

Pupil premium strategy statement 2025-26

This statement details our school's use of pupil premium funding (and recovery premium for the 2025 to 2026 academic year) to help improve the attainment and wellbeing of our disadvantaged pupils at Durham Lane Primary.

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	Durham Lane Primary
Number of pupils in school	229 including nursery
Proportion (%) of pupil premium eligible pupils	12.6%
Academic year that our current pupil premium strategy plan covers	2025-26
Date this statement was published	September 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Mrs Helen Gregory
Pupil premium lead	Mrs Helen Gregory
Governor	Mrs Clair Robinson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£54,540
Service children funding allocation this academic year	£1,400
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	£55,940

Part A: Pupil premium strategy plan

Statement of intent

At Durham Lane, 'Children come first'. We aim to ensure that every child leaves Durham Lane Primary School excited about learning and determined to succeed. We want to equip them with confidence, resilience, knowledge and skills which will enable them to thrive in their future lives and contribute positively to the society in which they live. Our intention is that our Pupil Premium Funding supports us to achieve this for our most vulnerable learners. Pupils may be entitled to pupil premium funding, or face other challenges, such as being in care or having a social worker – our focus on high achievement and developing the whole child remains the same.

We believe that the development of the whole child is key. We therefore do not target this additional funding purely at academic performance as we feel that building self-esteem, resilience, personal attributes and confidence amongst young people is vital for their personal development and is likely, in turn, to impact upon academic performance.

Our belief, based on research and evidence, is that improving the quality of teaching is the most significant factor in raising attainment and our strategy priorities reflect this. We maintain that high-quality teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the PPG to improve teaching quality benefits all pupils but has a disproportionately positive effect on children eligible for pupil premium funding. Our intent is to ensure that a highly effective teacher is in front of every class, and that every teacher is supported to keep improving.

Pupil Premium funding at Durham Lane Primary is allocated following annual analysis of the most significant barriers to disadvantaged pupils' learning. This, in turn, identifies priority groups and individuals.

We use research based evidence to inform our decisions on pupil premium spending – for example, by using research and evidence summaries from the Education Endowment Foundation and Sutton Trust as well as learning from what has previously impacted positively in our school context. In line with DfE guidance, we take a 3-tiered approach to our pupil premium strategy which involves: i) whole school development of high-quality teaching strategies, ii) a targeted focus to academic support and, iii) the use of wider strategies.

We focus heavily on engaging directly with parents and carers and to take their views into account as we believe it is they who know their children best.

Challenges

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

Challenge number	Detail of challenge
1	Disadvantage pupils are affected by having limited parental engagement and access to resources to consolidate their learning
2	Disadvantaged pupils have limited life skills and cultural experiences beyond their home life and immediate community. This can hinder their understanding of some concepts and vocabulary, or their confidence when engaging with things that are unfamiliar to them
3	The attendance of pupils in receipt of pupil premium is below that of their peers and a greater proportion are classed as persistent absentees.
4	Some disadvantaged pupils also have additional barriers which impacts on pupils in terms of their attainment and progress.

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
Pupils who have fallen behind in basic foundational knowledge receive high-quality targeted teaching and support in order to catch up - and subsequently keep up.	Disadvantaged children will achieve in line with their peers in. Disadvantaged children will achieve in line with their national peers in MTC for average score and pupils achieving full marks Disadvantaged children at the end of KS2 will achieve results in line with their National peers for reading, writing and maths The vast majority of disadvantaged children will make at least the expected progress across the curriculum.

Pupil Premium pupils have similar opportunities and access to the school's curriculum and wider school life as do their peers. Pupils have a breadth of experiences that enable them to contextualise their learning and make it more memorable – cultural capital is increased.	The percentage of disadvantaged pupils who attend extracurricular clubs will remain at least in line with previous year (90%). Disadvantaged children will access enhanced curriculum opportunities at least in line with their peers. Data shows that PP pupils experience equity in relation to accessing all aspects of the school's wider curriculum.
To ensure the attendance of pupils in receipt of pupil premium is in line with those of their peers and reduce the proportion classed as persistent absentees.	To close the gap between whole school attendance and pupils in receipt of pupil premium funding. To close the gap between disadvantaged children persistent absence.
To ensure that pupil premium pupils with additional barriers such as SEND make at least the expected progress in relation to their individual needs	To ensure that pupils make progress to achieve individual targets that have been set The percentage of pupil premium children with additional barriers who make accelerated progress against their own targets will increase To increase the percentage of pupil premium children who are on track in each year group

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

Budgeted cost: £15,000

Activities	Evidence that supports this approach	Challenge number(s) addressed
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All teachers to receive high quality CPD in relation to developing evidence based teaching strategies and pedagogy focusing on active engagement of pupils ensuring retention of key information.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit Cognitive science research. EEF rating: High impact Evidence base: high Cost; moderate This will disproportionately benefit disadvantaged pupils.	1
All teachers receive release time to share best practice across our the Local Authority	EEF rating: High impact Evidence base: high Cost: high This will disproportionately benefit disadvantaged pupils.	1
All teachers have to access to high quality coaching programme led by SLT focusing on developing specific and agreed teaching strategies aligned to the school's 'best practice' teaching principals.	EEF rating: High impact Evidence base: high Cost: high This will disproportionately benefit disadvantaged pupils.	1
All teachers to continue to be trained on our expectations for reading, writing and maths	EEF rating: Metacognition and self-regulation EEF educationendowmentfoundation.org.uk High impact Evidence base: high Cost: low	1

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

Budgeted cost: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Establish appropriate structured interventions and learning opportunities for those pupils identified through data and school self-evaluation as falling behind	https://www.suttontrust.com/our-research/school-funding-and-pupil-premium-2019/ EEF rating: Impact: moderate Evidence base: moderate Cost: moderate	1, 4
Establish dynamic small groups– to include speech and language and phonics interventions for pupils with poor oral language and communication skills.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit EEF rating: Impact: moderate Evidence base: moderate Cost: moderate	1, 4

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

Budgeted cost: £12,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
All year groups to be exposed to a progressive planned programme of culturally enhancing experiences – both within and outside of the classroom (ie. visits, visitors, virtual tours, extra curricular clubs, arts, music etc. residential opportunities).	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkithttps://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit EEF rating: Impact: moderate Evidence base: moderate Cost: low	2
To offer a 'parental purse' whereby parents/carers are offered a proportion of their child's pupil premium to spend, with agreement from PP lead, on activities, clubs or materials which will develop life skills, self-esteem and cultural capital (ie. , playing an instrument, swimming, etc.).	EEF rating: Impact: moderate/high Evidence base: high Cost: low/moderate	2

To have an in-house counsellor who works half a day a week. To also offer thrive assessments and class/group/individual assessments.	EEF rating: Impact: moderate Evidence base: moderate Cost Low	1,4

Total budgeted cost: £57,000

Service pupil premium funding

Challenge number	Detail of challenge
1	Outside school commitments for family or pupils affects ability to fully engage in school life

Intended outcome	Success criteria
Service pupils who have fallen behind in basic skills acquisition receive high-quality targeted teaching and support in order to catch up - and subsequently keep up.	The vast majority of service children will make at least the expected progress across the curriculum and achieve at least the expected level
Intention:	Success Criteria
Gaps in 'service' children's education caused by moving between schools are identified and addressed with targeted one to one support. partnership with parents/carers.	'Service' pupils attainment is at least in line with other pupils and the progress that they make is at least good.

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This identifies the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year:

Intended outcome	Review
<u>Intended outcomes</u> Improve oral language skills for pupils eligible for PP in Early Years and transition into Year 1. Teaching Assistants to deliver Speaking and Listening interventions to support specific needs, working alongside class teachers and Speech Therapists. Work supported by development of outdoor learning environment. <u>Success criteria</u> Pupils eligible for PP in Early Years are able to express their needs better and be 'school ready' for Year 1. Pupils not yet school ready quickly catch up in Year 1.	<u>Review</u> Only 3 children in the cohort where eligible for FSM6 only 1 child did not achieve speaking. Internal data shows rapid improvement through the 'talk boost' and the 'Neli' intervention. All children 100% achieved speaking, listening and understanding. Two of the children fall into our vulnerability group of summer born. The outdoor learning environment has been hugely improved with a greater focus on improving oral language skills – internal observations, lesson walks and findings show improvement in the development of oral language opportunities in the outdoor provision planned and implemented.
<u>Intended outcomes</u> Higher rates of progress across KS1 for low attaining pupils eligible for PP. Improving QFT by highly skilled teachers mentoring and supporting less experienced. Early reading and writing a major focus in EYFS and Year 1. <u>Success criteria</u> Pupils eligible for PP identified as low prior attainers make as much progress as 'other' pupils identified as lower ability, by the end of Key Stage 1 in reading, writing and maths.	3 children out of 30 where eligible of the PP funding 10% of the Reception cohort who had made excellent progress from their starting points. 10 pupils out of 60 where eligible for PP funding 17% of the KS1 cohort where eligible for PP. 30% of the 10 pupils achieved EXP or above in reading. 40% of the 10 pupils achieved EXP or above in writing. Internal data shows good progress for the 7 children in reading and writing who have not reached EXP. 4 of which are on the SEN register plus 2 children have an EHCP
<u>Intended outcomes</u> Ambitious progress for SEND and disadvantaged pupils, identified against individual learning pathways. Address social, emotional and mental health issues through social groups, 1.1 support. <u>Success criteria</u> Termly reviews/Parent and pupil voice/school assessment tracking will show good progress. Pupils more able and better equipped with skills to change their behaviours/responses to situations.	IDSR shows schools disadvantaged compared to national disadvantaged over the last 3 years show the 17 cohort have achieved significantly above national at 82% than national at 46% for CRWM. School disadvantaged compared to national disadvantaged at reading expected over 3 years - 17 children in the cohort, it shows the school was significantly above national with 94% compared to 62% at national. Low prior attainers (SEN) over a 2-year period show the cohort of 6 were significantly above national with school at 83% and national at 32%. School disadvantaged compared to national disadvantaged. Cohort of 17 pupils over 3 years show school 94% were significantly above national which was at 59%. Low prior attainers (SEN) over the last 2 years, show 67% which is significantly above national which was at 23%. School disadvantaged compared to national disadvantaged shows over 3 years show the cohort of 17 was 88% which was significantly above national which was at 60%.

	Low prior attainers (SEN) cohort of 8 pupils over the that 2 years show the school with 67% which was significantly above national which was 26%.
<u>Intended outcomes</u> Ensure School curriculum is enhanced with first hand, practical learning opportunities such as school enrichment trips, visits and visitors so that children gain a wide range of experiences. <u>Success criteria</u> Children have a wide range of experience to draw on in their learning as they progress through school.	100% of all pupil premium in Y6 attended school residential which was partly or fully funded. 100% of all pupil premium children attended school visits (funded through PP). A sport coach was introduced this academic year for every lunch time with all PP children targeted to participate once a week. All PP children were offered a free after school club – 90% of the children have taken up the offer which is an increase from 50% the previous year. In school visitors such as pantomimes, Science visitors and enrichments are all fully funded for the PP children.
<u>Intended outcomes</u> Increased attendance and punctuality for pupils eligible for PP. <u>Success criteria</u> Reduce the number of persistent absentees among pupils eligible for PP to be inline with national average. Overall PP attendance improves in line with schools' target 96%	IDSR findings show the following: • Attendance 2024/25 relative improvement 96.5% above national 94.9% • FSM6 attendance 2024/25 relative improvement 94.4% above national 92.6% (gap is closing) • SEN attendance 2024/25 relative improvement 95.8% above national 92.6% (gap is closing) • Overall absence and persistent absence has significantly improved (below compared to national average)

Service pupil premium funding

Intention:	Success Criteria
Gaps in 'service' children's education caused by moving between schools are identified and addressed with targeted one to one support.	'Service' pupils attainment is at least in line with other pupils and their progress is good.

Service pupil premium funding -Review 2024-25

Measure	Details
How did you spend your service pupil premium allocation last academic year?	We had two children in school who has service funding. This money is spent to enrich their educational experiences by access to after school clubs such as relax kids, dancing and sewing.
What was the impact of that spending on service pupil premium eligible pupils?	As the children were relatively new to our school accessing the clubs has ensured they have been able to form new and effective relationships with children across school and is becoming an active member of our school community. Both children are at the EXP or GDS standard across the board in all subjects – baseline assessments to access any gaps in prior knowledge have ensured a smooth transition in their new school.

