

Pupil premium strategy statement – South Darley C.E. 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	54
Proportion (%) of pupil premium eligible pupils	20.4%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-2028
Date this statement was published	Nov 25
Date on which it will be reviewed	Sept 26
Statement authorised by	Governing Board
Pupil premium lead	Paul Wilde
Governor / Trustee lead	Eleanor Wood

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (2025-26)	£19,695
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>) *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.	£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>	£19,695

Part A: Pupil premium strategy plan

Statement of intent

At South Darley we want our disadvantaged pupils to flourish and to ultimately leave our school having had a wealth of opportunities and experiences with which to build upon as they move forwards. We want all our pupils to believe in themselves and their abilities and have the emotional resilience to overcome the hurdles that they will face in their lives. We want our children to know that they are unique and special and that they can achieve as much as any other child. We do not want any of our children to feel that they belong to a specific 'disadvantaged' group. We want them simply to feel that they are in a loving, supportive environment in which their needs are met, exactly as we would for any child.

Our strategy plan aims to provide these opportunities to thrive, live a healthy life, become emotionally resilient, and remove or overcome any barriers in children's home lives that would prevent them from achieving to their highest potential. Because we believe each child is unique and special, our plan is dynamic in that as our children's needs change, so will our plan for meeting them.

Challenges

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

Challenge number	Detail of challenge
1	Emotional barriers to learning
2	Access to equipment / resources
3	Family instabilities
4	Difficulty in affording similar opportunities to others
5	Poor physical health that leads to poor mental health and self-esteem

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
PP children progress at a rate at least the same as those in their cohort. All children progress at a rate greater than the national average.	Assessment data shows that PP children are progressing at a rate similar to non PP children in their cohort.
Enable vulnerable children to take part in the full curriculum, including inspirational trips and visits, including residential. Children don't miss out on healthy opportunities other children have. PP children have the opportunity to extend their capabilities through e.g. the learning of a musical instrument.	PP children have taken part in the same educational experiences as non PP children. Recorded in school records.
Children improve fitness levels (and mental health) through taking part in extra-curricular sports activities	Specific children will demonstrate increased levels of positive mental health.

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: £ 11,413

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use TA provision to enhance learning by supporting groups within class, and offering 1:1 targeted support where necessary. Continue to use funds to create smaller class sizes that allow all children to have the best opportunity to learn.	In mixed age classes, TAs are able to support the differentiation of children's learning. They also provide another body to help meet children's emotional and physical needs. Smaller classes through the splitting of the juniors into Y3/4 and Y5/6 allows age related objectives to be more specifically taught.	1,3,4

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

Budgeted cost: £1,782

Activity	Evidence that supports this approach	Challenge number(s) addressed
Booster Group Maths sessions for Y6 pupils	Children who were part of booster groups in previous years saw better progress and confidence in Maths as a result.	1,3,4

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

Budgeted cost: £ 6,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Children in receipt of pupil premium are able to apply to school for extra funding in order to subsidise trips or necessary school equipment.</p> <p>PP children are also able to access individual music lessons for free as this enhances aspirations and learning capacity.</p> <p>Children have a piece of fruit at each break time and are able to access free milk.</p> <p>Access to morning clubs offered.</p>	<p>This enables all children to be able to access the curriculum fully - enables the school to provide a stimulating and creative curriculum.</p> <p>Personal motivation for learning through Music.</p> <p>Healthy body is a healthy mind.</p>	2,4,5
<p>Use of lavender room and nurture time to develop a safe place for children to develop emotional resilience.</p> <p>Use of ISAT, Early Help, and educational psychologist services if applicable, to assist areas of learning and emotional help for children.</p>	<p>Emotional wellbeing leads to better quality work and a greater resilience to deal with difficulties. Work with adults to address these needs is an important route to achieving this.</p>	1
<p>Work closely with parents to support home life difficulties.</p> <p>Parental workshops to be offered through the Lady Manners Early Help Team.</p> <p>Referrals made if necessary about children that are struggling.</p>	<p>Work with the families to ensure a consistent approach is essential.</p> <p>Happy stable families lead to happier, more learning-productive children.</p>	3
<p>Provide time for staff to develop positive relationships with the children.</p> <p>Staff training to help promote mental health</p>	<p>Children who have good relationships with adults in school are more likely to gain confidence and try to do well in their work. It will also make them feel less anxious if they know there is someone to talk to if they need to.</p>	1

<p>with children so they understand growth mindset. Also staff training in metacognition and training of a designated Mental Health Lead.</p>	<p>Staff have a lead figure they can talk to if they are concerned about pupils' mental health.</p>	
<p>Staff training and a designated lead in PINS programme, supporting neurodiverse learners.</p>	<p>Deeper understanding gained about pupils who are neurodiverse leading to better teaching and support for those children.</p>	<p>1</p>

Total budgeted cost: £ 19,695

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Actions in 2024/25 enabled PP children to progress at a rate broadly in line with their peers. Support was greatly appreciated by families. Smaller classes had a strong benefit for all children.

No child missed out on any opportunities and many utilised the music lessons and morning clubs. PP children had the right kit and equipment if taking part in sporting activities.

Children feel well supported and use the opportunities to talk to staff if they feel the need to. Highfields Early Help ceased support during the year so we will be buying in to Lady Manners Early Help next year. We hope this proves just as useful in supporting families where there are greater concerns or they need more support.

Children were able to be part of morning sports clubs or have musical tuition due to the funding provided which increased levels of self-esteem.

Attendance for disadvantaged pupils continues to be high.

Externally provided programmes

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

Programme	Provider

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***

n/a

The impact of that spending on service pupil premium eligible pupils

n/a

