strategy termly. Please see below a brief summary of discussions about the effectiveness of the strategy to address the intended outcomes.

Activity	Spring 2024 Evaluation	Committee Date
Teaching Priorities	Mastery Maths Sounds Write Talk4Writing A Star Attendance Reading for Pleasure	Full Governors Meeting - Headteachers Report in Full Governors Meeting - Thursday 27 th June 2024
Targeted Academic Support	EYFS – 2YO Places & 30 Hour Places Teaching Assistant Intervention – Phonics/Reading, Lego Therapy, Social Skills Supply Teacher – Tutoring in KS2 (2 afternoons per week) – Autumn 2023	
Wider Strategies	Behaviour Intervention OPAL School Trips/Visitors School Counsellor New PSHE Scheme – My Happy Mind Evidence Based CPD for Staff – Durham Resilience Project	Full Governors Meeting Thursday 27 th June 2024