



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
Number of pupils in school	381
Proportion (%) of pupil premium eligible pupils	11.3%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2025/26 – 2027/28
Date this statement was published	December 2025
Date on which it will be reviewed	October 2026
Statement authorised by	Colin Wilson
Pupil premium lead	Colin Wilson
Governor / Trustee lead	Viv Evans

### Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£89,500
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	£89,500

# Part A: Pupil Premium Strategy Plan

## Statement of Intent

At Desford Community Primary School, we place a lot of importance on understanding the context of the community in which our children live, grow and develop. All children in Desford deserve to learn from an ethos and curriculum that has been designed to give them the knowledge, understanding and experience that enables them to think critically about the world around them and grow into KIND, RESPECTFUL CITIZENS that make a difference in their communities and the wider world regardless of their socio-economic background and childhood experiences outside of school.

To make sure that our children become kind and respectful citizens, our curriculum has four main drivers that provide every child with the tools to thrive in the modern world. At the heart of everything in our curriculum, is our '*BE KIND*' ethos that drives everything that we do.

### COMMUNITY AND EQUITY

- Build an awareness of how equality and equity are crucial for ensuring fairness and preventing discrimination
- Appreciate the diverse cultures and family structures represented by different beliefs, gender, race, sexuality and opinion
- Understand how significant events, groups and individuals have impacted upon their communities and how they can contribute positively to their school and wider community

### PLANET AND SUSTAINABILITY

- A curriculum that builds the belief that their actions can result in a better, more sustainable and inhabitable world
- Understanding the current international climate crisis that is affecting our lives now and for the foreseeable future
- The fate of our planet is in our young people's hands, so it is crucial that all children learn how to use resources wisely and do their bit in the battle against climate change from an early age

### SAFETY AND RISK

- We recognise that there are ever changing risks in our communities, both face to face and online
- Local data shows that children at Desford Community Primary School spend a higher-than-average amount of time unsupervised online
- At Desford, we prepare all children for using technology in an ever-changing world, engaging meaningfully with the world around them and interacting safely online

## **RELATIONSHIPS AND WELLBEING**

- Learn to collaborate and connect with others, expressing themselves with confidence
- Think critically to analyse and challenge information, having the strength of relationships with themselves and others to be able to do that
- Develop into young people that truly value and care for other people regardless of their individual strengths and struggles
- Balance the delicate interaction of taking care of themselves, mind body and soul, and prioritising the needs of others that that we all succeed

We believe that there are no limits to what our children can achieve and that all learners should be able to reach their full potential. Some pupils from disadvantaged backgrounds require additional and bespoke support; therefore, we will use all the resources available to provide equity of opportunity and to enable the children to build strong foundations for the future through our rich and varied bespoke curriculum. The aim of our use of Pupil Premium funding is to increase the progress, attainment and enjoyment of school life of all of our children, even if they are already performing above national expectations. The key principles of our strategy plan are:

- To not assume that the impact of disadvantage is universal and that each child has their own unique circumstances and challenges
- To provide the children with the equity they require to have equal access to the curriculum and high-quality learning
- To challenge children at their own level in all subjects whilst maintaining high expectations
- To identify, at the earliest possible stage, when targeted support is required

Reading is a high focus for all children as we believe that this unlocks the potential for all children to succeed in all subjects, particularly for pupil premium children. Our pupil premium spending is linked closely with our strategic plan, with a particular focus on ensuring quality first inclusive teaching and learning for all children.

## Challenges

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

Challenge number	Detail of challenge
1	Attendance - disadvantaged pupils' attendance is below the <b>school average</b> as of the start of Dec '25 – 96.1%, <b>disadvantaged</b> – 92.5%. Children who are <b>non-SEND and disadvantaged</b> have a significantly low attendance rate as of Dec '25 – 92.3%.
2	Academic progress - the percentage of disadvantaged children at the expected standard for reading, writing and maths are significantly low in most year groups after assessment on return to school in the 2025/26 academic year. The percentage of disadvantaged pupils working at age related expectations for reading, writing and maths is at least 20% lower than for non-disadvantaged pupils. This is predominantly due to these children having a narrower vocabulary and lower confidence/ability with speaking and listening.
3	SEND - 32% of children who are identified as Pupil premium are also on the SEND register at our school. 65% of the children identified as Pupil Premium also have an EHCP or are receiving Special Educational Needs Intervention Funding (SENIF). Not all of these children are funded through for the hours that they require support for.
4	Parental engagement - there are difficulties in engaging parents of non-SEND Pupil Premium children.
5	Early development - on entry to EYFS, many pupils have skills well below what is typical for their age in all areas including a narrow vocabulary. Many have multiple needs.
6	Mental health and wellbeing - Many children have adverse childhood experiences which leads to SEMH needs. This often has a negative impact on their attainment.
7	Social capital - a significant number of children have limited life experiences. This puts them at a natural disadvantage compared to their non-disadvantaged peers.

## 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
To improve the attendance and punctuality of all children through a range of strategies such as increasing positive attitudes to attendance throughout the whole school community and specific targeted support for disadvantaged families whose attendance is lower than the national average.	Targeted individuals who show persistent absence will be monitored closely and their attendance will improve over a sustained period of time with support from school and external agencies where appropriate. Absence for disadvantaged pupils is below 5%.
Improved outcomes in Reading, Writing, Maths and Phonics for disadvantaged pupils, through the development of quality first inclusive teaching and learning.	Attainment and progress data will reflect an improvement in disadvantaged children's scores therefore, closing the gap between disadvantaged and non-disadvantaged. Attainment data is in line with national attainment in the following areas: GLD: 70% Phonics 80% Reading 75% ARE / 33% GDS Writing 72% ARE / 13% GDS Maths 74% ARE / 26% GDS
Children with identified SEND needs will show accelerated progress.	Progress data for children with SEND will reflect an improvement using small steps data. Insight trackers will be used to monitor the effectiveness of provision with direct correlation to Section F of the EHCPs. Learning plans for all children on the SEND register will identify achievable targets and show consistent progression.
Parents of Pupil Premium children are engaged with school initiatives.	Responses from parent voice surveys will show an improvement from the baseline.  Attendance and engagement with parent and community focussed activities will be high (aspirational – 75% engagement)
To ensure that children's basic needs are being met in regard to diet, social, emotional and mental health.	Families are supported to gain access to support out of school.  All children can talk about an adult in school that they can talk to and is their champion.  All disadvantaged children have access to breakfast and a chance to chat first thing in the morning.

## 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: £34,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Little Wandle</i> Phonics CPD	<p>A verified phonics scheme is being embedded across the school. This will particularly aid the supporting of learners who do not pass the KS1 phonics check and those in KS2 requiring intervention.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p>	2
Embedding and using a coaching-based approach to improve quality first teaching and support.	<p>Improving the quality of teaching across the school is vital to address gaps and develop future teaching.</p> <p>Each teacher has a target linked to the provision that is available to disadvantaged children in their class.</p> <p>Coaching is focussed on embedding quality first inclusive teaching and learning principles of modelling, questioning, scaffolding and feedback so that lower ability children are focussed on and teachers are supported to close gaps and challenge the higher ability children.</p>	2
Effective use of Learning Plans	<p>All children with an EHCP will have Section F tracked in order to aid annual reviews and improve provision that is tailored to every child's specific needs.</p> <p>All children with identified SEND and those with initial concerns will have a Learning Plan through Insight which is shared with parents termly. Each plan will identify small steps targets and be reviewed by the class teacher and support staff.</p>	3
Additional training for all staff through the National College	<p>All staff will undertake specific training that is aligned with school priorities and identified issues arising such as online safety.</p> <p>Support staff will undertake training that is bespoke to the needs of the children they are supporting.</p>	2,3

<p>All teaching staff to attend the LiFE MAT Feedback and Questioning Pathways</p>	<p>Oracy strategies are embedded throughout the school and a feature of every lesson.</p> <p>Focus on talk in early years ensures gaps close in language development.</p> <p>Children communicate effectively in a variety of situations using age appropriate vocabulary and language structures.</p> <p>All classroom staff have an understanding of effective feedback and demonstrate this in class paying first attention to the most vulnerable pupils.</p>	<p>2,3,5,7</p>
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## Targeted Academic Support

Budgeted cost: £45,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
Morning TA/LSA support	<p>We have deployed support staff into two cohorts that have higher levels of Pupil Premium Eligible students.</p> <p>We have used the EEF's guide to deploying support staff effectively to maximise the impact of support staff and complement quality-first teaching.</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>	2,3,5
TA/LSA Support above EHCP Funded Hours	<p>We have a significant number of children in receipt of Pupil Premium funding who are also on the SEND register or have an Education, Health &amp; Care Plan. Contributing towards these hours ensures that the individual needs of the children are met whilst maintaining ratios of support to enhance quality first teaching for the whole class.</p> <p>Additional adults in classrooms where there are children with EHCPs also allows us to incorporate children in small group work where needs are similar.</p>	2,3,5
Afternoon LSA Support	<p>Providing targeted academic support to learners in afternoon sessions will allow us to fill gaps from school closure and also address identified issues from learning in morning sessions.</p> <p><a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support">https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support</a></p>	2,3,5
Little Wandle Reading Interventions	<p>Providing targeted support for reading and phonics interventions from EYFS to Year 6 to support learners with achieving age related expectations in phonics and reading.</p>	2,3,5



## Wider Strategies

Budgeted cost: £9,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
Uniform	Children's self-esteem and school readiness can be boosted through access to uniform. We believe that all children should have equal access to uniform. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform</a>	1,2,4
Milk	Providing continued access to milk for children in receipt of free school meals in the mid-morning has benefits to children's health and their levels of hydration and concentration. <a href="https://www.coolmilk.com/why-milk-is-great/">https://www.coolmilk.com/why-milk-is-great/</a>	1,2,4
Sports Clubs	Physical activity has important benefits in terms of health, wellbeing and physical development. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</a>	1,2,6,7
Music Lessons	All disadvantaged children have the opportunity to access music tuition for an instrument of their choice. Increasing student agency. Music has important benefits in terms of well-being and social and emotional needs.	1,2,4,6,7
Day Trips/Visits & Residential	Ensuring that children have access to day trips, visits and residential is important to ensure that every child receives the same education offer.	1,2,3,7
Swimming	Physical activity has important benefits in terms of health, wellbeing and physical development. It is also important that all children have the opportunity to meet national expectations for swimming. <a href="https://www.swimming.org/schools/swimming-national-curriculum/">https://www.swimming.org/schools/swimming-national-curriculum/</a>	1,2,3,7
Attendance Officer and lead.	An attendance officer and attendance lead are provided to ensure a focus on all children whose attendance is at risk of dipping below national levels	4

**Total budgeted cost: £89,500**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

**ATTAINMENT AND PROGRESS:** We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

#### Whole school data from Year 1 to Year 6 – 3 year trend

READING	2022-23	2023-24	2024-25
All pupils	72%	74%	72%
Pupil Premium	45%	43%	49%
Pupil Premium (no SEND)	53%	62%	72%

WRITING	2022-23	2023-24	2024-25
All pupils	61%	59%	63%
Pupil Premium	33%	29%	38%
Pupil Premium (no SEND)	42%	46%	59%

MATHS	2022-23	2023-24	2024-25
All pupils	73%	75%	75%
Pupil Premium	39%	49%	47%
Pupil Premium (no SEND)	45%	74%	69%

The three year trend for internal school data shows that disadvantaged children are closing the gap in reading and writing compared to 'all pupils'. This is true for the children who are pupil premium with and without SEND. In maths, there is an increasing trend taken over three years, with attainment for pupil premium children dipping slightly from 2024 to 2025. Children who are pupil premium with SEND are attaining less than those without SEND.

#### Key Stage 2 data – 3 year trend

READING	2022-23	2023-24	2024-25
All pupils	72%	86%	78%
Pupil Premium	60%	63%	44%
Pupil Premium (no SEND)	58%	67%	75%

WRITING	2022-23	2023-24	2024-25
All pupils	59%	51%	75%
Pupil Premium	27%	0%	33%
Pupil Premium (no SEND)	33%	46%	50%

MATHS	2022-23	2023-24	2024-25
All pupils	67%	77%	82%
Pupil Premium	33%	25%	44%
Pupil Premium (no SEND)	33%	33%	75%

Whole school data was higher for pupil premium children in writing and maths last year for those with or without SEND, but reading attainment was lower for pupil premium children. Pupil Premium children without SEND attained in line with national for reading and maths.

#### Year 1 Phonics – 3 year trend

<b>Year 1 Phonics</b>	<b>2022-23</b>	<b>2023-24</b>	<b>2024-25</b>
All pupils	80%	73%	83%
Pupil Premium	82%	43%	25%
Pupil Premium (no SEND)	88%	50%	100%

All pupil premium children without SEND passed the phonics check, but pupil premium children with SEND were significantly below national average.

#### **Pupils passing the phonics check by year 2 – 3 year trend**

<b>YEAR 2 Phonics</b>	<b>2022-23</b>	<b>2023-24</b>	<b>2024-25</b>
All pupils	97%	94%	92%
Pupil Premium	75%	100%	86%
Pupil Premium (no SEND)	100%	100%	80%

Pupil Premium children with SEND achieved just below national for the year 2 phonics check, with pupil premium children without SEND achieving further below this.

Overall, performance data demonstrates that strategies being used are raising attainment for pupil premium children over a period of three years, with Pupil Premium children without SEND tending to perform better than those with SEND.

**ATTENDANCE, BEHAVIOUR & WELLBEING:** We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

#### **Overall attendance percentages – 2 year trend**

<b>YEAR 2 Phonics</b>	<b>2023-24</b>	<b>2024-25</b>
All pupils	95.4%	96.4%
Pupil Premium	90.5%	94.4%
Pupil Premium (no SEND)	93.5%	94.2%

The data demonstrated that Pupil Premium children attend school lower than all pupils in our school but at a greater rate than the previous year and only slightly below national average.

**OVERALL PERFORMANCE:** Based on all the information above, the performance of our disadvantaged pupils did not fully meet expectations, but we are making good progress towards achieving the outcomes we set out to achieve by 2027/28, as stated in the Intended Outcomes section above.