

Pupil premium strategy statement – Derry Hill School

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	206
Proportion (%) of pupil premium eligible pupils	10%
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)	2025-2028
Date this statement was published	December 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Martyn Riley
Pupil premium lead	Martyn Riley
Governor / Trustee lead	Dave Halls

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 36,395
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>	£ 36,395

Part A: Pupil premium strategy plan

Statement of intent

At Derry Hill Primary school, we strive to provide the best standard of education we can for all of our pupils. We want to enable all of our pupils to achieve their full potential. We pride ourselves in giving our pupils the skills, knowledge and building blocks to become confident, happy children, who are positive about themselves and what they are capable of achieving both now and in the future.

'If you get it right for the most disadvantaged, you get it right for everyone.'

Sir Martyn Oliver, Ofsted Chief Inspector

We provide a stimulating environment, where each child can develop at his or her own pace and where each child is valued as an individual. We believe that learning should be fun, exciting and inspiring for all pupils regardless of their individual needs and personal circumstances. Derry Hill School has a caring, nurturing, positive atmosphere where all children can develop self-discipline, resilience, understanding and compassion.

We are committed to creating a positive, safe and caring Christian environment, where all members of the school and wider community will be respected and valued. We support one another to put down strong roots within our distinctively Christian culture, growing from our core values of peace, love, friendship, courage, hope and trust. In this way, we will each be the very best we can be.

The focus of our Pupil Premium strategy is to support Disadvantaged pupils and those who have fallen behind to achieve that goal, including progress for those who are already high-attainers. At Derry Hill School our vision is to 'Let Your Light Shine' and let others see your good works.

The interventions and support we have outlined in this statement are also intended to support children's needs, regardless of whether they are Disadvantaged or not. We believe that the early identification of the needs and challenges some of our pupils experience and our ability to implement immediate, bespoke interventions to meet these needs is a real strength of Derry Hill School and this has a strong impact on our Disadvantaged pupils attainment, attendance and wellbeing.

High-quality teaching is at the heart of our approach, with a focus on areas in which Disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-Disadvantaged pupils at Derry

Hill School. Implicit in the intended outcomes detailed below, is the intention that non-Disadvantaged pupils' attainment will be sustained and improved alongside progress for their Disadvantaged peers.

Allocation of additional funding

At Derry Hill Primary school, we refer to the Education Endowment Foundation (EEF) Guide to the Pupil Premium.

This includes the following key principles of spending:

- Schools can make a difference in narrowing attainment gaps;
- Evidence-informed teachers and leaders must combine research findings with professional expertise to make decisions;
- Quality First Teaching (QFT) helps every child;
- Funding must support middle and higher attaining pupils – it must not solely focus on lower ability pupils;
- Focusing on a small number of carefully chosen priorities is effective - less can be more.

To ensure our strategies are effective we will:

- ensure Disadvantaged pupils are challenged in the work that they are set
- act early to intervene at the point need is identified
- Adopt a whole school approach in which all staff take responsibility for Disadvantaged pupils' outcomes and raise expectations of what all pupils can achieve.

At Derry Hill School we will focus on:

Quality First Teaching Ensuring all of our teachers are effective, highly skilled teachers and that every teacher is supported to keep improving their practice. We believe this is a key ingredient of a successful school. Spending on improving teaching might, but not exclusively, include professional development and training.

Targeted academic support Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not currently making good progress. Considering how classroom teachers and teaching assistants can provide targeted academic support,

including how to link structured one-to-one or small group intervention to classroom teaching, is another key component of an effective Pupil Premium strategy. The EEF have evaluated the impact of a range of strategies and we refer to some of these resources when planning our support provision.

Wider strategies Wider strategies relate to the most significant non-academic barriers to success in our school, including attendance, behaviour and social and emotional support. We will adopt wider strategies such as ELSA support and signposting parents for support and advice, supporting families where there are attendance issues, and purchasing school uniform. We will also provide additional curriculum resources such as books, loan of digital devices, support with financing school trips and support with extra-curricular activities, such as participating in sports club and access to music lessons to help tackle these challenges and to ensure all of our children are given equal opportunities to access the best education possible.

Challenges

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

Challenge number	Detail of challenge
1	Assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.
2	Assessments indicate that writing attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.
3	Emotional wellbeing of our children, them not being in a learning state of mind/ready to learn or building resilience in their learning
4	Attendance including lateness and persistent absence

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 are Pupil Premium and have an EHCP will make excellent progress from their starting points	100% of Pupil Premium EHCP pupils will have made better than expected progress from starting points evident in books and data even if they are not able to reach the expected level for their age by the end of KS2
The attainment of our pupil premium pupils with no additional needs will be at the expected level of higher in reading, writing and maths	Data will show that accelerated progress is made over three years. Attainment will show 100% of our pupil premium pupils with no additional needs are working at the expected level or higher over the three-year period.
Our pupil premium pupils are engaging with mastering early number and times tables practice	1times tables tracking data show increased progress over time for our pupil premium pupils. 100% of our pupil premium pupils (non-SEND) in Year 4 will pass the multiplication Times Table Check and our SEND pupil premium will have made progress from their starting points.
Attendance of our pupil premium pupils is above 96% and pupils are on time	Attendance will be 96%+ for pupil premium pupils and lateness will not an issue. Any individual genuine illness absence is accounted for within the context of this and evidence of intervention to improve any persistent absenteeism.
Pupils who are pupil premium will not be held back by financial restraints and will access extra-curricular activities in line with their peers	100% of pupil premium pupils will attend trips, residential trips and other curricular activities.

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: £ 18,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training for staff on mental health of pupils	<p>Designated Mental Health Lead (Qualified) to continue to lead training on mental health and strategies with staff to be ensure they are aware of, can identify, support and work with pupils with mental health needs in order to support them and enable them to continue to fully access learning. Further CPD will also be provided by outside support agencies such as resilience coaching and sleep support.</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1020249/Promoting_children_and_young_people_s_mental_health_and_wellbeing.pdf</p>	3 & 4
Early reading training and phonics training whole school	Training from the SSP will continue to be provided by the phonics lead and shared with all staff, including TA's. Dedicated time will be set aside for 1:1 reading opportunities with a trained adult. Interventions will be monitored and RAG rated to ensure measurable steps of progress. Parent workshops will be	2

	offered to all parents to support with phonics and reading at home. Pleasure of reading will be prioritised by staff and will be modelled by all staff.	
Ensuring access to and understanding of curriculum specific vocabulary	<p>Exposing children to a wider range of subject specific vocabulary through the continuation of Knowledge Organisers and ensuring understanding throughout our curriculum. Exposing children to a wide range of rich and high-quality texts across the curriculum. High quality rich and diverse texts purchased.</p> <p>Improving Literacy in Key Stage 1 EEF educationendowmentfoundation.org.uk</p> <p>Improving Literacy in Key Stage 2 EEF educationendowmentfoundation.org.uk</p>	2 & 3
Early language development and support	Focus on improving vocabulary and communication skills of our youngest children. Early identification of Pupil Premium children and support for these children. Measurable points in the year to track GLoD, primarily in literacy areas.	2 & 3
Staff CPD	High quality staff CPD is essential to follow EEF principles. This is followed up during staff meetings. Disadvantaged lead attending regular county training which is then feed back to staff. In addition, through pupil premium partners work and sharing best practice- to include the use of CPD for effective feedback for learners.	1, 2 & 3

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

Budgeted cost: £ 13,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of interactive adaptive online programme to support maths, spelling and reading	<p>Doodle purchased annual licence for pupils. Use in school time on adaptive programme and as home learning to motivate all pupils to stay in the 'green' zone and support memory learning through practice, revisiting of key concepts in maths, spelling and reading. Adaptive according to pupils work within the programme and monitored by class teachers. Support for pupils to work online at home in a competitive and collaborative way to reward, praise and encourage participation which needs little adult support at home. An individualised programme from a baseline assessment to best support the child, identifying gaps and providing teaching opportunities to go alongside classroom practise.</p> <p>https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/collaborative-learning-approaches</p>	1, 2 & 3
Times tables rockstars	<p>Support for pupils to work online at home in a competitive and collaborative way to reward, praise and encourage participation which needs little adult support at home. We link this with challenges in school to support with Year 4 multiplication check</p> <p>https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/collaborative-learning-approaches</p>	1 & 3
Higher level Teaching Assistant interventions in KS2	<p>Additional high-quality teaching interventions in KS2 have previously ensured at least expected progress is made and increases our % of GD across Reading,</p>	1, 2 & 3

	Writing and Maths and is delivered 'finger on the pulse' at the point of need to ensure it is timely and applied to learning across the curriculum.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 5,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA, forest school and wellbeing	It is essential that we know our children and their families and can spot any 'triggers' that may affect their learning. Our ELSA team support all pupils including those who are disadvantaged as and when needed through measured support. Therapeutic gardening and forest school sessions.	3 & 4

Total budgeted cost: £ 36,395

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Intended outcome	Success criteria
<p>Emotional and wellbeing needs are quickly addressed for identified children</p>	<p>Senior Mental Health lead to deliver training to all staff</p> <ul style="list-style-type: none"> - Headteacher has gone on training and disseminated information to all staff. This includes our approach to children/families in crisis and what other support is available to the school. <p>ELSA support timetable to be effective and reviews in place.</p> <ul style="list-style-type: none"> - A detailed timetable has been implemented, allowing our children time and space to access support. ELSA's meet regularly with other cluster ELSA's and share good practice with an ED. Psych who chairs and regulates the meetings.
<p>Create a network of leaders overseeing Pupil Premium, in order to increase accountability and drive forward progress for PP in all areas of the curriculum.</p>	<p>Ensure subject leaders are assessing the performance of PP children within their subjects</p> <ul style="list-style-type: none"> - All assessments have PP children in mind and for Foundation assessments it is a specific requirement to highlight PP children to ensure all staff are aware of the progress, or lack thereof, for these children. Within Pupil Progress meetings we will always discuss PP children as a matter of priority to ensure they have access to all resources and provision is of the highest quality to ensure gaps are closed to peers. <p>Work closely with the SENDCo in order to share best practice and develop strategies for disadvantaged children to make further progress.</p> <ul style="list-style-type: none"> - SENDCo has developed a highly detailed and extensive intervention plan which incorporates PP children and their needs, aligned with their barriers to learning. <p>Ensure link governors are up to date with PP strategy in school by PP lead attending governor's meetings.</p> <ul style="list-style-type: none"> - Staff governor is PP lead, Assessment lead and English lead so can collaborate across all significant areas for the governing board.

	<p>ELSA is being delivered to any PP children that need to access it, and ELSA providers are aware of this.</p> <ul style="list-style-type: none"> - Where appropriate PP children have access to ELSA and this is constantly being reviewed to ensure the provision is of the highest quality and purposeful <p>Teachers receive CPD to improve quality of teaching in class.</p> <ul style="list-style-type: none"> - Teachers have access to high quality CPD and this is linked to PM and teachers will then disseminate this training to the wider workforce to ensure all teachers are upskilled in various subjects and having a direct impact on the quality of teaching. This is then monitored by subject leaders and SLT
<p>Improved oral grammar, spelling & vocabulary skills within writing among disadvantaged pupils.</p>	<p>SLT to work with writing leads to embed new approach to writing in order to initiate greater progress for our disadvantaged writers.</p> <ul style="list-style-type: none"> - 61% of our PP children made the expected progress measure in writing, however 28% of our PP children made above expected progress in writing over the academic year. This data set shows that the approach is being embedded and is being successful in its approach and application. <p>Attainment of PP writers that are at ARE to improve from 33% (current Yr.5)</p> <ul style="list-style-type: none"> - Currently this stands at 67% ARE, with the other child working well below Yr. group with significant additional needs. <p>Attainment of PP writers that are at ARE to improve from 42% (whole school)</p> <ul style="list-style-type: none"> - This remains at 42%, but there has been movement in the group below ARE (just below) with now 25% of children in this group. This will be our target group for the following year.
<p>Improved reading attainment for disadvantaged pupils at the end of KS2.</p>	<p>Attainment of PP children that are at ARE in reading to improve from 63%</p> <ul style="list-style-type: none"> - Current attainment data for the cohort suggests 67%, however with only three children this is walking a tightrope. Resources will be put into place to ensure we achieve about target. <p>New methods of assessment and monitoring to be introduced and then embedded which highlight areas for improvement in reading more accurately.</p> <ul style="list-style-type: none"> - PIRA, PUMA and GAPS assessments have been purchased and used across the school. In Yr. 6 we use past SATs papers as this is the most realistic approach to prepare the children for end of KS assessments. With the other forms of assessments there is a standardised score to compare Nationally so we are aware of how our children are performing. Monitoring of assessments is taking

	<p>place and conversations are taking place within Pupil Progress meetings and SLT observations.</p>
<p>Further improve school's understanding & control over the extra support disadvantaged children are accessing, and track this into future years ensuring an efficient and outstanding use of funding.</p>	<ul style="list-style-type: none"> - Develop more monitoring systems to track children's access to extra support, both in class and out of class. <p>SENDCo has established a comprehensive list of interventions which all include start and end point data. This has been in collaboration with MISA. Children are discussed at pupil progress meetings (at least three times per year) and through SEND meetings. All PP children are tracked half termly through Insight tracking system and this is led by DHT/PP lead</p> <ul style="list-style-type: none"> - Ensure staff CPD is current and timely <p>Staff have access to National college, of which CPD is current and purposeful and therefore have a direct impact on the quality of teaching.</p> <ul style="list-style-type: none"> - Continue to develop PP lead through right choice and national college training <p>PP lead has attended cluster hub meetings and completed a range of different courses on National college to enhance his understanding of Pupil Premium and how best to utilise the spend for the benefit of our children.</p> <ul style="list-style-type: none"> - Rigorous monitoring of PP and non PP children by subject leaders, through learning walks, book looks, pupil progress meetings, data and pupil/ teacher voice. <p>Monitoring schedule has been followed and children are discussed at pupil progress meetings and in staff meetings where appropriate. Book looks and learning walks have been completed, not only within the school setting but also through Local Authority monitoring visits.</p>

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil 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***

The impact of that spending on service pupil premium eligible pupils

Further information (optional)

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