De Lacy Primary School Pupil premium strategy statement

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	De Lacy Primary School
Number of pupils in school	326
Proportion (%) of pupil premium eligible pupils	53%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2025 - 2028
Date this statement was published	October 2025
Date on which it will be reviewed	September 2028
Statement authorised by	James Parkinson & Nicki Deane
Pupil premium lead	James Parkinson & Nicki Deane
Governor / Trustee lead	Anthony Dee

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year 2024/25	£242,400
Recovery premium funding allocation this academic year	£0
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	£242,400

Part A: Pupil premium strategy plan

Statement of intent

At De Lacy, we strive to ensure that all our pupils, regardless of the barriers they face, become successful learners. We live and breathe our Trust guiding principles which detail 'Achievement without excuses.' When making decisions about using Pupil Premium funding, it is important to consider the context of the school, and the subsequent challenges faced alongside research conducted by the Education Endowment Foundation. Common barriers to learning for disadvantaged children can be:

less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties, attendance and punctuality issues as well as the need for external agency support, for example, Safeguarding.

These factors add to the complexity of each child and their family situations that prevent children from flourishing. The challenges are varied and there is no "one size fits all". We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school and how we will ensure that all children succeed.

Key Principles of our Pupil Premium Plan

At De Lacy we want to ensure that:

- Teaching and learning opportunities meet the needs of all the pupils so that they achieve well and meet expected outcomes.
- Appropriate provision and resources are made available for pupils who belong to vulnerable groups, so that barriers are removed to allow a secure and successful learning environment.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals.
- The need of pupils may develop or change over the year, because of this, we need to allow scope for support when required. This maybe to support families who are newly registered as high need.
- Our plan provides an effective allocation of funding so that disadvantaged pupils receive enriched, broad and exciting experiences that enhance the curriculum and develop pupils' culture capital.
- Evidence informed approach (EEF Guide to the Pupil Premium) three tiered model – teaching, targeted academic support and wider strategies.

Challenges

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

Challenge number	Detail of challenge
1	• Weak language and communication skills on entry to EYFS. • Our assessments, discussions and observations show underdeveloped oral language and vocabulary gaps for some disadvantaged pupils, from EYFS and through school to KS2.
2	• Low attainment on entry to the EYFS in all areas. • Our baseline assessments on entry to Reception class demonstrate that 11% of all pupils are on track when entering school. Our disadvantaged pupils arrive below age-related expectations with a lower starting point of that of others.
3	• Lower attendance and those recorded at Persistent absence • Our analysis shows some disadvantaged pupils and families need additional support to secure and sustain better punctuality and attendance.
4	• Social deprivation, financial, emotional worries and social care involvement • Our assessments, discussions and observations have identified social and emotional / self-confidence issues for some disadvantaged pupils.
5	• Lower outcomes at the end of each key stage particularly those achieving greater depth.

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
Priority 1 **Improvement in overall attendance including persistent absentees.**	• Attendance for all pupils to be 96% • Attendance for those that are disadvantaged to be at least 96% • For PA to be no higher than 10% whole school • For PA to be no higher than 10% for those that are disadvantaged
Priority 2 **Improvement in progress in reading, writing and mathematics.** **For attainment in writing to be in line with reading and maths across both key stages in school**	• To achieve national average progress scores in reading, writing and maths at the end of Key Stage 2 • To achieve greater depth in reading, writing and maths in line with peers at both key stage 1 and 2
Priority 3	• To achieve above national average expected standard in PSC

Improvement in speech and language development of dis-advantaged pupils.	

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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
NFER Assessment materials for all year groups *Testbase*	Standardised diagnostic assessments to identify individual pupil need for both teaching and learning and academic intervention. To improve systems, expectations and practice in classrooms so that pupils are given the best chance possible of accelerating their learning. The development of the coaching model and projects taken as part of the NPQ programmes will support staff in ensuring that provision in the classroom meets the needs of all pupils. As part of the assessment cycle using the NFER assessment packages this will ensure that progress is measured, and intervention is implemented and pitched at the correct stage to ensure accelerated progress. NFER tests will support teacher assessment and inform pupil progress meetings – informing discussion about the progress and achievement of our disadvantaged pupils. https://educationendowmentfoundation.org.uk/tools/assessing-and-monitoring-pupil-progress/developing-whole-school-assessment/diagnostic-assessment/	2
Deliver highly effective CPD to increase the quality of the teaching profile across the school.	Quality first teaching in the classroom has the biggest impact on accelerating progress in students and closing gaps in learning. It is essential that our CPD offer is highly effective. 'We know from the best available evidence that the most powerful tool we have to combat educational inequality is to support great teaching in every classroom'. (EEF 2020- 21, The EEF Guide to Supporting School Planning, A Tiered Approach) A study published by the Education Policy Institute (Fletcher-Wood & Zuccollo, 2020) concluded that the impact of high-quality CPD on pupil outcomes is comparable to the impact of having a teacher with 10 years' experience in front of a class instead of a graduate teacher.	2,3

Use of instructional coaching to develop teachers' expertise in the classroom.	Instructional coaching is the best tool educators have in improving teaching quality. The one-to-one conversation focuses on the enhancement of learning and development through increasing self-awareness and a sense of personal responsibility, where the coach facilitates the self-directed learning of the coachee through questioning, active listening, role play and appropriate challenge in a supportive and encouraging climate. 'In terms of impact on student outcomes, instructional coaching has better evidence base than any other form of CPD'. (Ambition Institute)	2,3
Purchasing additional resources to support LKS2 phonics intervention using RWI	Ensuring consistency of teaching of early reading and phonics and purchase of additional reading books (decodable) matching to developing phonic knowledge and the RWI programme. This will include professional development, instructional coaching and teacher release time working with external expertise from our English hub. There will be a sharp focus on supporting early career teachers here, complimenting the ECF. Embed the use of the reading initiative RWI in lower key stage two to ensure barriers to reading are addressed. Children entering KS2 who have not reached the expected standard in reading and writing due to not having access to the RWI programme at EYFS and Year 1. Lower KS2 has a 52% which is considerably higher than other key stages. Within this key stage there is also a high number of social deprivation and families with additional services involvement. As a direct result of this children are unlikely to have the breadth of vocabulary required on entry to KS2. This programme is designed as an intervention to support this. https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/ https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy	2,3
Purchasing additional resources to support and encourage the use of varied language within EYFS *Purchasing WellComm EYFS resources to support and enhance the assessment and development of*	Our baseline assessments on entry to Reception class demonstrate that 7% of all pupils are on track when entering school. Our disadvantaged pupils arrive below age-related expectations with a lower starting point of that of others. It is clear children start our school with weak language and communication skills. The purchasing of resources to be used within the provision will enable staff to model speech and language skills to our youngest pupils. Learning through play will enable the modelling and introduction of new vocabulary, essential to developing the communication skills of pupils at De Lacy. WellComm is a programme designed to assess the communication skills of young children. From the assessments, the package contains direct intervention work to be completed with individual or small groups of children to develop communication and language skills. All EYFS practitioners will be trained in the use of the programme.	1,2

early language skills.		
Purchasing additional resources to support Accelerated Reader across school	Children across school rarely read at home due to external factors. Accelerated reader programme is designed to promote independent reading that is pitched and tracked. The three-year trend in reading has continued to rise however attainment at greater depth is below that of national at 25%. The introduction of this programme will support early intervention and support both key stages to continue this upward trend. Staff will be trained in the implementation of the Accelerated reader programme both at a leader level, class teacher and support assistant. This will include professional development, instructional coaching and teacher release time working with external expertise. There will be a sharp focus on supporting early career teachers here, complimenting the ECF. https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/accelerated-reader	2,3
Thrive training ELSA training Thrive resources to support individual and small group direct work	With a SEND register of 20% and the main barrier to learning being SEMH the intervention and Thrive methodology has a prime aim of removing emotional barriers to learning. In order to implement this across school in order to support all children additional capacity is required. Training to become thrive practitioners for identified staff in school adds capacity to the Inclusion team in order to support children with SEMH barriers to learning. Children who are disadvantaged make up 68% of the SEND register. This suggests that those that are disadvantaged are more likely to have additional needs – primarily SEMH. https://www.thriveapproach.com/	4
Staff CPD in RWI Writing *Resources for whole school in RWI Writing*	To improve writing outcomes for all year groups. This will include professional development, instructional coaching and teacher release time working with external expertise from our English hub. There will be a sharp focus on supporting early career teachers here, complimenting the ECF Outcomes for disadvantaged pupils in writing throughout school is lower than that for reading and maths. This is due to the language rich environment that is not in place. The implementation of a whole school approach to writing with clear staff support and CPD will continue to improve outcomes for all learners. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2	2
Staff CPD – Whole School *SLA Support from:*	To provide support to class teachers and LSA's in order to support those with SEND and working in the bottom 20% of learners with quality first class teaching. Higher proportions in each year group for those with additional needs and those who are not working at age related standards are disadvantaged.	2,3

SALT	Ensure that classroom provision meets the needs of all learners. Embedding dialogic teaching across school. This will include professional development, instructional coaching and teacher release time working with external expertise. There will be a sharp focus on supporting early career teachers here, complimenting the ECF. Using Provision Mapping to ensure paperwork for SEND students is accurate and effective in ensuring these pupils are making appropriate progress. https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/dialogic-teaching https://researchschool.org.uk/stmatthews/news/what-is-dialogic-talk-and-why-does-it-matter	

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
B squared Subscription *Third Space Learning* *Nessy Subscription* *WISENDSS SLA* *NASEN*	Interventions across school monitored and embedded in reading, writing and maths. To ensure that provision for those with SEND and the bottom 20% effectively meets individual needs and progress in reading, writing and maths is made. Research shows that the impact of SEND on academic attainment is closely related to the EEF's focus on economic disadvantage: 27% of pupils with special educational needs are eligible for free school meals compared to 12% of pupils without special educational needs. At De Lacy 68% of pupils with special educational needs are eligible for free school meals compared to 40% of pupils without special educational needs. https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/send-review	2,3,4
Resources – *Salary Safeguarding and Family Liaison Officer*	To ensure that pupils who require additional support with emotional health and wellbeing have access to licensed Thrive practitioners and qualified ELSA. Intervention materials and sessions ran by LSA's / learning Mentors for SEMH. With the change of landscape of how the need of our vulnerable families has stretched since covid, we have	4

	changed the role of our learning mentor to work under the remit of a safeguarding and family liaison officer. This will work to support families to impact on attendance and safeguarding of pupils.	
Online Thrive Subscription		

Wider strategies

Activity	Evidence that supports this approach	Challenge number(s) addressed
Experiences subsidiary – Residential subsidiary *Access to the School Library Service*	To support the implementation of the '50 things at De Lacy' across the curriculum to ensure that all pupils have access to a wider experience To provide financial support for disadvantaged pupils in the '50 things to experience at De Lacy' https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity	4
Lyfta	EEF research and evidence provided by Renaissance Learning shows that Digital Technology approaches have the most impact on improving outcomes for disadvantaged students, particularly with regards to reading and improving Maths skill. These will also support home learning. Using Digital Technology to Improve Learning: Using Digital Technology to Improve Learning | EEF (educationendowmentfoundation.org.uk)	1, 2
Lunch time staff support with structure play / equipment *Behaviour Incentives for house teams*	Behaviour across good at all points of the day including break and lunch times. Reward strategies are in place and targeted training and support for non-teaching staff is embedded.	4
Wider Curriculum resources *Provide classroom kitchen to all learners*	Provide hands on learning experiences for all pupils across the curriculum with the addition of high-quality resources https://classroom-kitchen.co.uk/	4
Breakfast club	To ensure that attendance of those that are disadvantaged does not fall below national and to reduce those that are at PA	1

Attendance incentives *Magic Breakfast for all pupil* EWO Salary	https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast https://educationendowmentfoundation.org.uk/news/breakfast-clubs-found-to-boost-primary-pupils-reading-writing-and-maths-res	
Uniform allowance	To ensure that those that are disadvantaged have access to a full school uniform	4
Music SLA	Access to music services a priority for those that are disadvantaged. Through whole class sessions in LKS2. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	4

Total budgeted cost: £242,400

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 2024 to 2025 academic year.

GLD

Reception: Percentage of pupils meeting the threshold 2024-25.

	De Lacy	**National Average**
All pupils	67%	68%
Disadvantaged pupils	62%	52%

Phonics

Year 1: Percentage of pupils meeting the threshold 2024-25.

	De Lacy	**National Average**
All pupils	91%	80%
Disadvantaged pupils	87%	67% (2022-23 data)

Key Stage 2

Reading		**Writing**		**Maths**	
Non-Disadvantaged	Disadvantaged	Non-Disadvantaged	Disadvantaged	Non-Disadvantaged	Disadvantaged
95%	71%	90%	71%	95%	71%

RWM Combined	**De Lacy**	**National Average**
All pupils	80%	68%
Disadvantaged pupils	71%	52%

Attendance / PA

2023		2024		2025	
Non-Disadvantaged	Disadvantaged	Non-Disadvantaged	Disadvantaged	Non-Disadvantaged	Disadvantaged
97%	94%	96.7%	93%	96.6%	94.4%