Pupil Premium Strategy Statement

Darton Primary School

2025-2028

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

2025/2026 2026/2027

Detail	Data
Number of pupils in school	288 288
Proportion (%) of pupil premium eligible pupils	17% 17%
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)**	2025-2028
Date this statement was published	Sept 2025
Date on which it will be reviewed	Sept 2027
Statement authorised by	Gail Padfield
Pupil Premium Lead	Natalie Fox- HOA

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£72,720 £71,300
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*	£72,720 £71,300

Part A: Pupil Premium Strategy Plan

Statement of Intent

At Darton Primary School our intention is to ensure that every pupil, regardless of their background or individual challenges, is given the opportunity to thrive and achieve their full potential. We are committed to closing the attainment gap between disadvantaged pupils and their peers by addressing barriers to learning, raising aspirations, and promoting an inclusive and supportive learning environment.

We recognise that pupils in receipt of Pupil Premium funding may face a range of academic, social, emotional, and economic challenges. Our strategy is therefore built around a whole-school approach, underpinned by high expectations and evidence-informed practices that benefit all pupils while placing targeted support where it is needed most.

Through our Pupil Premium strategy, we aim to:

- Improve the academic attainment and progress of disadvantaged pupils, ensuring they are well-prepared for the next stage of their education.
- Provide timely, tailored interventions that respond to individual needs, including those relating to literacy, numeracy, behaviour, and wellbeing.
- Enrich pupils' wider school experience through access to high-quality enrichment opportunities and cultural capital.
- Empower staff through high-quality CPD to identify and support disadvantaged pupils effectively.
- Engage families and the wider community in supporting pupils' learning and development.

Our approach is responsive to ongoing analysis of both internal and external data, ensuring our actions are targeted, impactful, and regularly reviewed. We are determined that every child at Darton Primary School leaves us equipped with the knowledge, skills, and confidence to succeed, regardless of their starting point.

Challenges

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

Challenge number	Detail of challenge
1	On entry assessment to Early Years indicates underdeveloped oral language skills and vocabulary gaps for many disadvantage pupils.
2	End of EYFS assessments evidence disadvantaged pupils generally perform lower than their peers across the curriculum.
3	Internal and external assessments indicate an inconsistency in achievement of disadvantaged pupils within mathematics.
4	Our attendance data indicates that attendance among disadvantaged pupils is lower than non-disadvantaged pupils, with PA being significantly higher.
5	Many of our pupils, particularly those from disadvantaged backgrounds, face high levels of social, emotional, and mental health (SEMH) needs. These difficulties affect wellbeing, behaviour, and learning.

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 oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Narrow the achievement gap between disadvantaged pupils and their peers by the end of their Early Years education.	Assessments will evidence an increase in the percentage of disadvantaged pupils attaining GLD at the end of EYFS. The gap between this group of pupils and their peers will narrow.
Narrow the attainment gap, in cohorts where there is a gap, in mathematics.	Internal and external measures identify that the attainment gap in mathematics, for disadvantaged pupils, has narrowed or closed. There is more of a consistent picture across the school relating to attainment of disadvantaged pupils in mathematics.
Achieve and sustain improved attendance for all pupils particularly disadvantaged pupils.	Sustained high attendance by 2027 / 2028 demonstrates a decrease in the percentage of disadvantaged pupils who are persistently absent and an increase in overall attendance.
Achieve and sustain improved wellbeing for all pupils, particularly our disadvantaged pupils.	Sustained higher levels of wellbeing by 2027 / 2028 demonstrated by: - Qualitative data from pupil and parent/carer surveys, including feedback from families who have been supported through Early Help. - An increase in pupil participation in enrichment activities, particularly among disadvantaged pupils. - A decrease in the number of pupils across school, particularly those from disadvantaged backgrounds, having SEMH difficulties. Where need remains, parent and pupil voice identifies that these children feel well supported.

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: £ 30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implement diagnostic assessments across school, including Wellcom, YARC, TTRS, RWI. Training for staff to ensure assessments are interpreted and administered correctly.	When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year group. Diagnostic assessment | EEF	1, 2, 3
Implement a robust oracy curriculum that supports language development across subjects in all phases of school. CPD for staff on oracy and how to embed this effectively within all lessons.	When consistently implemented the average impact of an effective oracy curriculum for pupils is 6 months additional impact over the course of the year. Oral language – Teaching and Learning Toolkit EEF	1, 2, 3
Ensure high quality interactions between pupils and staff across EYFS, modelling high level vocabulary and communication skills. CPD on high quality interactions to be delivered and monitoring scheduled to ensure positive impact.	When implemented consistently, high quality interactions with children will help to develop their communication and language. Preparing for Literacy Guidance report EEF	1, 2

Consistently implement Number Sense across EYFS and KS1 to secure pupil's early number sense and confidence in maths. Fund maths lead release time to embed the key elements of number sense, ensure a systematic approach to the teaching of early mathematics and review the impact on pupil achievement.	Having a deep and secure understanding of number lays the firm foundations that sets children up for success later on. Improving Mathematics in Early Years and Key Stage 1 Guidance Report EEF	2,
Consistent approach to the teaching of mathematics that encompasses challenge, problem solving and fluency. CPD on the Accelerated Learning Cycle and the implementation of HCAT maths curriculum and Number Sense.	To succeed pupils need to draw on a variety of problem-solving strategies, which enable them to make sense of unfamiliar situations and tackle them intelligently. Improving Mathematics in Key Stages 2 and 3	3
Ensure manipulatives are used consistently to support pupils understanding of mathematical concepts. CPD on the use of manipulatives and how to enhance mathematical understanding.	Manipulatives and representations can be powerful tools for supporting pupils to engage with mathematical ideas. Improving Mathematics in Key Stages 2 and 3	3
Improve the quality of the teaching of times tables by explicitly teaching multiplication facts based on gaps in learning. Regular analysis of TTRS informs future lessons and targeted support which is strengthened by high quality CPD.	Assessment should be used not only to track pupils learning but also to provide teachers with information about what pupils do and do not know. This should inform the planning of future lessons and targeted support. Improving Mathematics in Key Stages 2 and 3	3

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

Budgeted cost: £ 40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
One to one and small group additional support delivered in addition to and linked with normal lessons, including Wellcom, TTRS, RWI 1:1 tutoring. Regular review points to measure the impact of intervention.	Targeted support at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind. One to one tuition | Teaching and Learning Toolkit | EEF Small group tuition Teaching and Learning Toolkit EEF	1, 2, 3
Implement bespoke SALT packages to best support individual speech and language development. CPD to best support the SALT TEAACH Champion/.	Oral language interventions can be an effective approach for disadvantaged pupils. Oral Language Interventions EEF	1, 2

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

Budgeted cost: £ 20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embed the principles of good practice set out in the DfE's guidance on working together to improve school attendance. Train staff and develop and implement new approaches to improving attendance. Targeted support and intervention conducted by the school's parent support advisor to fully engage key families in understanding the importance of regular attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. Working Together to Improve School Attendance	4
Embed a culture that promotes SEMH and pupil wellbeing. Revise the Personal Development offer to incorporate the school's vision, values and wider offer. Ensure this is understood and promoted by all stakeholders.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life. Improving Social and Emotional Learning in Primary Schools EEF	5
Implement robust SEMH interventions to best support identified pupils. Early identification of pupil need alongside parent partnership will be utilised to identify key pupils in need. Regular assessments to evaluate impact and progress.	Implementing SEMH interventions is a crucial aspect of supporting pupils with SEMH needs. These interventions aim to provide tailored support to help pupils cope with their emotions, build resilience and develop coping strategies. By implementing these interventions educators create a supportive environment that foster wellbeing and enables pupils to engage more fully in their learning. Understanding the Impact of SEMH Needs on Learning	5

Establish an extra-curricular offer that clear links with the school's personal development vision. Survey pupils and parent/carer to gather their views on their interests and the impact of this offer.	Research suggests that disadvantaged pupils require access to a variety of extra-curricular activities to develop essential skills and social networks. An Unequal Playing Field: Extra-curricular activities, soft skills and social mobility – GOV.UK	5
Carefully planned projects and work completed by the parent support advisor, to best support the development of the social and emotional needs of key families. Review the current pastoral offer to enhance positive home-school relationships.	More intensive approaches, which target particular families or outcomes, are associated with larger learning gains. Working with Parents to Support Children's Learning EEF	5

Part B: Review of the Previous Academic Year – Reviewed Sept 2026

Outcomes for Disadvantaged Pupils

2025/2026

<table>
<tr><td>Improved oral language skills and vocabulary among disadvantaged pupils.</td><td>66% (2/3) disadvantaged pupils achieved ELG for Listening, Attention & Understanding and Speaking compared with 50% in 2025/2026.</td></tr>
<tr><td>Narrow the achievement gap between disadvantaged pupils and their peers by the end of their Early Years education.</td><td>In 25/26, 33% (1/3) disadvantaged pupils achieved GLD compared to 74% of non-disadvantaged pupils achieving GLD. This was impacted by the small number of disadvantaged pupils in the cohort.</td></tr>
<tr><td>Narrow the attainment gap, in cohorts where there is a gap, in mathematics.</td><td>
<table>
<tr><th></th><th>PP</th><th>Non PP</th></tr>
<tr><td>EYFS N</td><td>66%</td><td>86%</td></tr>
<tr><td>EY NP</td><td>66%</td><td>86%</td></tr>
<tr><td>Y2 Maths EXS</td><td>50%</td><td>79%</td></tr>
<tr><td>Y2 Maths GDS</td><td>0%</td><td>20%</td></tr>
<tr><td>Y6 Maths EXS</td><td>90%</td><td>83%</td></tr>
<tr><td>Y6 Maths GDS</td><td>20%</td><td>26%</td></tr>
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<table>
<tr><th>Class R (2026)</th><th>Y1 (2027)</th><th>Y2 (2028)</th></tr>
<tr><td>66% EYFS N</td><td></td><td></td></tr>
<tr><td>66% EYFS NP</td><td></td><td></td></tr>
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<tr><td>Achieve and sustain improved attendance for all pupils particularly disadvantaged pupils.</td><td>
<table>
<tr><th></th><th>PP</th><th>Non PP</th></tr>
<tr><td>Attendance</td><td>94.55%</td><td>96.41%</td></tr>
<tr><td>PA</td><td>17.02%</td><td>8.53%</td></tr>
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</td></tr>
<tr><td>Achieve and sustain improved wellbeing for all pupils, particularly our disadvantaged pupils.</td><td>Over the academic year 25/26 26 PP pupils (54%) accessed ongoing or targeted pastoral support from the school. School recruited a member of staff to add capacity to the team. This sat alongside the close links with external agencies to offer personalised expert support. From September 2026, the school will be introducing a formal approach to monitoring the impact of pastoral support.</td></tr>
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Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
Read, Write Inc	Ruth Miskin
Times Tables Rock Stars	Maths Circle
NumBots	Maths Circle
Wellcom	Wellcom
YARC	GL Assessment
Number Sense	Number Sense