

Pupil premium strategy statement Delta 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	117
Proportion (%) of pupil premium eligible pupils	50.4%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	September 2024-July 2027
Date this statement was published	September 2026
Date on which it will be reviewed	September 2027
Statement authorised by	David Wilson Executive Headteacher
Pupil premium lead	David Wilson
Governor / Trustee lead	Julie Rayson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£94,867
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>	£94,867

Part A: Pupil premium strategy plan

Statement of intent

Statement of intent

At Delta Primary School, our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those that are already high attainers.

We recognise that many of our pupils face challenges that make them vulnerable, such as those who have a social worker and young carers or those with an EHCP plan. Our key principles aim to support their needs regardless whether they are disadvantaged or not.

Our ultimate aim is to ensure an equitable education for our disadvantaged pupils that is adapted to meet their needs. Our key principles revolve around Quality First Teaching and setting high expectations. At Delta, we do not believe a pupil's background is a reason for them not to reach their full potential. Educational research underpins our approach to teaching and we strive to provide a high quality curriculum which ensures equality of opportunity and equity of provision for all.

Removing barriers to learning will improve the educational outcomes of our disadvantaged pupils. Through robust diagnostic assessment processes, we target individual children with specialist support to ensure all pupils can access their learning. Our key principles revolve around the whole child, supporting both their academic attainment and emotional wellbeing.

Our high- quality curriculum offer aims to enthuse, excite and challenge all children. We strive to embed children's disciplinary knowledge and language through the teaching of discrete subjects thus ensuring pupils are prepared for their next stage in their learning.

We see achievement in reading as an essential part of our Pupil Premium Strategy. We strive to deliver an ambitious reading curriculum and nurture a love of reading which immerses children in language; enabling them to build a solid foundation for future learning and develop a rich vocabulary base.

Pupils need to experience a wide range of enriching experiences to develop their cultural capital. This will ensure equity with their peers. By providing a wealth of experiences, pupils will develop a broader sense of the world and have the same access to opportunities as their non disadvantaged peers, helping close the attainment gap.

Our intended outcomes feed into our school development plan and therefore remain at the heart of our improvement journey.

Challenges

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

Challenge number	Detail of challenge
1	Wellbeing: Wellbeing was disproportionately impacted by the disruption to our disadvantaged children's education and routine during the pandemic. Pupil premium children require an enhanced package of support to aid their academic progress. Many have social, emotional and mental health needs alongside a lack of confidence and self-esteem issues.
2	Reading and Maths : Disadvantaged children have lower engagement with reading for pleasure in comparison to their non-disadvantaged peers. Their narrow vocabulary base is a barrier to learning and is having a negative impact on their mastery of language. Additional support is needed in developing and improving children's phonics and reading skills.
3	Vocabulary gap: Data shows that disadvantaged children have low levels of oracy and language development on entry to school. This is further accentuated by little or no pre-school attendance. There is a clear disparity for disadvantaged children in accessing language, exacerbating inequality and restricting access to the curriculum. Working vocabulary is limited and vocabulary acquisition is behind their peers.
4	Catch up: Pupil premium children were disproportionately impacted by learning loss caused by the pandemic. Children had a lack of resources to be able to access the online curriculum offer and living conditions were impacted. This has resulted in significant gaps in learning compared to their peers and pupils falling behind ARE, especially in maths and reading.
5	Low Cultural Capital: Children have a lack of access to enrichment experiences to develop their cultural capital. Children's involvement in the wider community and outside clubs is minimal. Children are unable to foster and develop their own talents and are not provided with the opportunities to do so.
6	Attendance: A greater proportion of our disadvantaged children have been 'persistently absent' compared to their peers. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.
7	Personal and Social development: Our observations show that many disadvantaged pupils need extra support and guidance in their personal and social development and in the management and self-regulation of their emotions and feelings.

8	High Mobility: This leads to a barrier with parental and child engagement. The high mobility rate has impacted on aggregate school performance in Key Stage tests.
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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 achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Disadvantaged pupils will feel supported by the school's well being provision. Sustained high levels of wellbeing will be evidenced by: • Feedback from our school's Learning Mentors. Targeted Pupil Premium children will receive social and emotional support from our mentors to improve learning behaviours, social skills, confidence and independence. • Qualitative data from student voice, student and parent surveys and teacher observations. • A significant increase in participation in enrichment activities, particularly among disadvantaged pupils. • Monitoring of well-being through verbal and written feedback during PSHE and the well-being curriculum Increased numbers of children attending breakfast club
Attainment gap between disadvantaged and non disadvantaged is narrowed through quality first teaching.	Pupil Premium children will make good progress in their learning. This will be evidenced by: • Formative assessment, further supported by summative assessments, evidences disadvantaged learners are making good progress in RWM when compared to their non disadvantaged peers. • End of KS1 and KS2 outcomes show that disadvantaged learners are making good progress and closing the attainment gap with National outcomes. • Year 1 and Year 2 phonics gap is narrowed between disadvantaged and non-disadvantaged learners. • Assessment of the foundation curriculum will show that pupils are excelling in other curriculum areas. EYFS gap is narrowed between disadvantaged and non disadvantaged learners.

Improved oral language skills and vocabulary among disadvantaged pupils to enable them to access a wider range of texts.	Assessment and observations indicate significantly improved oral language and oracy skills among disadvantaged pupils through the use of pupil talk and the Voice 21 Oracy skills. This is evident when triangulated with learning walks to focus on engagement in lessons, book scrutiny and ongoing formative assessments. Vocabulary development will be evident across the curriculum, where pupils will be able to articulate their learning using key vocabulary.
Children requiring additional support and intervention receive personalised interventions to accelerate learning in	Pupil Premium children will make good progress in their learning. This will be assessed by: • A robust monitoring system, which includes triangulating learning walks, observations, planning and book scrutinies to ensure disadvantaged pupils' needs are being met.

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reading, writing and maths.	• Pupil progress meetings evidence disadvantaged children are making progress in RWM, with a narrowed gap compared with non-disadvantaged pupils. Reading Intervention are given to identified PP children.
Increase the amount of enrichment activities that PP pupils participate in to support the development of cultural capital.	Pupil Premium funds subsidises the trip costs to ensure all pupils are able to attend trips. An increased level of participation of PP pupils in enrichment activities. This will be measured by: • The percentage of PP pupils participating in extra-curricular activities in and out of school. • The percentage of PP pupils participating in residential trips across KS2. Pupil surveys will reflect an enjoyment to school and improve attitudes to learning.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	An increase in the number of pupils attending school regularly and on time. Improved attainment and progress for targeted pupils. The gap in attendance between disadvantage and non disadvantaged pupils narrow.

Increased levels of parental involvement will demonstrate engagement in their children's learning and higher aspiration for all pupils.	This increase in the number of parents involved and engaged in their children's learning and progress will be monitored by: • An increased number of parents attending meetings and workshops linked to phonics and reading sessions • An increased number of parents attending school events e.g. Art showcases, Bring your grown up to school days and assemblies • An increased attendance at Parent Conference meetings and targeted sessions reporting on progress. • An increased number of parents responding to parent surveys. • An increased number of parents will attend parent workshops to gain further confidence and identify areas that will support their children – attendance, homework, subject specific, meet the teachers.
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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: £40,805

Activity	Evidence that supports this approach	Challenge number(s) addressed

Delivering high quality and impactful CPD to develop QFT across the school	Effective CPD ensures well trained staff that are able to identify and address gaps in learning. High quality teaching has the most impact on narrowing the attainment gap and high quality CPD allows teachers to become better (EEF, 2021; Rauch and Coe, 2019; Wiliam, 2016) Education Endowment Foundation: Effective Professional Development Education Endowment Foundation: Characteristics of Effective Professional Development Sutton Trust: Developing Teachers Education Endowment Foundation: Guide to Pupil Premium	2, 3, 4
Implementing adaptive teaching throughout the school. Embed Walkthru/Rosenshine strategies to ensure consistent high-quality teaching in all subjects.	A whole school approach to scaffolding learning ensuring that it is accessible to all pupils (Westwood, 2018). Inclusive and Adaptive Teaching: Meeting the Challenge of Diversity in the Classroom	2, 3, 4
CPD for staff and collaborative practice, including team teaching, modelled lessons and best practice visits Embedding Rosenhine/Walk-Thrus	Supporting high quality teaching is pivotal in improving children's outcomes. High quality teaching can narrow the disadvantage gap. It is therefore hugely encouraging to see a host of new initiatives and reforms that recognise the importance of teacher quality such as the new National Professional Qualifications. Delivering impactful CPD on building relationships. Research suggests that fostering and building a positive relationship positively impacts disadvantaged pupils. Walk-Thru strategies positively engage pupils through a variety of strategies such as think, pair, share, scaffolding, building relationships etc. This will empower teachers to connect with their pupils and enable their disadvantaged pupils to develop a positive outlook on their learning. Education Endowment Foundation:	2, 3, 4

	<u>Effective Professional Development</u>	
Invest in training and support from NPQ range and also consultants to support the model of instructional coaching for	Instructional coaching is currently the highest quality CPD which allows for the most progressive and rapid change in teaching. It uses expert teachers to deliver one-to-one, recurring, sustained, classroom practice focused sessions, which use observation and feedback	2, 3, 4

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staff to develop quality of teaching. Leaders will be trained to carry out instructional coaching.	cycles and encourage teacher to engage in the deliberate practice of specific skills. <u>Desimone, L. M. & Pak, K. (2017): Instructional Coaching as High-Quality Professional Development. Theory into Practice.</u>	
Oracy and vocabulary development approaches explicitly support communication through talking, verbal expression, modelling language and reasoning.	There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their schools experience and learning later in their school lives. The average impact of Oral Language interventions is approximately an additional six months' progress over the course of a year. There is a strong evidence base that suggest oral language interventions, including dialogic activities such as high-quality classroom discussions, are inexpensive to implement with high impacts on reading. <u>Education Endowment Foundation: Oral Language Intervention</u>	2, 3, 4
Pupil Progress Meetings have a particular focus on Pupil Premium children.	All staff have a clear understanding to the barriers the children who are working below age related are facing. All staff have clear strategies and are confident in supporting the children across the curriculum. <u>Education Endowment Foundation: EEF Guide to the Pupil Premium</u>	2, 3, 4

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

Budgeted cost: £35,805

Activity	Evidence that supports this approach	Challenge number(s) addressed
Specialist reading interventions through RWI across all year groups to increase progress and attainment and reading.	Research suggest that interventions that deploy effective, proven strategies can be beneficial to learning. For example, reading comprehension strategies can add up to 6 months (EEF, 2021). Multi-sensory approaches employed in interventions such as	2, 3, 4

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	Widgit/colourful semantics) (Hettiarachchi & Ranaweera, 2019) Education Endowment Foundation: Reading Strategies	
Additional phonic sessions targeted at disadvantaged pupils who require further phonics support. This will be a personalised programme, adapted to meet their needs	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly those from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period of up to 12 weeks. Education Endowment Foundation: Phonics	2, 3, 4

Provide targeted, structured interventions to children across whole school in Reading and Maths	Interventions should be carefully linked to classroom teaching and matched to specific needs, whilst not inhibiting pupil's access to the curriculum. Evidence suggests that teaching assistants are more likely to have a positive impact when delivery structured interventions rather than being a general support. As a result, teaching assistants in KS2 will carry out regular small group maths interventions. Education Endowment Foundation: Selecting Interventions Education Endowment Foundation: Improving Mathematics in Early Years and Key Stage 1 Education Endowment Foundation: Improving Mathematics in Key Stage 2 and 3	4
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £18,257

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Attendance Officer - responsibility for improving attendance, who keeps a high level of communication and support with targeted families and EWO	Parental engagement means schools working with parents to improve children's academic outcomes (EEF, 2021). Education Endowment Foundation: Working with Parents to Support Children's Learning	6,7,8
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Funding /subsidising trips and visits to ensure disadvantaged children have equal access to enrichment opportunities.	“Schools also commonly said that they used the Pupil Premium to provide a wider range of curriculum opportunities and/or to ensure that money did not become a barrier to equality of access to an enhanced curriculum. LOTC, 2021 Council for Learning Outside the Classroom: Using Pupil Premium for Learning Outside the Classroom	5
Breakfast Club attendance	Parental engagement means schools working with parents to improve children’s academic outcomes (EEF, 2021). Education Endowment Foundation: Working with Parents to Support Children’s Learning	5, 6, 7
Increased attendance at after school clubs.	Research shows that the impact of extending the school time increases progress by three months in the course of the year. Research also shows an increase in attendance which also supports the development of disadvantaged pupils’ social and emotional needs.	1, 5, 6, 7

Total budgeted cost: £92,415

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Impact on pupil outcomes in the 2025 to 2026 academic year:

2025-2026		Overall	% PP at ARE	% Not PP at ARE	% Nat Av 2026 PP EXS	% Nat Av 2026 Not PP EXS
EYFS (GLD)		80%	83% (6)	78% (9)		
Year 1 phonics		92%	80% (5)	100% (8)		
Year 2 phonics		100%	100% (1)	100% (2)		
Year 1	Reading	69%	60%	75%		
	Writing	54%	40%	63%		
	Maths	62%	80%	50%		
	Combined	46%	40% (5)	50% (8)		
Year 2	Reading	63%	70%	50%		
	Writing	57%	70%	33%		
	Maths	62%	70%	50%		
	Combined	56%	70% (10)	33% (6)		
Year 3	Reading	55%	50%	60%		
	Writing	58%	57%	60%		
	Maths	62%	65%	60%		
	Combined	54%	50% (14)	60% (10)		
Year 4	Reading	83%	83%	83%		
	Writing	61%	58%	67%		
	Maths	67%	58%	83%		
	Combined	56%	50% (12)	67% (6)		
Year 5	Reading	70%	83%	63%		
	Writing	71%	83%	64%		
	Maths	76%	83%	73%		
	Combined	71%	83% (6)	64% (11)		
Year 6	Reading	78%	82%	71%		

	Writing	72%	82%	57%		
	Maths	78%	82%	71%		
	Combined	72%	82% (11)	57% (7)	49%	70%

Pupil Premium Impact Analysis 2025-2026

Context and Approach

A consideration throughout is the very small cohort sizes – ranging from just 1 to 14 pupils per group. In such small cohorts, each individual child represents a significant percentage of the data. This means that while the data reveals important patterns, individual circumstances, needs and progress trajectories are equally significant when interpreting results and planning interventions.

EYFS Outcomes (GLD)

The early years data presents an encouraging picture, with PP pupils achieving a GLD rate of 83% compared to 78% for their non-PP peers – a 5 percentage point advantage to the disadvantaged group. With 6 PP children in the cohort, this represents 5 pupils reaching a good level of development, suggesting that interventions to improve outcomes for disadvantaged children, based on well-evidenced approaches and the setting's context and children's needs are proving effective at this crucial early stage.

Both groups are performing at or above typical expectations, indicating strong foundational provision. This positive start for PP pupils is particularly significant as it demonstrates that disadvantage is being addressed effectively from the earliest point in their education. However, maintaining this strong foundation as pupils progress through the school will be critical, particularly given the more variable picture in later years.

Phonics Outcomes

The phonics data reveals a mixed picture across the two year groups. In Year 1, non-PP pupils achieve 100% pass rates (8 pupils) compared to 80% for PP pupils (5 pupils). This 20 percentage point gap represents just one PP child not meeting the expected standard, though this individual clearly requires targeted phonics intervention to prevent them falling further behind.

More positively, the Year 2 phonics retake data shows complete success, with both the 1 PP pupil and 2 non-PP pupils achieving 100% pass rates. This demonstrates that the school's phonics catch-up provision is effective, ensuring that pupils who don't pass the check in Year 1 successfully acquire these essential skills by the end of Year 2.

Years 2-5 Outcomes

The picture across Years 2-5 is considerably more complex, with significant variation between year groups that warrants careful analysis.

Year 2 presents the most concerning data across the school. With only 6 PP pupils in the cohort, the 33% combined attainment figure represents just 2 children achieving age-related expectations across reading, writing and maths. In contrast, 70% of the 10 non-PP pupils reach this standard – a substantial 37 percentage point gap. This disparity is evident across all three core subjects: reading shows a 20 percentage point gap (50% vs 70%), writing reveals the widest subject-specific gap at 37 percentage points (33% vs 70%), and maths demonstrates a 20 percentage point difference (50% vs 70%). Given the very small PP cohort, these outcomes likely reflect specific individual needs and circumstances, but the pattern suggests this group requires intensive, targeted support to prevent these gaps widening as they progress through Key Stage 2.

Year 3 shows a more moderate gap, with PP pupils achieving 50% combined attainment (14 pupils) compared to 60% for

non-PP pupils (10 pupils) – a 10 percentage point difference. Notably, Year 3 has the largest PP cohort in the school, making the data statistically more meaningful than some other year groups. The subject breakdown reveals interesting nuances: reading shows a 10 percentage point gap (50% vs 60%), writing is almost at parity with just a 3 percentage point difference (57% vs 60%), and in maths, PP pupils actually outperform their non-PP peers by 5 percentage points (65% vs 60%). This suggests that maths provision is particularly effective for disadvantaged pupils in this year group, and the strategies being used could potentially inform practice in other subjects and year groups.

Year 4 demonstrates close overall performance between the two groups, though with some subject-level variation. Combined attainment shows a 17 percentage point gap (50% for 12 PP pupils vs 67% for 6 non-PP pupils), but reading achievement is identical at 83% for both groups – an excellent outcome that demonstrates complete parity. Writing shows a modest 9 percentage point gap (58% vs 67%), while maths reveals a more substantial 25 percentage point difference (58% vs 83%). However, with only 6 non-PP pupils in the cohort, this maths gap could represent just 1-2 pupils making the difference, highlighting again how individual performance impacts small cohort percentages.

Year 5 presents exceptional results for PP pupils, who significantly outperform their non-PP peers across all subjects. With 83% combined attainment for the 6 PP pupils compared to 64% for the 11 non-PP pupils, disadvantaged pupils are ahead by 19 percentage points. This pattern is consistent across reading (83% vs 63%, a 20 percentage point advantage), writing (83% vs 64%, a 19 percentage point advantage), and maths (83% vs 73%, a 10 percentage point advantage). With 5 out of 6 PP pupils achieving age-related expectations across all three subjects, this represents highly effective support and provision for this specific cohort, demonstrating what can be achieved when interventions are well-targeted and sustained.

End of KS2 (Year 6) Outcomes

Year 6 outcomes demonstrate strong overall attainment for both groups, with performance well above national averages. Non-PP pupils achieve 82% combined attainment (11 pupils), significantly exceeding the national average of 57% for non-PP pupils, while PP pupils reach 71% combined (7 pupils), also performing above the 72% national average for disadvantaged pupils.

The 11 percentage point gap between the two groups in combined attainment represents approximately 1-2 pupils in a cohort of just 7 PP children, meaning individual circumstances have a substantial impact on the overall percentage. Subject-level analysis reveals that reading and maths both show 11 percentage point gaps (82% vs 71%), while writing demonstrates the widest disparity at 25 percentage points (82% vs 57%). This writing gap is particularly notable and, despite the small cohort size, suggests that writing may warrant specific attention in intervention planning for disadvantaged pupils approaching the end of Key Stage 2.

The strong overall performance at Year 6, particularly when compared to national benchmarks, indicates that the school's provision is largely effective in supporting pupils to achieve well by the end of primary education. However, the persistent writing gap across multiple year groups suggests this may be an area for strategic focus in the school's pupil premium strategy.

Key Patterns and Strategic Considerations

Several important patterns emerge from this analysis. Firstly, there is considerable year-on-year variation in the PP/non-PP gap, ranging from PP pupils significantly ahead in Year 5, to substantial gaps favouring non-PP pupils in Year 2. This variability, combined with the very small cohort sizes, suggests that individual pupil needs and the specific composition of each cohort have a significant influence on outcomes.

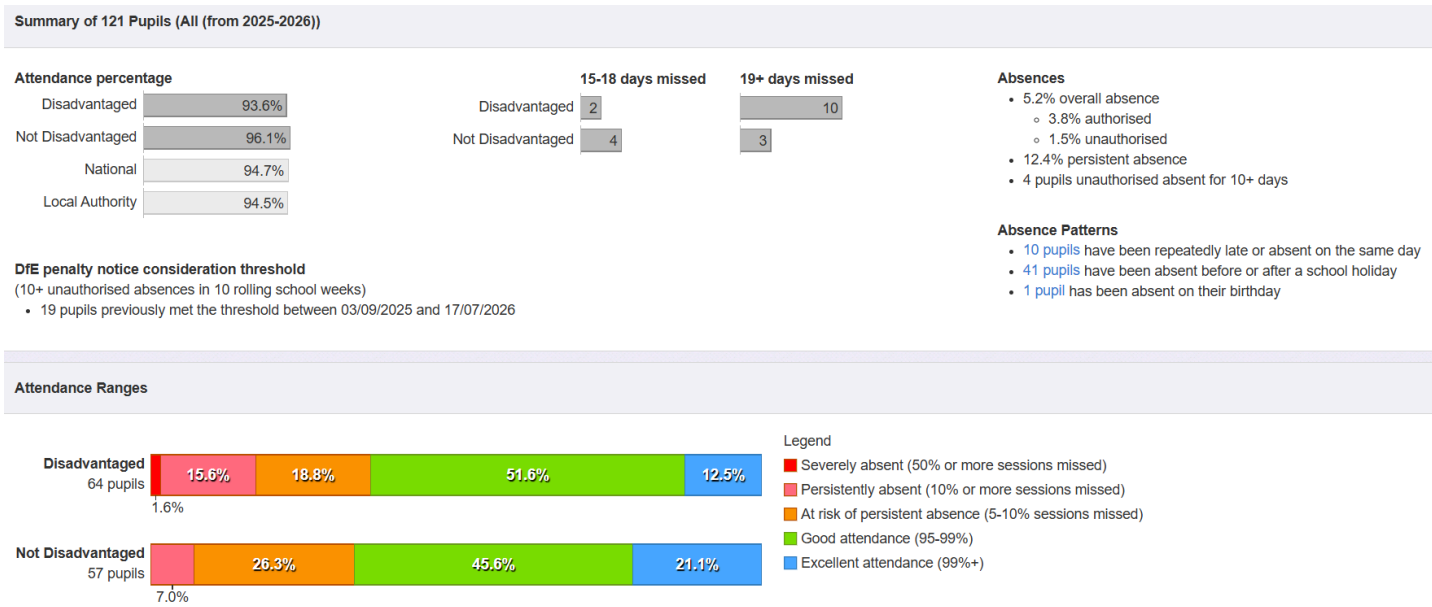
Writing emerges as a relative area of concern across multiple year groups, with notable gaps in Years 2, 4 and 6. This pattern, visible across different cohorts, suggests that writing may benefit from strategic attention in the school's approach to supporting disadvantaged pupils.

Conversely, there are clear areas of strength. The positive EYFS outcomes for PP pupils, the complete parity in Year 4 reading, and the exceptional Year 5 results all demonstrate that effective support for disadvantaged pupils is happening in specific contexts. Understanding what is working well in these areas could inform practice more widely across the school.

The phonics data shows that while there may be initial gaps in Year 1, the school's intervention strategies successfully close these by Year 2, demonstrating effective catch-up provision.

Given the small cohort sizes and year-on-year variation, strategic decisions should be informed by this data alongside detailed knowledge of individual pupils' needs, circumstances, and progress over time, with trends across multiple years likely to be more meaningful than single-year snapshots.

Attendance & Engagement Impact



Attendance data reveals a 2.5 percentage point gap between disadvantaged (93.6%) and non-disadvantaged pupils (96.1%), with disadvantaged pupils also falling below the national average of 94.7%. Persistent absence disproportionately affects disadvantaged pupils, with 10 disadvantaged children missing 15-18 days compared to just 3 non-disadvantaged pupils. Concerning patterns include 41 pupils absent around holidays and 19 pupils meeting the DfE penalty notice threshold.

Proposed pupil premium interventions include:

- Early identification systems to support disadvantaged families when attendance declines
- Targeted family engagement addressing specific barriers
- Enhanced pastoral support for families of persistently absent disadvantaged pupils
- Attendance incentive programmes designed to engage disadvantaged children
- Regular monitoring to track impact and adjust interventions