

Days Lane Primary School Pupil Premium Strategy Statement 2025-26

This statement details our school's use of pupil premium funding (for the 2024-25 academic year) to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy and how we intend to spend the funding in this academic year (2024-25).

School overview

Detail	Data
Number of pupils in school	665
Proportion (%) of pupil premium eligible pupils	10.6% (71)
Academic year/years that our current pupil premium strategy plan covers	2025-26
Date this statement was published	November 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Jo Trusty
Pupil premium lead	Sumona Dunne
Governor / Trustee lead	George Self

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£95,040
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£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>	£95,040

Part A: Pupil premium strategy plan

Statement of intent

At Days Lane we provide a safe and nurturing environment, which enables our children to become confident and resilient learners. The focus of our Pupil Premium Strategy is to support our disadvantaged pupils to achieve and make good progress, including the progress for those who are already high attainers. Our Pupil Premium Strategy is based on the EEF's tiered approach to Pupil Premium Spending.

At Days Lane, there is a lower-than-average number of pupil premium children and data shows that there are no trends / patterns of the children. However, we do note that 30% of pupil premium children are on the SEND register including 8% with EHCPs. The benefit of this low number is that we can personalise approaches for individuals and ensure the funding is spent in the most effective way.

We aim to ensure that quality first teaching and learning meets the needs of all pupils. To ensure all staff promote the principles and ethos of the Pupil Premium Strategy, our pupil premium children are highlighted at our termly Pupil Progress meetings.

It is important to recognise that not all pupils who are socially disadvantaged, are registered, or qualify for free school meals, and therefore we reserve the right to allocate the Pupil Premium funding to support pupils the school has legitimately identified as being socially disadvantaged. Our Pupil Premium funding will be allocated following a needs analysis to identify the priority of pupils.

Ultimate Objectives

- To narrow the attainment gap between disadvantaged pupils and non-disadvantaged pupils.
- To address non-academic barriers that can impede the success of disadvantaged children.

Achieving these Objectives

- Provide quality first teaching through training staff to deliver specific teaching approaches.
- Provide targeted academic support through a range of interventions and through the targeted CPD of staff delivering learning interventions.
- Provide enrichment opportunities through and beyond the wider curriculum.
- Provide targeted pastoral support through our Pastoral Lead.

Challenges

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

Challenge number	Detail of challenge
1	To make at least expected progress from their starting points across the school in Reading, Writing and Maths.
2	Approximately 23% of PP pupils are within the lowest 20% readers in the school.
3	To further develop pupil's cultural capital by broadening their range of experiences both in the curriculum and beyond.
4	To ensure that PP pupils and their families who are experiencing challenging family circumstances and SEMH difficulties continue to maintain positive well-being. 9.7% of PP have SEMH needs identified.

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	Progress to Spring Term	Progress to Summer Term
To make at least expected progress from their starting points across the school in Reading, Writing and Maths.	Assessment data will evidence that all Pupil Premium children have made at least expected progress from their individual starting points.		
To improve pupils reading fluency, and diminish the gap between PP and non-PP pupils. To enable them to access all areas of the curriculum as a result of increased reading fluency.	All pupils, including those eligible for pupil premium, have the opportunity to keep up or catch up with their reading fluency, which enables them to access all areas of the curriculum independently.		
To develop PP pupil's cultural capital by broadening their range of experiences	All PP children have the opportunity to attend clubs and/ or music lessons free of charge or at a reduced cost		

<p>both in the curriculum and beyond.</p>	<p>(provided by school), including a financial contribution towards the Year 6 residential trip.</p> <p>Analysis of PP children attendance at school run clubs.</p>		
<p>To ensure that PP pupils and their families who are experiencing challenging family circumstances and SEMH difficulties continue to maintain positive well-being with the support of the school's Pastoral Lead.</p>	<p>Families facing challenging circumstances will receive personalised support, delivered through the school's pastoral team, to help minimise the potential impact on their academic, social development and wellbeing.</p> <p>Overview of support provided to families.</p> <p>Impact of SEMH interventions on PP children.</p>		

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: £35,900

Activity	Days Lane Approach	Evidence that supports this approach	Challenge number(s) addressed
Teaching and support staff continue to receive training for 'Talk 4 Writing'	<p>To deliver Talk for Writing training via consultant visits to ensure an effective and consistent approach across the school.</p> <p>To continue to use the school's T4W project team to plan and deliver relevant staff training based on their monitoring.</p>	<p>Evidence from EEF Teaching and Learning Toolkit that 'Oral Language interventions' which is the principal of talk for writing have a high impact of +6 months.</p> <p>EEF Effective Professional Development Supporting high quality teaching is pivotal in improving children's outcomes and research tells us that high quality teaching can narrow the disadvantage gap. Promoting effective professional development (PD) plays a crucial role in improving classroom practice and pupil outcomes</p>	1
Maths Mastery Programme	To embed the Maths Mastery approach across the school.	<p>EEF Effective Professional Development Supporting high quality teaching is pivotal in improving children's outcomes and research tells us that high quality teaching can narrow the disadvantage gap. Promoting effective professional development (PD) plays a crucial role in improving classroom practice and pupil outcomes</p>	1

		<p>Evidence from EEF Teaching and Learning Toolkit that mastery learning has a positive impact of +5 months progress.</p>	
Little Wandle phonics	To ensure high-quality early reading teaching	<p>EEF Professional Development</p> <p>Supporting high quality teaching is pivotal in improving children's outcomes and research tells us that high quality teaching can narrow the disadvantage gap. Promoting effective professional development (PD) plays a crucial role in improving classroom practice and pupil outcomes</p>	1, 2
Curriculum consultant to support the professional development of subject leaders.	Developing high-quality teaching, assessment and a broad and balanced, knowledge-based curriculum which responds to the needs of pupils.	<p>Evidence from EEF Teaching and Learning Toolkit that mastery learning, including a well-sequenced curriculum and effective diagnostic assessment has a positive impact of +5 months progress.</p>	1, 3
Chromebooks for Years 3 and 4 to support teaching and learning in school and at home as well as Y5/6 to deliver additional reading teaching.	To support high-quality teaching and learning through the use of educational technology.	<p>Evidence from EEF Teaching and Learning Toolkit that high-quality feedback, including that provided digitally, has a positive impact of +6 months progress.</p> <p>Evidence from EEF Teaching and Learning Toolkit that individualised instruction, including</p>	1, 2, 3

		through intelligent digital tutoring systems, has a positive impact of +4 months progress.	
Reading Plus	To ensure high-quality, individualised teaching of reading as well as using detailed diagnostic assessment in order to target gaps in reading effectively.	<p>Evidence from EEF Teaching and Learning Toolkit that individualised instruction has a positive impact of +4 months progress.</p> <p>Evidence from EEF Teaching and Learning Toolkit that mastery learning, including a well-sequenced curriculum and effective diagnostic assessment has a positive impact of +5 months progress.</p> <p>Evidence from EEF Teaching and Learning Toolkit that teaching of reading comprehension strategies has a positive impact of +7 months progress.</p>	1, 2
My Happy Mind PSHE programme	To ensure high-quality teaching of mental health and emotional regulation strategies.	Evidence from EEF Teaching and Learning Toolkit that social and emotional learning has a positive impact of +4 months progress.	4

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

Budgeted cost: £42,050

Activity	Days Lane Approach	Evidence that supports this approach	Challenge number(s) addressed	Spring Update – further support put in place	Summer update
Additional phonics sessions targeted at disadvantaged pupils who require further phonics and support in Reception and Year 1.	Use of Little Wandle 'Keep Up' and 'Catch up' sessions delivered daily to support pupils make progress in phonics.	<p>Evidence from EEF Teaching and Learning Toolkit that targeted approach phonics intervention has a positive impact of +5 months progress.</p> <p>Phonics approaches have a strong evidence base that indicates high impact on the accuracy of word reading particularly for disadvantaged pupils.</p>	1, 2		
Targeted interventions based on specific needs, including delivery of speech and language by school staff as well as a personalised curriculum delivered to a small number of PP children that are working significantly	26.7% of PP are also on the SEND register (22% without top-up funding). Use of specific SEN interventions as stated on Support Plans.	<p>Evidence from EEF Teaching and Learning Toolkit Small group tuition has an average impact of +4 months' progress</p> <p>EEF Communication and Language Approaches – Menu of Approaches</p> <p>There is evidence of language gaps for</p>	1		

below their peers (Ark)		<p>disadvantaged pupils at the beginning of school, so targeted communication support may be a promising approach to narrow these inequalities.</p> <p>Evidence from EEF Teaching and Learning Toolkit that targeted oral language approach intervention has a positive impact of +7 months.</p>			
Additional phonics sessions targeted at PP pupils who require further support with phonics in Year 2 and beyond	Use of Little Wandle 'Catch up' sessions delivered 4 times weekly to support pupils make progress in phonics beyond Year 2.	<p>Evidence from EEF Teaching and Learning Toolkit that targeted approach phonics intervention has a positive impact of +5 months progress.</p> <p>Phonics approaches have a strong evidence base that indicates high impact on the accuracy of word reading particularly for disadvantaged pupils.</p>	1, 2		
Reading support across the school delivered by LSA's	For all LSA's in all year groups to frequently read with PP children during the morning	<p>Evidence from EEF Teaching and Learning Toolkit that targeted approach to reading interventions has a positive impact</p>	2, 3		

	period before lessons start.	of +6 months progress.			
For an additional LSA to provide learning support to PP pupils in Year 6 which has the highest proportion of PP children in the school.	An experienced LSA will work closely with the Year 6 teaching staff to deliver daily top up to PP pupils to ensure that they 'keep up' with the year 6 maths and English curriculum.	Evidence from EEF Teaching and Learning Toolkit Small group tuition has an average impact of +4 months' progress	1, 2		
Times Table Rockstars	Regular times table practise with weekly tests in Year 3 and 4.	Maths data tracking shows ever increasing times tables knowledge ready for application to all areas of maths.	1		

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

Budgeted cost: £17,526

Activity	Days Lane Approach	Evidence that supports this approach (EEF Impact)	Challenge number(s) addressed
Family Funding	<p>Family funding to enable PP pupils to take part in all aspects of school life including schools' clubs.</p> <p>In addition, the school will contribute to the Year 6 school journey, if needed, to ensure all pupils can take part.</p>	<p>The Social Mobility Commission Report an Unequal Playing Field uncovered evidence that extra-curricular activities are important predictors for participation beyond compulsory education, help to boost confidence in social situations and help develop social networks.</p> <p>Research by University of Exeter, 'Changing Minds – The lasting impact of school trips' supports not only academic improvement but also</p>	3

		improving social and practical skills, attitudes and behavioural change including social and practical skills, attitudes and behavioural change	
Pastoral Support	Pupils will have access to sessions with the school Pastoral Lead, which will focus on supporting their emotional well-being. The Pastoral Lead may also work with families to support them in and outside of school.	Evidence from EEF Teaching and Learning Toolkit that social and emotional learning has a positive impact of +4 months progress.	4, 5
Delivery of interventions aimed at supporting PP children's social, emotional and mental health.	20% of PP pupils have identified SEMH needs and will have access to targeted interventions led by school staff, including Therapeutic Sand, Draw and Talk, Social Skills, Emotional Regulation, ELSA and Mindful Mornings.	Evidence from EEF Teaching and Learning Toolkit that social and emotional learning has a positive impact of +4 months progress.	4,5
Payment for PP children to attend after school clubs including those	To offer pupils access to a range of clubs including music lessons and those related to the arts to improve disadvantaged pupils' cultural capital.	<p>The Social Mobility Commission Report an Unequal Playing Field uncovered evidence that extra-curricular activities are important predictors for participation beyond compulsory education, help to boost confidence in social situations and help develop social networks.</p> <p>Music and the Pupil Premium: An Expert Guide for Using Music to Reduce the Attainment Gap.</p> <p>Music has been shown to enrich school life, improve behaviour, and develop important skills such as resilience and teamwork. By giving children the chance to learn an instrument in a group, you</p>	3, 4

		not only boost academic achievement, but give them the right environment to improve wellbeing and confidence too.	
Scholastic Book Fair books	Payment for every pupil premium child to receive a free book from the Book Fair so they have equal access to extra-curricular reading materials.	The Social Mobility Commission Report an Unequal Playing Field uncovered evidence that extra-curricular activities are important predictors for participation beyond compulsory education, help to boost confidence in social situations and help develop social networks.	3

Total budgeted cost: £95,726

Attainment for pupils eligible for pupil premium and all pupils at Days Lane Primary 2024-25												
Year Group	Year 1		Year 2		Year 3		Year 4		Year 5		Year 6	
No. Pupils	10		7		12		3		16		12	
	PP	All										
% met+ in reading	70%	87%	72%	87%	50%	75%	33%	79%	63%	70%	92%	80%
% GD in reading	0	19%	14%	23%	8%	23%	33%	28%	13%	26%	25%	52%
% met+ in writing	70%	79%	43%	81%	42%	71%	33%	72%	50%	67%	83%	78%
% GD in writing	0	10%	14%	10%	0	16%	0	18%	13%	26%	0	19%
% met+ in maths	70%	87%	58%	87%	50%	73%	33%	82%	75%	81%	75%	73%
% GD in reading	0	12%	14%	20%	8%	24%	33%	27%	13%	26%	17%	43%

Attainment End of Year KS1 and KS2 for 2024-25								
	Pupil eligible for PP (Days Lane Primary)		Pupil eligible for PP (National PP)		Pupil not eligible for PP (National Other 2023-24)		All Pupils (National All)	
Key Stage	KS1	KS2	KS1 2023-24	KS2 2023-24	KS1 2023-24	KS2 2023-24	KS1	KS2
% met+ in reading	72%	92%	55%	62%	78%	79%	72%	75%
% GD in reading	0	25%	-	-	-	-	19%	33%
% met+ in writing	43%	83%	44%	58%	65%	78%	64%	72%
% GD in writing	0	0%	-	-	-	-	9%	13%
% met+ in maths	58%	75%	56%	59%	75%	79%	73%	74%
% GD in reading	0	17%	-	-	-	-	17%	26%

Other Attainment End for 2024-25 (School)						
	No. Of PP	Pupil eligible for PP		Pupil not eligible for PP		All Pupils
Good Level of Development	5	80%		72.3%		72.7%
Y1 Phonics Screening Check	10	80%		92.5%		91.0%
Y4 Multiplication Tables Check	3	33.3%	17.00	63.2%	23.84	62.2% 23.61
KS2 Reading, Writing, Maths Combined	12	75%		69.2%		70%