

# Pupil premium strategy statement – Darwen St James’

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                                                                                                                                                       | 201 total (166 main school + 35 Nursery/Pre-School) |
| Proportion (%) of pupil premium eligible pupils                                                                                                                                  | 60.6% PPG (91 pupils in main school); 43.3% FSM     |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> ) | 2024-27                                             |
| Date this statement was published                                                                                                                                                | Sept 2026                                           |
| Date on which it will be reviewed                                                                                                                                                | by Dec 2027                                         |
| Statement authorised by                                                                                                                                                          | L. Peckson                                          |
| Pupil premium lead                                                                                                                                                               | M. Matthews                                         |
| Governor / Trustee lead                                                                                                                                                          | Kevin Colyer                                        |

## Funding overview

| Detail                                                                                                                                                                             | Amount      |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|
| Pupil premium funding allocation this academic year                                                                                                                                | £118,281.87 |
| Pupil premium funding carried forward from previous years<br>(enter £0 if not applicable)                                                                                          | £0          |
| <b>Total budget for this academic year</b><br><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> | £118,281.87 |

# Part A: Pupil premium strategy plan

## Statement of intent

### **Statement of intent**

*At DSJ we target the use of the Pupil Premium funding to ensure that our disadvantaged children receive the highest quality of education to enable them to become positive citizens of tomorrow, non-pupil premium children also benefit from the strategies and funding in place. We focus on inspiring children to learn, equipping them with the skills, knowledge and understanding necessary to be autonomous learners who reach their full potential academically, socially and spiritually regardless of their background. We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning.*

### **Our ultimate objectives are:**

- *Remove barriers to learning created by poverty, family circumstances and background.*
- *Narrow the attainment gaps between disadvantaged children and their non-disadvantaged counterparts both within school and nationally.*
- *Ensure all children are able to read fluently and with good understanding to enable them to access the breadth of the curriculum.*
- *Develop their confidence in their ability to communicate effectively in a wide range of contexts.*
- *Enable children to look after their social and emotional wellbeing and to develop resilience.*
- *Access a wide range of opportunities to develop their knowledge and understanding of the world.*

### **Our context:**

*The school is located in an area of high social deprivation. **60.6% of children in main school are eligible for pupil premium funding** (£118,281.87 allocation) in comparison to 25.7% nationally. 98% of our population fall into the bottom half of the Index of Multiple Deprivation.*

### **Achieving our objectives:**

*In order to achieve our objectives and overcome identified challenges to learning we will:*

- *Provide all teachers with high quality CPD (including StepLab instructional coaching and EEF 'Five-a-Day' strategies) to ensure that children access Quality First Teaching.*

- *Provide targeted intervention and support to quickly address identified gaps in learning, including the use of small group work and Ready Steady Write/Read schemes.*
- *Target funding to ensure that all pupils have access to trips, residentials and first-hand learning experiences.*
- *Provide opportunities for all pupils to participate in enrichment activities including sport, music (Kapow scheme), and clubs.*
- *Provide appropriate nurture and sensory regulation support (repurposed Nurture/Sensory space) to enable pupils to access learning within and beyond the classroom.*

### **Key Principles:**

- *We will ensure that effective teaching, learning and assessment meets the needs of all pupils through the rigorous analysis of data.*
- *Class teachers will identify through pupil progress meetings specific intervention and support for individual pupils which will be reviewed at least termly.*
- *Alongside academic support, we will ensure that those pupils who have social, emotional and mental health needs access high-quality provision from appropriately trained adults using Emotion Coaching and regulation frameworks.*

## **Challenges**

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

| <b>Challenge number</b> | <b>Detail of challenge</b>                                                                                                                                                               |
|-------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1                       | Delayed communication, oral language, and early writing/transcription skills across EYFS and Key Stage 1.                                                                                |
| 2                       | Attendance and Persistent Absence: Whole-school attendance (currently 93.2%) and driving down Persistent Absence (23.9%).                                                                |
| 3                       | Social, Emotional and Mental Health (SEMH) & Complex Needs: High density of vulnerable pupils (25 active cases, 12 EHCPs) requiring structured sensory regulation and emotional support. |
| 4                       | Behaviour for Learning & Adaptive Lesson Design: Eradicating classroom inconsistencies in Key Stage 2 and securing active learning structures.                                           |
| 5                       | Gap in Cultural Capital & Limited Life Experiences beyond the immediate local area.                                                                                                      |

## 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                                                                                                                                                                                                                                                         |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Improved level of communication and language skills by the end of the Early Years Foundation Stage. (1)                                                                                                                                  | All PP pupils will be working at or above the expected level in Communication and Language by the end of Reception, targeting 66.7% – 70.0% GLD overall (20–21 of 30 pupils), unless their SEND prevents this                                                            |
| Apart from those with SEND and an EHCP, all PP Pupils will pass the phonics screening by the end of Year 2.                                                                                                                              | All PP pupils will follow a structured synthetic phonics programme throughout Reception and Year 1. Gaps in learning will be identified regularly and focused interventions planned to close these gaps. Target: 72.4% – 75.9% pass rate in Year 1 (21–22 of 29 pupils). |
| Reading, writing and maths                                                                                                                                                                                                               | <p>KS1 Targets (Y2 - 21 pupils): Reading 71.4%, Writing 57.1%, Maths 71.4%.</p> <p>KS2 Targets (Y6 - 19 pupils): Reading 84.2%, Writing 68.4%, Maths 73.7%, Combined RWM 63.2%</p> <p>Y4 MTC Target: Average score 19.5+ (52%+ scoring 25/25).</p>                       |
| Addressing the gap in cultural capital - experiences and visitors planned for all pupils. Ensure that these provided opportunities improve language and communication as well as impacting on children's social and emotional wellbeing. | PP pupils to attend subsidised trips, Year 6 residentials, and visitors. Provided opportunities are targeted to develop language, self-esteem, social-emotional wellbeing, and 'Bucket List' experiences.                                                                |
| Improved behaviour for learning                                                                                                                                                                                                          | All PP pupils will make expected progress across the curriculum. Suspensions maintained at 0 days; frequency of class teachers reporting behaviour as a barrier to learning will decrease through Emotion Coaching and StepLab coaching.                                 |
| Reduced proportion of persistent absentees.                                                                                                                                                                                              | Whole-school PP attendance pushed towards 95.0%; Persistent Absence driven down below 20.0% using the walking bus, inclusion officer visits, and attendance rewards.                                                                                                     |

## 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: £ 30,531.87

| Activity                                                                                                                                                                                                                                          | Evidence that supports this approach                                                                                                                                              | Challenge number(s) addressed |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| <b>Early Communication &amp; Phonics CPD:</b><br><br><b>Baseline screening using WellComm, Golden 5 strategy, and Early Talk Boost implementation.</b><br><b>Monthly CPL release for EYFS/KS1 staff.</b>                                          | WellComm case studies demonstrate a reduction in red/amber language flags from 66% to 25%. EEF Toolkit: Oral language interventions (+5 months).                                  | 1, 4                          |
| <b>Quality of Teaching for All (StepLab &amp; EEF 'Five-a-Day'):</b><br><br><b>Rollout of StepLab instructional coaching platform, staff twilights on Quality First Teaching, active learning, and adaptive lesson design for SEND/PP pupils.</b> | EEF Toolkit: Feedback (+8 months), Reading Comprehension Strategies (+6 months), Small Group Work (+4 months). StepLab granular coaching secures high-quality classroom delivery. | 1,4                           |
| <b>Maths Fluency &amp; Basic Skills:</b><br><br><b>Mastering Number, White Rose Fluency Bee, TTRockstars, LBQ, and targeted MTC tutoring.</b>                                                                                                     | EEF Maths Guidance Report: Systematic retrieval and fluency practice leads to accelerated progress.                                                                               | 1,4                           |

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

Budgeted cost: £ £28, 450

| Activity                                                                                                                                                                                                   | Evidence that supports this approach                                                                                                                | Challenge number(s) addressed |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| <b>Oral Language Interventions (WellComm &amp; Voice 21):</b><br><br>Targeted WellComm screening across school and Voice 21 oral language development                                                      | WellComm case studies demonstrate a reduction in red/amber language flags from 66% to 25%. EEF Toolkit: Oral language interventions (+5 months).    | 1,4                           |
| <b>Targeted Small Group &amp; TA Interventions:</b><br><br><i>Highly qualified TAs assigned to specific classes to run Ready Steady Write, grammar, and math interventions without lost learning time.</i> | EEF Toolkit: Targeted small group tuition (+4 months). TA-led structured interventions show high impact when linked directly to classroom learning. | 1, 4                          |
| <b>Phonics &amp; KS2 Reading Fluency:</b><br><br><b>Structured daily synthetic phonics, 1-to-1 reading support, Toe-by-Toe, and RISE reading fluency development.</b>                                      | EEF Toolkit: Phonics approaches (+5 months progress). Synthetic phonics delivers high impact for disadvantaged early readers.                       | 1, 4                          |
| <b>Widgit Visual Supports:</b><br><br><b>School-wide use of Widgit visual symbols on EduKey plans and classroom boards.</b>                                                                                | Visual scaffolding removes cognitive barriers for EAL and SEND learners, promoting independent access.                                              | 1, 3, 4                       |

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

Budgeted cost: £ 59,300

| Activity                                                                                                                                                                                             | Evidence that supports this approach                                                                                                                                      | Challenge number(s) addressed |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| <b>Attendance &amp; Punctuality Systems:</b><br><br><b>Attendance Lead collaborating with Pupil Wellbeing team, Inclusion Officer visits, walking bus, and weekly attendance rewards/newsletters</b> | DfE Attendance Guidance: Rapid-response attendance tracking and family support are foundational to pupil premium success.                                                 | 2                             |
| <b>Free Breakfast Club &amp; Food Provision:</b><br><br><b>Free daily breakfast club for all pupils (Rec to Y6), food bank, and emergency family support.</b>                                        | EEF Research: Attending breakfast club improves academic outcomes, attendance, and readiness to learn in disadvantaged settings.                                          | 1, 2, 3, 4                    |
| <b>Parental &amp; Community Engagement:</b><br><br><b>Parent workshops, Reading Cafés, stay-and-play sessions, and ClassDojo communication.</b>                                                      | EEF Guidance: Working with parents to support learning strengthens home-school partnerships and homework engagement.                                                      | 1, 2, 3, 4, 5                 |
| <b>SEMH, Nurture &amp; Emotion Coaching:</b><br><br><b>Staff release for Emotion Coaching training, Pupil Passports, and establishing a dedicated sensory regulation space.</b>                      | EEF Toolkit: Social and Emotional Learning (+4 months), Behaviour Interventions (+3 months), Metacognition (+7 months). Improves self-regulation and long-term wellbeing. | 3, 4                          |

|                                                                                                                                                                                                           |                                                                                                                                                         |      |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|------|
|                                                                                                                                                                                                           |                                                                                                                                                         |      |
| <b>Cultural Capital &amp; Enrichment:</b><br><br><b>Subsidised trips, Year 6 residential, 'Bucket List' experiences, Primary Futures, Aim High Days, and class-based 'JAM' (Jesus and Me) challenges.</b> | EEF Toolkit: Outdoor adventure learning (+4 months), Arts participation (+2 months). Broadens vocabulary, aspiration, and social-emotional development. | 1, 5 |

**Total budgeted cost: £118,281.87**

Part B: Review of the previous academic year

## Outcomes for disadvantaged pupils

### 1. Whole-School Pupil Premium Attainment Summary (Summer 2026 - Main Assessment Tracker)

Data from Sonar main assessment tracking 103 Pupil Premium eligible pupils across school at Summer 2 (2025/26):

| <b>Subject</b>           | <b>Well Below</b> | <b>Just Below</b> | <b>Expected (EXS)</b> | <b>Above (GDS)</b> | <b>Total At/Above Expected (EXS+)</b> |
|--------------------------|-------------------|-------------------|-----------------------|--------------------|---------------------------------------|
| <b>Reading (PP)</b>      | 40%               | 17%               | 35%                   | 7%                 | <b>42%</b>                            |
| <b>Writing (PP)</b>      | 50%               | 20%               | 27%                   | 2%                 | <b>29%</b>                            |
| <b>Maths (PP)</b>        | 31%               | 20%               | 39%                   | 9%                 | <b>48%</b>                            |
| <b>Combined RWM (PP)</b> | —                 | —                 | —                     | —                  | <b>28%</b>                            |

### 2. Statutory Assessment Outcomes Comparison (Pupil Premium vs. Whole School) Early Years Foundation Stage Profile (EYFSP)

| <b>Metric</b>          | <b>2026 PP Actual</b> | <b>2026 Whole School</b> | <b>2025 Whole School</b> | <b>2024 Whole School</b> | <b>National Avg (2025)</b> |
|------------------------|-----------------------|--------------------------|--------------------------|--------------------------|----------------------------|
| <b>% Achieving GLD</b> | <b>58.3%</b>          | <b>64.0%</b>             | 54.5%                    | 57.1%                    | 68.3%                      |

(Note: EYFS GLD saw a strong **+10% bounce-back** in Summer 2026 overall, with disadvantaged pupils making accelerated progress following the merging of Nursery and Pre-School into a single language-rich room format).

**Year 1 Phonics Screening Check**

| <b>Metric</b>            | <b>2026 PP Actual</b> | <b>2026 Whole School</b> | <b>2025 Whole School</b> | <b>2024 Whole School</b> | <b>National Avg (2025)</b> |
|--------------------------|-----------------------|--------------------------|--------------------------|--------------------------|----------------------------|
| <b>% Working At (WA)</b> | <b>58.3%</b>          | <b>63.0%</b>             | 65.2%                    | 43.5%                    | 79.9%                      |

**Year 4 Multiplication Tables Check (MTC)**

| <b>Metric</b>          | <b>2026 PP Actual</b> | <b>2026 Whole School</b> | <b>2025 Whole School</b> | <b>2024 Whole School</b> | <b>National Avg (2025)</b> |
|------------------------|-----------------------|--------------------------|--------------------------|--------------------------|----------------------------|
| <b>Average Score</b>   | <b>17.2</b>           | <b>18.89</b>             | 16.7                     | 19.9                     | 21.1                       |
| <b>% Scoring 25/25</b> | <b>41.7%</b>          | <b>47.4%</b>             | —                        | —                        | —                          |

**Key Stage 1 Outcomes (End of Y2)**

| <b>Subject</b>     | <b>2026 PP Actual (EXS+)</b> | <b>2026 Whole School (EXS+)</b> | <b>2025 Whole School</b> | <b>2024 Whole School</b> | <b>National Avg (2025)</b> |
|--------------------|------------------------------|---------------------------------|--------------------------|--------------------------|----------------------------|
| <b>KS1 Reading</b> | <b>57.1%</b>                 | <b>64.0%</b>                    | 52.9%                    | 60.9%                    | 71.6%                      |

|                           |              |              |       |       |       |
|---------------------------|--------------|--------------|-------|-------|-------|
| <b>KS1 Writing</b>        | <b>50.0%</b> | <b>60.0%</b> | 52.9% | 47.8% | 64.1% |
| <b>KS1 Maths</b>          | <b>64.3%</b> | <b>72.0%</b> | 58.8% | 56.5% | 72.9% |
| <b>KS1 Combined (RWM)</b> | <b>50.0%</b> | <b>60.0%</b> | N/A   | N/A   | N/A   |

**Key Stage 2 SATs Outcomes (End of Y6)**

| <b>Subject</b>            | <b>2026 PP Actual (EXS+)</b> | <b>2026 Whole School (EXS+)</b> | <b>2025 Whole School</b> | <b>2024 Whole School</b> | <b>National Avg (2025)</b> |
|---------------------------|------------------------------|---------------------------------|--------------------------|--------------------------|----------------------------|
| <b>KS2 Reading</b>        | <b>43.8%</b>                 | <b>50.0%</b><br>(58.3% pend.)   | 52.6%                    | 37.9%                    | 75.1%                      |
| <b>KS2 Writing (TA)</b>   | <b>28.6%</b>                 | <b>33.3%</b>                    | 47.4%                    | 34.5%                    | 72.3%                      |
| <b>KS2 Maths</b>          | <b>62.5%</b>                 | <b>66.7%</b>                    | 63.2%                    | 34.5%                    | 74.1%                      |
| <b>KS2 GPS</b>            | <b>37.5%</b>                 | <b>42.0% – 50.0%</b>            | 42.1%                    | 48.3%                    | 72.6%                      |
| <b>KS2 Combined (RWM)</b> | <b>28.6%</b>                 | <b>33.3%</b>                    | 36.8%                    | 27.6%                    | 62.2%                      |

**Key Takeaways & Strategy Priorities for 2026/27**

1. **Maths Strength:** Disadvantaged pupils achieved strong outcomes in Maths across school (48% whole-school PP expected, 64.3% at KS1, 62.5% at KS2).

2. **Writing Priority Gap:** Writing remains the primary area for targeted uplift (29% PP expected whole-school, 28.6% at KS2). This is being addressed directly in 2026/27 through the **Ready Steady Write** scheme, daily GPS sentence accuracy practice, and StepLab instructional coaching.
3. **Closing the Gap:** Pupil Premium pupils perform within 5–8% of non-PP peers in Reading and Maths. Targeted small-group TA interventions and oral language work (WellComm/Voice 21) will continue to close these remaining gaps.

## 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    |
|-------------|-------------|
| Phonics     | Phonics Bug |
| Widget      | Widget      |
| Fluency Bee | White Rose  |
| LBQ         | LBQ         |