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	Delph Side Community Primary School
Number of pupils in school (Reception - Year 6)	218
Proportion (%) of pupil premium eligible pupils	53%
Academic years that our current pupil premium strategy plan covers	2024-2025 – 2026-2027
Date this statement was published:	December 2024 Reviewed November 2025
Date on which it will be reviewed	October 2026
Statement authorised by	Liz Ormerod
Pupil premium lead	Liz Burton
Governor	Karen Hayes

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£195122.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00
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	£195122.00

Part A: Pupil premium strategy plan

Statement of intent

At Delph Side, we are committed to ensuring that all pupils - regardless of background or circumstance - have access to high-quality education and enriching experiences. Our aim is to eliminate barriers to learning and close the attainment gap between disadvantaged pupils and their peers.

We recognise that disadvantage can take many forms. In addition to pupils eligible for the Pupil Premium, we consider the needs of vulnerable children, including those with social workers, young carers, and those facing other challenges. The strategies outlined in this statement are designed to support these pupils holistically, whether or not they qualify for Pupil Premium funding.

Our approach is rooted in the belief that high-quality teaching is the most effective way to raise attainment. We focus on areas where disadvantaged pupils require the most support, ensuring that all pupils benefit from a rich, inclusive curriculum. This aligns with our school values of *Enjoy, Embrace, Evolve*, and supports our mission to nurture resilience, independence, and lifelong learning.

We use robust diagnostic assessments to identify individual needs and tailor interventions accordingly. Progress and attainment are rigorously monitored to ensure that gaps are closing and that all pupils are making strong progress from their starting points.

Our strategy is aligned with the school's wider development priorities, including:

- Enhancing spoken language and vocabulary acquisition across all year groups.
- Providing real-life, hands-on learning experiences to build cultural capital.
- Supporting personal development, which Ofsted has rated as *Outstanding*.
- Ensuring inclusive provision for pupils with SEND, including those in our SEN unit.

We are proud of our inclusive ethos and the exceptional provision offered at Delph Side. Through this strategy, we aim not only to raise attainment for disadvantaged pupils but also to sustain and improve outcomes for all learners.

Challenges

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

Challenge number	Detail of challenge
1	Data shows that attendance and punctuality of disadvantaged pupils is lower than their non-disadvantaged peers 2023 – 2024 – disadvantaged attendance 93.6% vs non-disadvantaged 95.3% - difference of -1.7% 2023 – 2024 – disadvantaged late marks 405 vs non-disadvantaged 116 – difference of 289 more late marks 2024-2025 – disadvantaged attendance 94.6% vs non-disadvantaged of 95.2% - difference of –0.6% 2024-2025 – disadvantaged late marks 389 vs non-disadvantaged 125 – difference of 264 Persistent absentees – Disadvantaged 14.2% vs non-disadvantaged 9% - difference -5.2%
2	Baseline assessments and observations show that disadvantaged pupils start school with below average speech, language and communication. WellComm Assessments completed in September 2024 showed: 45% of Reception children were achieving green at their level (55% not on track) 25% of Pre-School children were achieving green at their level (75% not on track) 14% of Nursery children were achieving green at their level (86% not on track) Wellcomm Assessments completed in September 2025 showed: 69% of Reception children were achieving green at their level (31% not on track) 43% of Pre-School children were achieving green at their level (57% not on track) 31% of Nursery children were achieving green at their level (69% not on track)

<table>
<tr><td>3</td><td>Pupil voice questionnaires and observations inform that many of our disadvantaged pupils do not have access to experiences outside school that their non-disadvantaged peers do. Pupils require a rich curriculum and cultural experiences.</td></tr>
<tr><td>4</td><td>A number of our disadvantaged children have experienced ACES that have impacted their emotional well-being and ability to thrive. There is a high percentage of CLA children and children with social care and early intervention.</td></tr>
<tr><td>5</td><td>Both internal and external data from the academic year 2023 - 2024 shows that attainment in reading, writing and maths of disadvantaged pupils, is significantly below that of their non disadvantaged peers.

Reading Summer 2024:

<table>
<tr><th></th><th colspan="3">Reading</th></tr>
<tr><th></th><th>Dis</th><th>Non</th><th>Diff</th></tr>
<tr><td>Y1</td><td>26.3%</td><td>75.0%</td><td>-48.7%</td></tr>
<tr><td>Y2</td><td>44.4%</td><td>85.7%</td><td>-41.3%</td></tr>
<tr><td>Y3</td><td>26.3%</td><td>45.5%</td><td>-19.2%</td></tr>
<tr><td>Y4</td><td>60%</td><td>61.5%</td><td>-1.5%</td></tr>
<tr><td>Y5</td><td>46.7%</td><td>90.9%</td><td>-44.2%</td></tr>
<tr><td>Y6</td><td>87.5%</td><td>80.0%</td><td>7.5%</td></tr>
</table>

Writing Summer 2024:

<table>
<tr><th></th><th colspan="3">Writing</th></tr>
<tr><th></th><th>Dis</th><th>Non</th><th>Diff</th></tr>
<tr><td>Y1</td><td>21.4%</td><td>50.0%</td><td>-28.6%</td></tr>
<tr><td>Y2</td><td>33.3%</td><td>85.7%</td><td>-52.4%</td></tr>
<tr><td>Y3</td><td>26.3%</td><td>36.4%</td><td>-10.1%</td></tr>
<tr><td>Y4</td><td>45.0%</td><td>38.5%</td><td>6.5%</td></tr>
<tr><td>Y5</td><td>20.0%</td><td>63.6%</td><td>-43.6%</td></tr>
<tr><td>Y6</td><td>81.3%</td><td>86.7%</td><td>-5.4%</td></tr>
</table>

Maths Summer 2024:</td></tr>
</table>

	Maths		
	Dis	Non	Diff
Y1	47.4%	75.0%	-27.6%
Y2	38.9%	85.7%	-46.8%
Y3	52.6%	54.5%	-1.9%
Y4	65.0%	61.5%	3.5%
Y5	60.0%	81.8%	-21.8%
Y6	75.0%	80.0%	-5.0%

Combined Summer 2024:

	Combined		
	Dis	Non	Diff
Y1	21.1%	50.0%	-28.9%
Y2	33.6%	85.7%	-52.1%
Y3	15.8%	36.4%	-20.6%
Y4	45.0%	38.5%	6.5%
Y5	20.0%	63.6%	-43.6%
Y6	68.8%	80.0%	-11.2%

2024-2025 end of year data

Reading Summer 2025:

	Reading		
	Dis	Non	Diff
Y1	43.8%	56.3%	-12.5%
Y2	36.8%	75%	-38.2%
Y3	31.8%	71.4%	-39.6%
Y4	42.1%	54.5%	-12.4%
Y5	60%	69.2%	-9.2%
Y6	80%	81.8%	-1.8%

Writing Summer 2025:

	Writing		
	Dis	Non	Diff
Y1	43.8%	56.3%	-12.5%
Y2	36.8%	66.7%	-29.9%
Y3	40.9%	71.4%	-30.5%
Y4	42.1%	45.5%	-3.4%
Y5	25%	61.5%	-26.5%
Y6	73.3%	90.9%	-17.6%

Maths Summer 2025:

	Maths		
	Dis	Non	Diff
Y1	56.3%	68.8%	-12.5%
Y2	42.1%	66.7%	-24.6%
Y3	45.5%	71.4%	-25.9%
Y4	63.2%	54.5%	+8.7%
Y5	60%	69.2%	-9.2%
Y6	73.3%	90.9%	-17.6%

Combined Summer 2025:

	Combined		
	Dis	Non	Diff
Y1	37.5%	50%	-12.5%
Y2	31.6%	58.3%	-26.7%
Y3	71.4%	31.8%	-39.6%
Y4	31.6%	45.5%	13.9%
Y5	35%	53.8%	-18.8%
Y6	60%	81.8%	-21.8%

6	Ofsted identified that some pupils struggle to use the vocabulary that they have been taught to confidently explain what they know. This means they find it difficult to explain their thinking as well as they should. The school should prioritise the development of oracy throughout the curriculum to enable pupils to talk more effectively about their learning and wider development.

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 ensure that disadvantaged pupils attendance and punctuality is high priority and the gap between disadvantaged pupils and their peers closes.	• Disadvantaged pupils attendance % increases on a 3 year trend • Gap between disadvantaged attendance and non-disadvantaged attendance narrows • Disadvantaged pupils attend regularly and are punctual. • Number of disadvantaged pupils classed as PAs decreases. • Parents of disadvantaged pupils engage with school processes to support them.
To ensure that disadvantaged pupils have access to high quality speech and language intervention and provision at the earliest opportunity.	• All EYFS pupils to be assessed regularly. • Pupils in the EYFS to make progress towards Wellcomm sections • The percentage of disadvantaged pupils reaching the Communication and Language early learning goal is in line with their non-disadvantaged peers.

	• Disadvantaged pupils finish EYFS ready to move on to Key Stage 1 • Identified pupils work 1:1 towards Wellcomm targets
To provide disadvantaged pupils with high quality enrichment opportunities	• A carefully planned enrichment calendar for all classes is developed each year to enrich the curriculum. • Disadvantaged pupils #enjoy #embrace and #evolve enrichment opportunities • All pupils have the opportunity to participate in a residential visit away from home during their time in KS2 • Pupils draw on their experiences and this has a positive impact on their curriculum learning. • Establish Forest School Provision and outdoor learning opportunities. • Trained sports coach to lead PE in school offering high quality sports teaching and access to competitive and non-competitive sports • School vehicle/minibus to make trips, visits and enrichment more accessible for all • Access to a wider 'creative curriculum' enabling all children the opportunity to excel
To ensure that ACES children have experienced are identified and addressed and children have access to the correct support to move forward	• Pupils access counselling in school if they require it • Pupils access Lego and Play Therapy opportunities • Identified children participate in 'Confident Me' sessions

	• Children are equipped with the skills to 'cope', learn and make progress academically. • Access to a trained ELSA • Trained Thrive practitioners • Thrive established across school
To close the gap between disadvantaged pupils and non-disadvantaged pupils for reading, writing and maths in Key stage 1 and 2	• Targeted virtual and face to face tutoring for identified pupils who have fallen furthest behind • The percentage difference between attainment of disadvantaged pupils and non-disadvantaged pupils decreases in all year groups. • The progress measure for disadvantaged pupils is in line with National
To develop the pupils oracy skills so that they are able to articulate their learning	• Children are able to articulate their learning • Successful implementation of an oracy programme • Oracy embedded throughout all areas of the curriculum • Focus on speech and language in the EYFS continues throughout the rest of the school • High quality oracy education will have a positive impact on educational outcomes • Children have improved social, emotional and interpersonal skills, including self-confidence, self-awareness, resilience and empathy

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: £39,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
High quality CPD for teachers and TAs £6500.00	In the EEF research document 'making the most effective use of teaching assistants' One of the key recommendations is 'ensuring teaching assistants are prepared for their role, including them in the same CPD opportunities as teaching staff. Teachers and Support staff all feel more confident in delivering interventions when they have had access to high quality CPD. Staff regularly review the CPD that they have accessed and share best practice with other.	2, 5, 6
Delivery of Read Write Inc across KS1	EEF +6 Reading Comprehension Strategies The average impact of reading comprehension strategies is an additional six months' progress over the course of a year. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and	2, 5, 6

£4000	involve activities and texts that provide an effective, but not overwhelming, challenge. Many of the approaches can be usefully combined with Collaborative learning techniques and Phonics activities to develop reading skills. The use of techniques such as graphic organisers and drawing pupils' attention to text features are likely to be particularly useful when reading expository or information texts.	
Maths Mastery (White Rose) taught Reception to Year 6 £4100	EEF +5 **Mastery approach** The impact of mastery learning approaches is an additional five months progress, on average, over the course of a year. There is a lot of variation behind this average. It seems to be important that a high bar is set for achievement of 'mastery' (usually 80% to 90% on the relevant test). By contrast, the approach appears to be much less effective when pupils work at their own pace. Mastery learning also appears to be particularly effective when pupils are given opportunities to work in groups or teams and take responsibility for supporting each other's progress	5

Specialist teachers teaching a more 'creative curriculum' in the purpose-built art studio offering high quality arts participation. £25,000.00	EEF +3 Arts Participation There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education. Arts participation may be delivered within the core curriculum, or though extra-curricular or cultural trips which can be subject to financial barriers for pupils from deprived backgrounds. There is some evidence to suggest a causal link between arts education and the use of arts-based approaches with overall educational attainment. Where the arts are being taught as a means to boost academic achievement for those eligible for the pupil premium, schools should carefully monitor whether this aim is being achieved.	3, 4, 5, 6

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

Budgeted cost: £57,780

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group teacher led tutoring for identified learners	EEF +4 Small group tuition	5

£11,000	The average impact of the small group tuition is four additional months' progress, on average, over the course of a year. Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact.	
TA in class support for 1:1 and small group interventions £33,000.00	EEF +4 The average impact of the deployment of teaching assistants is about an additional four months' progress over the course of a year. However, effects tend to vary widely between those studies where teaching assistants are deployed in everyday classroom environments, which typically do not show a positive benefit, and those where teaching assistants deliver targeted interventions to individual pupils or small groups, which on average show moderate positive benefits. The headline figure of four additional months' progress lies between these figures. In England, positive effects have been found in studies where teaching assistants deliver high-quality structured interventions which deliver short sessions, over a	2, 5

	finite period, and link learning to classroom teaching	
Speech and Language therapist and Occupational therapist 1 day per half term	EEF +7 Overall, studies of communication and language approaches consistently show positive benefits for young children's learning, including their spoken language skills, their expressive vocabulary and their early reading skills. On average, children who are involved in communication and language approaches make seven months' additional progress over the course of a year. All children appear to benefit from such approaches, but some studies show slightly larger effects for children from disadvantaged backgrounds. Some types of communication and language approaches appear, on average, to be more effective than others. There is consistent evidence that reading to young children, and encouraging them to answer questions and talk about the story with a trained adult, is an effective approach. A number of studies show the benefits of programmes where trained teaching assistants have supported both oral language and early reading skills. A number of studies comment on the importance of training and professional development, and	2, 5, 6

£5,280.00	supporting early years professionals with the implementation of different approaches. There are indications that settings should use a range of different approaches to developing communication and language skills, as it is unlikely that one approach alone is enough to secure young children's development and progress. The evidence base includes multiple high-quality studies from the UK. A 2016 randomised controlled trial found a positive impact of four months' additional progress for the Nuffield Early Language Intervention – a programme designed to improve the spoken language ability of children during the transition from nursery to primary school. The evidence is relatively consistent, suggesting that communication and language approaches can be successful in a variety of environments. Less is known about the long-term impact of communication and language approaches, so additional evidence about whether, and how to ensure that, benefits are maintained once children start school would be valuable.	
Speech and Language intervention delivery	EEF +7	2, 5, 6

to small groups - Wellcomm	Overall, studies of communication and language approaches consistently show positive benefits for young children's learning, including their spoken language skills, their expressive vocabulary and their early reading skills. On average, children who are involved in communication and language approaches make seven months' additional progress over the course of a year. All children appear to benefit from such approaches, but some studies show slightly larger effects for children from disadvantaged backgrounds. Some types of communication and language approaches appear, on average, to be more effective than others. There is consistent evidence that reading to young children, and encouraging them to answer questions and talk about the story with a trained adult, is an effective approach. A number of studies show the benefits of programmes where trained teaching assistants have supported both oral language and early reading skills. A number of studies comment on the importance of training and professional development, and supporting early years professionals with the implementation of different approaches. There are indications	

£5,000.00	that settings should use a range of different approaches to developing communication and language skills, as it is unlikely that one approach alone is enough to secure young children's development and progress. The evidence base includes multiple high-quality studies from the UK. A 2016 randomised controlled trial found a positive impact of four months' additional progress for the Nuffield Early Language Intervention – a programme designed to improve the spoken language ability of children during the transition from nursery to primary school. The evidence is relatively consistent, suggesting that communication and language approaches can be successful in a variety of environments. Less is known about the long-term impact of communication and language approaches, so additional evidence about whether, and how to ensure that, benefits are maintained once children start school would be valuable.	
Daily access to Sensory diet for those that require it to enable them to calm and access the curriculum.	EEF +4 – Behaviour interventions The average impact of behaviour interventions is four additional months' progress over the course of a year. Evidence suggests that, on average, behaviour interventions can	3, 4, 5

£3,000.00	produce moderate improvements in academic performance along with a decrease in problematic behaviours. However, estimated benefits vary widely across programmes.	
Forest schools' provision delivered across school from Reception to Year 6	EEF – The EEF does not have enough evidence to monitor the impact of this on academic progress however, as a school we recognise the impact this has on children's resilience and wellbeing. The EEF states: Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation. The application of these non-cognitive skills in the classroom may in turn have a positive effect on academic outcomes. However, the evidence base linking non-cognitive skills and pupil attainment is weak and schools should therefore carefully evaluate the impact of outdoor learning interventions on	3, 4, 5

£500.00	pupil achievement, if this is the intended outcome.	

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

Budgeted cost: £97,697.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
A member of staff leading the first day response along with tracking and monitoring of attendance £12,000.00	School has acknowledged that having a member of staff dedicated to improving of school attendance is imperative. Having one person responsible for the first day response, completing EHAs and providing support alongside challenge.	1, 3, 5
Pastoral Team to implement interventions – Lego Therapy, Confident me, Play Therapy,	EEF +4 Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. This finding, however, has very low security, so schools should be especially careful to monitor the	1, 3, 4, 5

£5,280.00	efficacy of SEL approaches in their settings.	
Mapped enrichment activities for every class. £6,000.00	EEF +3 Arts participation At Delph Side, we recognise that many of the children do not access activities that will broaden their cultural experiences. Experiences and enrichment opportunities are carefully mapped by the whole staff team to enhance the curriculum.	3, 4, 5, 6
Family Wellbeing Coordinator to implement daily nurture support (Mornings and lunchtimes) £18,000.00	EEF +4 Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. This finding, however, has very low security, so schools should be especially careful to monitor the efficacy of SEL approaches in their settings.	1, 3, 4, 5

Trained counsellor in school 0.5 day per week £3,000.00	As a school we identify that many of our children have ACES to deal with that affect the mental health and consequently their ability to access the curriculum. By addressing these early and providing counselling support children are able to move on and make progress in school.	4
Purchase of Ukuleles for all upper KS2 children allowing them to participate in music lessons and take home to keep so that pupils value the learning, encouraging practise and engagement £700.00	EEF +3 There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education. Arts participation may be delivered within the core curriculum, or though extra-curricular or cultural trips which can be subject to financial barriers for pupils from deprived backgrounds. There is some evidence to suggest a causal link between arts education and the use of arts-based approaches with overall educational attainment. Where the arts are being taught as a means to boost academic achievement for those eligible for the pupil premium, schools should carefully monitor whether this aim is being achieved.	3, 4 and 5
Free Breakfast club daily from 7.45am £13,617.00	EEF +2 Breakfast Club As a school we acknowledge that many of our families struggle with morning routine and often come to school either late, or without having had breakfast. Offering free breakfast club means that children	1, 3

	have time to relax and eat before they start the academic school day.	
Subsidised annual school residential visit for UKS2 £2,500.00	It has been recognised that many of our disadvantaged pupils are unable to access residential visits before leaving primary school. These experiences have helped children build resilience and self-confidence over the years. By subsidising these visits, they are accessible to all families.	3, 4, 5
Encouraging parental engagement by offering coffee mornings and adult art classes	EEF +4 The average impact of the Parental engagement approaches is about an additional four months' progress over the course of a year. There are also higher impacts for pupils with low prior attainment. There is some evidence that supporting parents with their first child will have benefits for siblings. Parents' aspirations also appear to be important for pupil outcomes, although there is limited evidence to show that intervening to change parents' aspirations will raise their children's aspirations and achievement over the longer term. The EEF has tested a number of interventions designed to improve pupils' outcomes by engaging parents in different types of skills development. The consistent message from these has been that it is difficult to engage parents in programmes. By contrast, a trial which aimed to prompt greater	1, 4, 5

£2,000.00	parental engagement through text message alerts delivered a small positive impact, and at very low cost.	
Designated sports coach offering high quality PE lessons, extra-curricular activities and enabling access to competitive and non-competitive sports	EEF +1 There is a small positive impact of physical activity on academic attainment (+1 month). While this evidence summary focuses on the link between physical activity and academic performance, it is crucial to ensure that pupil's access to high quality physical activity for the other benefits and opportunities it provides. Impact on attainment varies considerably between different interventions, and participation in sports does not straightforwardly transfer to academic learning. It is likely that the quality of the programme and the emphasis on or connection with academic learning may make more difference than the specific type of approach or activities involved. Planned extra-curricular activities which include short, regular, and structured teaching in literacy and mathematics (either tutoring or group teaching) as part of a sports programme, such as an after-school club or summer school, are more likely to offer academic benefits than sporting activities alone.	3

£17,000.00	There is some evidence that involvement in extra-curricular sporting activities may increase pupil attendance and retention.	
Procurement of a school vehicle so that sporting events and additional enrichment activities can be accessed along with the collection of PA pupils in the morning £15,000.00	A number of children in receipt of Pupil Premium funding fall into the 'Persistent Absentee' category due to being late after the register closes. To be able to offer morning transport to Disadvantaged pupils would mean that fewer were classed as PA and missed learning (particularly first thing in the morning) would be reduced.	1, 3, 4
Participation in Voice 21 project to develop Oracy throughout the curriculum and across school	EEF +6 Oral language interventions (also known as oracy or speaking and listening interventions) refer to approaches that emphasise the importance of spoken language and verbal interaction in the classroom. They include dialogic activities. Oral language interventions are based on the idea that comprehension and reading skills benefit from explicit discussion of either content or processes of learning, or both, oral language interventions aim to support learners' use of vocabulary, articulation of ideas and spoken expression. Oral language approaches might include:	2, 5, 6

£2,600.00	• targeted reading aloud and book discussion with young children; • explicitly extending pupils' spoken vocabulary; • the use of structured questioning to develop reading comprehension; and • the use of purposeful, curriculum-focused, dialogue and interaction. Oral language interventions have some similarity to approaches based on Metacognition (which make talk about learning explicit in classrooms), and to Collaborative learning approaches which promote pupils' interaction in groups.	

Total budgeted cost: £195,077.00

Part B: Review of outcomes in the previous academic year

Outcomes for disadvantaged pupils

Aim	Review 2024-2025
To ensure that disadvantaged pupils attendance and punctuality is high priority and the gap between disadvantaged pupils and their peers closes.	During the academic year 2024–2025, targeted strategies to improve attendance and punctuality among disadvantaged pupils at Delph Side have shown measurable impact. Attendance for disadvantaged pupils improved from 93.6% (2023–2024) to 94.6%, narrowing the gap with non-disadvantaged peers from -1.7% to -0.6%. This reflects a positive response to interventions such as increased parental engagement, attendance incentives, and pastoral support. Punctuality also showed modest improvement. Late marks for disadvantaged pupils reduced from 405 to 389, while the gap in late marks narrowed by 25 instances. This suggests early signs of success from initiatives such as morning routines support and targeted family outreach. Persistent Absenteeism remains a concern. 14.2% of disadvantaged pupils were persistently absent (attendance below 90%), compared to 9.0% of non-disadvantaged pupils - a gap of 5.2%. This highlights the need for continued and intensified efforts to address complex barriers to regular attendance.

To ensure that disadvantaged pupils have access to high quality speech and language intervention and provision at the earliest opportunity.	Baseline WellComm assessments in September 2024 identified significant speech, language and communication delays among disadvantaged pupils, particularly in the early years: **Reception**: 45% of children were achieving green (on track) **Pre-School**: 25% achieving green **Nursery**: 14% achieving green Targeted interventions were implemented throughout the year, including 1:1 sessions, small group language sessions, daily vocabulary enrichment, and the use of WellComm resources to guide planning. By July 2025, end-of-year data showed marked improvements: **Reception**: 67% achieving green (**+22 percentage points**) **Pre-School**: 73% achieving green (**+48 percentage points**) **Nursery**: 40% achieving green (**+26 percentage points**) These outcomes demonstrate the positive impact of early intervention and structured support. However, data from September 2025 (start of the 2025–2026 academic year) revealed that new cohorts continue to enter with below-average language skills: **Reception**: 69% achieving green (sustained improvement) **Pre-School**: 43% achieving green (drop from 73%) **Nursery**: 31% achieving green (drop from 40%) This trend highlights the ongoing nature of speech and language challenges among disadvantaged pupils and reinforces the need for continued early identification and intervention.
To provide disadvantaged pupils with high quality enrichment opportunities	During 2024–2025, disadvantaged pupils accessed a wide range of enrichment activities designed to broaden experiences and build cultural capital. **After-School Clubs:** 44 clubs offered across the year, including sports, arts and crafts, computing, and music. Uptake remained strong with

	disadvantaged pupils consistently making up around 50–55% of places (Autumn: 160/293; Spring: 89/171; Summer: 63/127). **Trips and Visits:** All disadvantaged pupils attended 22 educational trips and two residentials (Eden Camp & Lindisfarne; Black Country Museum & Harry Potter Studios). Year 6 also experienced a flight during a Belfast visit linked to history curriculum. **Infrastructure:** A 17-seat minibus was procured to improve access to trips and competitive sports, contributing to the school achieving Platinum School Games Award. **Impact 2024-2025:** The strategy successfully increased participation and provided diverse, high-quality experiences that support personal development and aspiration. Continued focus will be on sustaining summer term engagement and gathering pupil voice to measure wider impact.
To ensure that ACES children have experienced are identified and addressed and children have access to the correct support to move forward	ACES (Adverse Childhood Experiences) needs were effectively identified and addressed through a strong pastoral provision. The school employs a weekly counsellor (supporting 5 pupils) and a dedicated pastoral team comprising a Family Wellbeing Coordinator, ELSA, Play Therapist apprentice, Senior Mental Health Lead, 3 Youth Mental Health First Aiders, and 3 licensed Thrive practitioners. Support offered included Thrive profiling and action plans, 1:1 and group sessions, Lego Therapy, Counselling, ELSA, Confident Me/Mini groups, Inside Out sessions, CFWS collaboration, Play Therapy, daily nurture, and family support. **Intervention Uptake:** Lego Therapy: 8 pupils (6 disadvantaged) Confident Me/Mini: 12 pupils (6 disadvantaged) Play Therapy: 4 pupils (3 disadvantaged) ELSA: 7 pupils (3 disadvantaged) Inside Out: 12 pupils (8 disadvantaged) **Impact:**

<table>
<tr><td></td><td>Disadvantaged pupils accessed a significant proportion of targeted interventions, ensuring emotional wellbeing and resilience were prioritised. The breadth of provision and specialist staffing enabled tailored support for pupils with ACES, promoting readiness to learn and improved engagement.
Next Steps (2025–2026):
The pastoral team has developed a core offer and referral form accessible to all staff, ensuring timely identification and streamlined referral for support.</td></tr>
<tr><td>To close the gap between disadvantaged pupils and non-disadvantaged pupils for reading, writing and maths in Key stage 1 and 2</td><td>2024-2025 end of year data
Reading Summer 2025:
<table>
<tr><th></th><th colspan="3">Reading</th></tr>
<tr><td></td><td>Dis</td><td>Non</td><td>Diff</td></tr>
<tr><td>Y1</td><td>43.8%</td><td>56.3%</td><td>-12.5%</td></tr>
<tr><td>Y2</td><td>36.8%</td><td>75%</td><td>-38.2%</td></tr>
<tr><td>Y3</td><td>31.8%</td><td>71.4%</td><td>-39.6%</td></tr>
<tr><td>Y4</td><td>42.1%</td><td>54.5%</td><td>-12.4%</td></tr>
<tr><td>Y5</td><td>60%</td><td>69.2%</td><td>-9.2%</td></tr>
<tr><td>Y6</td><td>80%</td><td>81.8%</td><td>-1.8%</td></tr>
</table>
Writing Summer 2025:
<table>
<tr><th></th><th colspan="3">Writing</th></tr>
<tr><td></td><td>Dis</td><td>Non</td><td>Diff</td></tr>
<tr><td>Y1</td><td>43.8%</td><td>56.3%</td><td>-12.5%</td></tr>
<tr><td>Y2</td><td>36.8%</td><td>66.7%</td><td>-29.9%</td></tr>
<tr><td>Y3</td><td>40.9%</td><td>71.4%</td><td>-30.5%</td></tr>
<tr><td>Y4</td><td>42.1%</td><td>45.5%</td><td>-3.4%</td></tr>
<tr><td>Y5</td><td>25%</td><td>61.5%</td><td>-26.5%</td></tr>
<tr><td>Y6</td><td>73.3%</td><td>90.9%</td><td>-17.6%</td></tr>
</table>
Maths Summer 2025:
<table>
<tr><th></th><th>Maths</th></tr>
</table></td></tr>
</table>

	<table><tr><td></td><td>Dis</td><td>Non</td><td>Diff</td></tr><tr><td>Y1</td><td>56.3%</td><td>68.8%</td><td>-12.5%</td></tr><tr><td>Y2</td><td>42.1%</td><td>66.7%</td><td>-24.6%</td></tr><tr><td>Y3</td><td>45.5%</td><td>71.4%</td><td>-25.9%</td></tr><tr><td>Y4</td><td>63.2%</td><td>54.5%</td><td>+8.7%</td></tr><tr><td>Y5</td><td>60%</td><td>69.2%</td><td>-9.2%</td></tr><tr><td>Y6</td><td>73.3%</td><td>90.9%</td><td>-17.6%</td></tr></table> Combined Summer 2025: <table><tr><td></td><td colspan="3">Combined</td></tr><tr><td></td><td>Dis</td><td>Non</td><td>Diff</td></tr><tr><td>Y1</td><td>37.5%</td><td>50%</td><td>-12.5%</td></tr><tr><td>Y2</td><td>31.6%</td><td>58.3%</td><td>-26.7%</td></tr><tr><td>Y3</td><td>71.4%</td><td>31.8%</td><td>-39.6%</td></tr><tr><td>Y4</td><td>31.6%</td><td>45.5%</td><td>13.9%</td></tr><tr><td>Y5</td><td>35%</td><td>53.8%</td><td>-18.8%</td></tr><tr><td>Y6</td><td>60%</td><td>81.8%</td><td>-21.8%</td></tr></table>
To develop the pupils oracy skills so that they are able to articulate their learning	The school has initiated its Voice 21 journey as a whole-school approach to improving oracy. All teaching staff have completed the initial Voice 21 training and questionnaires, ensuring a shared understanding of the importance of oracy in learning. Oracy leaders have begun visiting other Voice 21 settings to gather best practice and ideas for implementation.

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
TT Rockstars	Maths Circle Ltd
Read Write Inc	Ruth Miskin Training
White Rose Maths	White Rose Education

Doodle Maths	Discovery Education
Accelerated Reader	Rennaisance.com
Reading Plus	Dreambox Learning