

# Pupil premium strategy statement Derwent Vale Primary and Nursery School

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

Detail	Data
Number of pupils in school	87
Proportion (%) of pupil premium eligible pupils	40.2%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2025 - 2028
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Daniel Lucey
Pupil premium lead	Daniel Lucey
Governor / Trustee lead	Stefanie Fleming

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 58,438
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
<b>Total budget for this academic year</b> <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>	£ 58,438

# Part A: Pupil premium strategy plan

## Statement of intent

### Challenges

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

Challenge number	Detail of challenge
1	Under development of language skills and vocabulary from Reception – Year 6
2	Acquiring skills to become fluent readers with comprehension from year 2 – year 6
3	Reaching the expected standard by the end of year 6 in maths
4	Pupils ability to regulate and build sustained positive relationships
5	Lack of cultural capital and meaningful experiences for disadvantaged pupils

### 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
Developed use of oral language and application of taught vocabulary amongst disadvantage pupils.	Oral language skills will be further developed. Disadvantaged pupils able to apply taught vocabulary in their oral and written work. Evidence gathered from book scrutiny, lesson observations and formative assessments.
Pupils transition from mechanical reading to become fluent readers with comprehension.	School based assessment systems ensure that the transition from the phonics scheme to the reading scheme is successful. Assessment systems highlight disadvantaged pupils who require further support and intervention. Higher proportion of disadvantaged pupils reach age expected standard in their year groups.
Higher proportion of disadvantaged pupils reach age expected expectations within their year groups in maths.	School assessment systems highlight individual pupil needs. This data informs class teaching and identifies pupils in need of additional support. Maths intervention for struggling pupils. Pre-teaching of concepts to reduce cognitive load and commit to long-term memory.

Improve wellbeing and self-regulation for all pupils. Positive progress outcomes for all pupils.	Sustained improvement of welling outcomes for all pupils. Leadership team and SENDCo ensure early interventions and pastoral care offer meet the needs of pupils and families.
Suite of enrichment activities and experiences offered to all pupils across the academic year.	All pupils access a variety of experiences that enhance cultural capital.

## 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: £33,438

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Professional development: half-termy coaching, subject leader release time, CPD time for reading leaders</p> <p>Explicit teaching of Vocabulary embedded through CUSP subscriptions and CPD.</p> <p>High-quality adult led interactions a focus in the Early Years.</p> <p>Engagement with Queen's University Research project for Vocabulary Intervention for</p>	<p>Evidence suggests that oral language interventions such as Early Talk Boost and high-quality classroom discussion and interactions have high impacts on reading attainment:  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p> <p>Scheduled release days for teachers and subject leaders</p> <p>National College subscription and CPD modules.  Local Authority hosted CPD</p>	1 & 2

disadvantaged pupils.		
Embed a culture of Quality First Teaching for all	The EEF state that the greatest impact on improving outcomes for pupils from any demographic group is the exposure to high quality teaching	1,2,3 & 4
New SENDCo identified and undertake NPQSEN qualification	Mandatory qualification for SENDCos as decreed by the government	1,2,3 & 4
Sustained success of DFE validated systematic synthetic phonics scheme to secure good outcomes for all pupils.	School have successfully implemented a string phonics provision. Last year 87% of the year 1 cohort passed the phonics screen. There is a strong evidence base that supports the positive impact that phonics teaching has on the mechanics of reading:  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a>	1 & 2
Sustain the maths provision. Further develop the teaching of maths  Implement updated maths provision and scheme in the Early Years.	The maths curriculum is well established in school. Enhancements to be made within the Early Years continuous provision and curriculum delivery of Early Maths.  Work to be undertaken to further enhance the use of maths journals to embed reasoning skills.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</a>	3

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

Budgeted cost: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued subscription to Accelerated Reader	Accelerated reading programme to be renewed and implemented The EEF endorses the programme as adding +3 months progress for all pupils and +5 months for FSM pupils	1 & 2

<p>Release time for Phonic lead to coach and mentor Early Reading Teachers. Purchase of interactive resources to support teachers CPD Interventions to target communication skills: NELI Speech and Language Talk Boost Talk Through Stories Fresh Start Phonics</p>	<p>The EEF state that the greatest impact on improving outcomes for pupils from any demographic group is the exposure to high quality teaching</p> <p>Communication and interaction is a primary area of need within the school. Research suggests quality interactions between pupils and adults contribute to a language rich learning environment.</p>	<p>1 &amp; 2</p>
<p>Pre-teaching of new maths concepts – CPD delivered by SLT &amp; SENDCo. Support staff to deliver  1<sup>st</sup> Class Number Maths Intervention programme</p>	<p>Pre-teaching of new concepts reduces cognitive load a lowers pupil's anxiety towards unfamiliar learning.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</a></p> <p><a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/1stclassnumber">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/1stclassnumber</a></p>	<p>3</p>
<p>Nurture Groups for emotional regulation and intelligence  Daily Check-ins for self-regulation Professional subscriptions to SCARF/Kapow etc.</p>	<p>Children's wellbeing and mental health has suffered significantly since the Covid-19 pandemic. A structure programme of PSHE activities will allow children to learn how to recognise emotions and self-regulate.</p>	<p>4</p>

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

Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
The National School Breakfast Programme in order to ensure all pupils have access to breakfast	Primary school pupils offered a free and nutritious meal before school. Evidence supports that a breakfast can boost pupil progress in reading, writing and maths by an additional two months	1,2,3,4 & 5
School subsidised visits, experiences and visitors	Cultural Capital can be interpreted as the ‘Essential Knowledge pupils need to be educated citizens, introducing them to the best that has been thought and said’. As a rural, village school that is geographically isolated with poor transport links and high social deprivation school has the responsibility to provide our pupils with experiences that they would not ordinarily experience.  <a href="https://educationendowmentfoundation.org.uk/news/learning-about-culture">https://educationendowmentfoundation.org.uk/news/learning-about-culture</a>	5

**Total budgeted cost: £58,438**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### *Reading outcomes*

*2023/24*

#### *Phonics Screen Check*

*All pupils = 87% Year 1 pupils achieved the pass mark.*

*Disadvantaged pupils = 71.4% achieved the pass mark.*

#### *KS2 Reading SATs*

*All pupils = 65% achieved the expected standard in Year 6*

*All pupils = 29% achieved the greater depth standard in Year 6*

*Disadvantaged pupils = 40% achieved the expected standard in Year 6*

*Disadvantaged pupils = 40% achieved the greater depth standard in Year 6.*

#### *Writing Outcomes*

*2023/24*

#### *KS2 Writing SATs*

*All pupils = 76.5% achieved the expected standard in Year 6*

*All pupils = 41.2% achieved the greater depth standard in Year 6*

*Disadvantaged pupils = 40% achieved the expected standard in Year 6*

*Disadvantaged pupils = 40% achieved the greater depth standard in Year 6.*

#### *Wellbeing Outcomes*

*Dedicated wellbeing spaces developed. Pupils understood where they were and how to access them.*

*Twice a week nurture group sessions in KS1 & 2*

*Programme of daily check-ins sessions for identified pupils utilised to reduce anxiety and give pupils trusted adults*

*Senior Mental Health lead identified and trained. Collaborative project with the NSPCC in the implementation phase.*

*New curriculum materials for the teaching of PSHE researched and implemented across school.*

*Further development of a forest school area and school garden to facilitate wellbeing and PE curriculum.*

*Half-termly blocks of Yoga for Wellbeing for each year group.*

### *Enrichment Outcomes*

*School heavily subsidised a suite of enrichment activities for all pupils across the academic year.*

*Some examples include:*

- *Forest school*
- *Theatre Visits*
- *Museum/historical sites visits*
- *Visits to areas of significance within the locality*
- *School residentials*
- *Christmas experiences*

*This list is not exhaustive.*

## **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.*

<b>Programme</b>	<b>Provider</b>
Accelerated Reader	Renaissance
TT Rockstars	Maths Circle
1 <sup>ST</sup> Class Number	Edge Hill University
RWI	Ruth Miskin
CUSP Curriculum Materials	Unity Schools Trust
Vocabulary for Reading	Queens University/EEF

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

**The impact of that spending on service pupil premium eligible pupils**

# Further information (optional)