

Pupil premium strategy statement 2025 - 2026



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
School name	Deighton Gates Primary School
Number of pupils in school	205
Proportion (%) of pupil premium eligible pupils	3.4% (6 children, 1 Services, 0 PCLA/CLA)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2025/2026 – 2027/2028
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Mrs A. Myers (Headteacher)
Pupil premium leaders	Mrs A. Myers (Headteacher) Mr L. Hale (Deputy Headteacher) Mrs B. Smith (SENDCo)
Governor / Trustee lead	Mrs K. Carroll : Lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£9,440 6 x £1515 (FSM) 1 x £350 (Forces)
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	£9,440



Part A: Pupil premium strategy plan

Statement of intent

What does Deighton Gates Primary School want for our most disadvantaged pupils?

- Regardless of disadvantage, we want **all** pupils to achieve their potential.
- That the use of funding and support is used effectively to enable disadvantaged pupils to overcome any barriers so that they achieve, progress and attend school in line with their peers.
- For all pupils to be prepared for the next phase of their education.

Rooted in our vision of 'Excellence for All: every child matters; every effort counts' we aim to provide an inclusive, ambitious education where every child feels valued and empowered to succeed. Our ultimate aim is to narrow and, ultimately eliminate, the attainment gap between disadvantaged pupils and their peers by:

- Raising attainment in reading, writing, and mathematics so that outcomes are consistently at or above national expectations.
- Ensuring disadvantaged pupils access the full breadth of our curriculum, including enrichment and leadership opportunities.
- Improving attendance and reducing persistent absence for disadvantaged pupils.
- Supporting pupils' social, emotional, and mental health (SEMH) so they are ready to learn and succeed.

Our pupil premium strategy is underpinned by the latest evidence from the Education Endowment Foundation (EEF) and DfE guidance, and is monitored for impact throughout the year.

To ensure we are effective we will:

- 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 they can achieve.
- Regularly review the impact of academic intervention in addition to social, emotional and behavioural support through termly Pupil Progress Meetings.
- Continually review and evaluate progress made so that we are continually working towards achieving our objectives.
- In addition, the school regularly considers current provision available in school and seeks to expand the range of support on offer; from within, through training or externally, by accessing professional support or expertise.



Challenges

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

Challenge number	Detail of challenge
1	The attainment gap continues to exist in core subjects between disadvantaged children and their peers.
2	Our attendance data indicates that attendance among some disadvantaged children is lower than for their peers. Absenteeism is negatively impacting their progress.
3	Assessments indicate underdeveloped oral language skills and vocabulary gaps.
4	Social, emotional, and behavioural needs are affecting readiness to learn.
5	Additional contextual concerns are impacting readiness to learn.
6	Limited engagement of enrichment opportunities compared with 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 outcomes	Success criteria
Progress for all pupils from their starting points. We aim to close the gap for our disadvantaged children.	All pupils, including those eligible for pupil premium funding, demonstrate at least expected progress from their individual starting points in reading, writing, and mathematics, as evidenced by termly assessment data.
To achieve and sustain improved attendance and punctuality for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2024/25 demonstrated by: - The overall percentage of absences places us in the lowest 10% of all schools. - The percentage of all pupils who are persistently absent places us in the lowest 10% of all schools. - The attendance percentage of disadvantaged pupils is broadly in line with their non-disadvantaged peers.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2025/26 will be demonstrated by: - qualitative data from student voice, parent surveys and teacher observations. - Increased participation in enrichment activities (such as extra-curricular clubs and targeted break and lunch time activities), particularly among disadvantaged pupils.
Improved oral language skills and vocabulary among disadvantaged pupils, including speech and language.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Continue to ensure disadvantaged children will access all curriculum enhancements and extra-curricular activities.	We will ensure that 100% of disadvantaged children access extra-curricular activities.



Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £968

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD: Training for teachers on whole school aspects of teaching and learning in core subjects to support sustained change in school.	There is an evidence base that the impact of mastery learning approaches is an additional five months progress, on average, over the course of a year. Mastery learning EEF (educationendowmentfoundation.org.uk)	1, 3
Reading comprehension and fluency programme Structured reading and fluency comprehension scheme across school with additional groups for disadvantaged pupils	Whole class reading approaches have a strong evidence base that indicates a high impact on the outcomes and progress of pupils. It is a key component of early reading instruction: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	1, 3



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

Budgeted cost: £2,832

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics and reading support. Targeted support in Key Stage 2 delivered by trained staff.	Cognition & Learning: Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/	1, 3
Small group tutoring Additional teacher-led sessions in reading, writing and maths for disadvantaged pupils below ARE.	Cognition & Learning: To strengthen decoding and comprehension, a structured programme of small group reading and reading comprehension will be introduced. The EEF Teaching and Learning Toolkit highlights “reading comprehension strategies” as a high-impact, low-cost intervention with moderate strength evidence. According to the Toolkit, this approach can produce an average of 7 additional months’ progress in reading for pupils who receive it, compared to peers who do not. Reading comprehension strategies EEF Reading-focused studies showing comparable gains in the EEF Teaching & Learning Toolkit, specifically under the “Small group tuition”. This states that “Small group tuition has an average impact of four months’ additional progress over the course of a year.” And further: “Most of the research on small group tuition has been conducted on reading and there is a greater impact, on average (+4 months).” Small group tuition EEF	1, 3



Reading fluency groups Structured groups across school that focus on reading fluency practice, including beyond phonics.	Cognition & Learning: From EEF's Fluency materials: "Fluent readers demonstrate automaticity in recognising words, allowing them to focus on comprehension and deeper understanding of the content." Fluency EEF EEF's blog "Why focus on reading fluency?" recommends repeated reading and assisted reading techniques: "Pupils practice reading texts repeatedly until they can read the text in a fluent manner." Why focus on reading fluency? EEF	1, 3
Speech and Language Support Targeted support across school delivered by trained staff.	Communication & Interaction: Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	1, 3

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

Budgeted cost: £5,640

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance and punctuality monitoring Regular attendance and punctuality monitoring with data tracking for disadvantaged and proactive support for, and engagement with, families.	Social, Emotional & Mental Health: EEF Rapid Evidence Assessment on Attendance This review highlights that targeted attendance interventions, especially those combining attendance tracking with family engagement, show promise in boosting attendance among pupils facing disadvantage. Attendance interventions rapid evidence assessment EEF A 2025 Department for Education report confirms a strong association between pupil attendance and academic achievement. Children with higher attendance rates are statistically more likely to reach age-related expectations at KS2. Link between attendance and attainment - GOV.UK	1, 2, 5



	Improving attendance through tailored family support ensures access to learning, addressing barriers and boosting attainment for disadvantaged pupils.	
Learning Mentor Identify, plan and deliver SEMH interventions with key disadvantaged pupils – including the support of coaching sessions across school.	Social, Emotional & Mental Health: From the EEF Teaching & Learning Toolkit — Social and Emotional Learning (SEL): “Interventions which target social and emotional learning seek to improve pupils’ interaction with others and self-management of emotions, rather than focusing directly on the academic curriculum. As a result, any impact on academic performance is likely to be indirect, through improved behaviour, attendance and motivation.” The toolkit reports that for primary-aged (or mixed-age) SEL interventions the average impact is around +2 months in academic outcomes, though outcomes on social/emotional measures are often stronger. The toolkit states: “Interventions for secondary age pupils tend to be more effective (+5 months) than those evaluated in primary schools (+2 months).” To support our staff, we referred to the EEF social and emotional research to ensure our support is personalised to our disadvantaged children. Evidence from the EEF’s Teaching and Learning toolkit suggests that effect SEL can lead to learning gains of +4 months over the course of a year. Improving Social and Emotional Learning for children from disadvantaged backgrounds and other vulnerable groups, who, on average, have weaker SEL skills at all ages than their non-disadvantaged peers is essential. There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf We provide targeted support for pupils needing additional support to further develop their social and emotional skills and regulation including building resilience socially, emotionally and academically.	4, 5



Parental Relationships The learning mentor to build relationships with parents to identify issues and signpost for support.	Social, Emotional & Mental Health: The EEF guidance on working with parents highlights the importance of tailored school communications to encourage positive dialogue about learning, especially for families who may face barriers in engaging with their children’s education. This emphasises the role of staff, including learning mentors, in building trusting relationships that allow issues to be identified early and appropriate support to be signposted. The report also recommends schools “offer more sustained and intensive support where needed”, which aligns with the role of learning mentors in proactively connecting with parents, understanding their challenges, and guiding them to relevant resources. Working with Parents to Support Children's Learning EEF EEF analysis of 63 trials on closing the attainment gap shows that children with recent social-care involvement are overwhelmingly drawn from disadvantaged cohorts, reinforcing the strong link between social-worker involvement and socio-economic disadvantage. EEF Blog: What can 63 EEF trials tell us about closing the... EEF	4, 5
Enrichment & Inclusion Fund: Ensure disadvantaged pupils access trips, clubs, music tuition and leadership opportunities.	Pupils from disadvantaged backgrounds are given the same opportunities and experiences as children from non-disadvantaged backgrounds. Through these opportunities, we aim to support our pupils in having high aspirations from themselves. We referred to the following report to give our disadvantaged pupils the opportunities to access a range of activities. All disadvantaged pupils will have the opportunity to access extra-curricular activities throughout the year. https://assets.publishing.service.gov.uk/media/5d307b8de5274a14e9f6bc20/An_Unequal_Playing_Field_report.pdf	6

Total budgeted cost: £9,440

Part B: Review of outcomes in the previous academic year



Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 2024 academic year.

Year	Reading %	Writing %	Maths %
R	n/a	n/a	n/a
1	EXS 100%	EXS 100%	GDS 100%
2	WTS 100%	PKS 33% WTS 67%	WTS 67% EXS 33%
3	WTS 100%	WTS 100%	WTS 100%
4	50% PKS 50% EXS	50% PKS 50% EXS	50% PKS 50% EXS
5	n/a	n/a	n/a
6	33% WTS 67% GDS	33% WTS 33% EXS 33% GDS	100% EXS

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Externally provided programmes



Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Times Tables Rock Stars	Times Tables Rock Stars (ttrockstars.com)
Spelling Shed	Spelling Shed - Spelling Shed - The Science of Spelling
Maths Shed	MathShed - Mathematics game for school and home
Bug Club E-Books	Bug Club Phonics 2021 Whole Class Teaching + eBooks (pearsonschoolsandfecolleges.co.uk)
Phonics Play	PhonicsPlay
PurpleMash	Purple Mash by 2Simple