

Pupil premium strategy statement

This statement details our school's use of pupil premium funding to help improve the educational outcomes of disadvantaged pupils. It outlines our pupil premium strategy, how we intend to use the funding in this academic year and the impact of last year's activity within our school.

School overview

Detail	Data
School name	Lord Deramore's Primary School, York
Number of pupils in school	219
Pupil premium / service pupil premium cohort as at 21 September 2026	27 disadvantaged pupils eligible for Pupil Premium (12.3%) 19 FSM Ever 6 pupils (8.7%) 11 previously looked-after pupils (5.0%), including 3 who are also FSM Ever 6 9 Service Pupil Premium pupils (4.1%) 0 currently looked-after pupils
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024 - 2027
Date this statement was published	September 2026
Date on which it will be reviewed	Regularly by SLT/link governor Formally - September 2027
Statement authorised by	
Pupil premium leads	James Rourke (HT) Rachel Carr (Inclusion) Beth Charters (Champion)
Governor / Trustee lead	Connie Cullen

Funding overview

Detail	Amount
Indicative pupil premium and service pupil premium value for 2026/27 based on the current eligible cohort	19 FSM Ever 6 pupils in total. Of these, 3 are also previously looked after and therefore attract the PLAC rate rather than the FSM Ever 6 rate. 16 FSM Ever 6 pupils funded at £1,550 = £24,800 11 previously looked-after pupils funded at £2,690 = £29,590 9 service pupils funded at £360 = £3,240 Total indicative value = £57,630
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£57,630

Funding note: there are 19 FSM Ever 6 pupils in the school cohort as at 21 September 2026. Three of these pupils are also previously looked after. Under the 2026/27 DfE funding rules, pupils who are both PLAC and FSM Ever 6 attract the PLAC per-pupil amount only, so the indicative calculation applies the FSM rate to 16 pupils and the PLAC rate to all 11 previously looked-after pupils. Service pupil premium can be paid in addition to another pupil premium category. The school will reconcile these planning figures against the final LA/DfE allocation statement.

Part A: Pupil premium strategy plan

Statement of intent

All of our children in receipt of pupil premium will be prioritised for additional focus and support. They will receive high-quality teaching, have access to appropriate learning resources and be supported by skilled teachers and teaching assistants. Support will be shaped by careful identification of each pupil's barriers, starting points and needs, including the significant overlap between disadvantage, SEND, high needs and SEMH within our current cohort. Our Pupil Premium Strategy Plan identifies the following key strands:

- High-quality teaching and adaptive classroom practice
- Targeted academic support and early intervention
- SEMH, inclusion, attendance and wider pastoral support

Challenges

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

Challenge number	Detail of challenge
1	Attainment and progress gaps for disadvantaged pupils, including securing expected standards as early as possible. Very small cohorts mean published percentages can fluctuate sharply, so rapid identification of individual gaps and progress from starting points are critical.
2	A significant overlap between disadvantage and SEND/high needs. Some pupils require highly adapted provision, additional adult support and access to the school Hub model while maintaining ambitious expectations, independence and successful participation in mainstream learning wherever appropriate.
3	Social, Emotional and Mental Health needs, including self-regulation, relationships, attachment, confidence and readiness to learn. This is particularly relevant for a number of pupils previously adopted from care and pupils with complex individual circumstances.
4	Early language, speech and communication, phonics and foundational learning needs. Prompt diagnostic assessment and screening on arrival are important for new pupils and pupils entering school with gaps in prior learning.
5	Attendance and punctuality. In 2025/26 FSM attendance was 91.5% compared with 96.9% for non-FSM pupils. A small number of individual outliers with complex circumstances have a substantial effect on the cohort figure despite intensive support and intervention.
6	School mobility, transition and relocation, including the particular needs of service pupils and other pupils arriving mid-year. Pupils may require rapid assessment, transition support and targeted catch-up.
7	Family circumstances and financial barriers which can limit access to home learning, enrichment, extra-curricular activities, visits and wider opportunities.

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
Disadvantaged pupils make strong progress from their individual starting points and as many pupils as possible secure expected standards as quickly as possible, with particular attention to EYFS, phonics, reading, writing and mathematics.	Assessment, work scrutiny and pupil-level review show sustained progress. Gaps are identified early and provision is adapted quickly. Published outcomes are considered alongside individual learning journeys because cohorts are very small.
Disadvantaged pupils with SEND and high needs access ambitious, well-adapted teaching and make meaningful progress in learning, communication, independence and participation.	Individual plans and review evidence show progress from starting points. Pupils increasingly access mainstream learning successfully where appropriate and staff work closely with Hub teams and families.
Pupils with SEMH needs are increasingly ready to learn, able to regulate and able to engage positively in school life.	Pupil voice, behaviour/SEMH records, ELSA outcomes and case studies demonstrate improved regulation, engagement, relationships and readiness to learn.
Attendance and punctuality improve for disadvantaged pupils, particularly for pupils where persistent absence is a significant barrier.	Attendance is reviewed regularly at pupil level. Bespoke family support and attendance plans demonstrate improvement wherever possible and cohort gaps are monitored carefully.
Newly admitted and mobile pupils, including service pupils, settle quickly and any learning or pastoral gaps are identified promptly.	Transition feedback is positive. Diagnostic screening is completed quickly and any required academic, SEND or SEMH support is put in place without unnecessary delay.
Previously looked-after pupils and their families receive responsive pastoral, SEMH and inclusion support.	Parents and pupils report that support is accessible and responsive. ELSA, Inclusion Lead and wider support records demonstrate timely intervention and positive individual outcomes.
Financial disadvantage does not prevent pupils from accessing the wider life of the school.	Disadvantaged pupils can access educational visits, clubs and enrichment opportunities. Participation is monitored and barriers are addressed proactively.

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. Budget figures represent the pupil premium contribution to provision and are not necessarily the full cost of staffing or school-wide activity.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£30,000**

£22,000 additional teaching assistant capacity, £5,000 staff release/training linked to adaptive teaching and inclusive practice, £3,000 diagnostic assessment, screening and curriculum resources.

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional teaching assistant support across mainstream classes and the Hub model, prioritised around disadvantaged pupils with SEND/high needs and pupils requiring additional scaffolding.	EEF evidence supports the effective deployment of teaching assistants where support is structured, closely linked to classroom teaching and builds pupil independence. Additional capacity enables responsive adaptation and immediate support.	1, 2, 3
Staff CPD, phase collaboration and release time focused on adaptive teaching, SEND, high needs, SEMH and consistent inclusive practice.	High-quality teaching is the strongest school-level lever for improving outcomes for disadvantaged pupils. EEF and DfE guidance place teaching quality at the heart of the tiered approach.	1, 2, 3, 4
Diagnostic assessment and screening, including rapid screening for pupils joining the school during the year.	DfE pupil premium guidance recommends effective identification of pupil needs through diagnostic assessment so that support can be targeted accurately and reviewed.	1, 4, 6

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

Budgeted cost: **£14,000**

£10,000 targeted TA/HLTA intervention and keep-up support, £4,000 additional targeted screening and intervention time in phonics, language, reading, writing and mathematics.

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupil premium pupils targeted for structured keep-up and intervention within and beyond lessons, with interventions selected from diagnostic assessment and reviewed regularly.	EEF evidence indicates that targeted small-group and one-to-one approaches can have a positive impact when they are well targeted, time limited and connected to high-quality classroom teaching.	1, 4
Early language, phonics, reading, writing and mathematics support, including Little Wandle keep-up approaches and Early Talk for York where appropriate.	Evidence-informed phonics, oral language and targeted literacy/numeracy approaches support pupils who are at risk of falling behind, particularly when needs are identified early.	1, 4
Additional targeted support for disadvantaged pupils accessing Hub provision, including the HLTA-led junior Hub, over and above any provision required through an EHCP.	A structured, low-arousal and highly adapted environment can enable pupils with complex barriers to regulate, engage with learning and build the independence needed to access mainstream learning successfully.	1, 2, 3

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

Budgeted cost: **£13,630**

£7,000 contribution towards Inclusion Lead release, £4,000 ELSA/SEMH provision including Little Troopers, £2,630 contribution towards attendance, enrichment, clubs and educational visits.

Activity	Evidence that supports this approach	Challenge number(s) addressed
Inclusion Lead role. Rachel Carr is fully released from a mainstream class and provides strategic and operational leadership for disadvantaged pupils, SEND/high needs, the Hub model, SEMH, family support and attendance.	Strong leadership and close pupil-level monitoring support timely identification of barriers, coherent provision and responsive work with families. The role joins together academic, SEND, attendance and pastoral support.	1-7
ELSA and SEMH support, with pupils who are FSM or previously looked after prioritised according to need. One afternoon each week is dedicated to Little Troopers provision for service pupils.	EEF evidence on social and emotional learning supports explicit approaches that strengthen self-regulation, relationships and readiness to learn. Individual case studies and pupil voice are used to evaluate impact.	2, 3, 6
Attendance and family support, including regular monitoring, early contact, individual plans and multi-agency work where appropriate.	DfE attendance guidance emphasises early identification of barriers, strong relationships with families and targeted support. Attendance remains a significant barrier for a small number of disadvantaged pupils.	5, 7
Funded or subsidised access to extra-curricular activities, clubs and educational visits where cost would otherwise be a barrier.	Wider enrichment supports belonging, cultural capital and engagement. The school monitors access so that financial disadvantage does not restrict participation.	7

Total budgeted cost: £57,630

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This section reviews the impact of pupil premium activity in 2025/26 and uses the last three years of statutory assessment information to provide context. Because the cohorts are extremely small, pupil numbers are shown alongside percentages and individual progress from starting points remains central to evaluation.

Three-year attainment overview

The figures below are drawn from the school performance booklets for 2024, 2025 and 2026. Early Years and phonics figures use the disadvantaged flag in the performance reports. KS2 figures use the FSM eligible subgroup reported in the KS2 test summaries.

Assessment / group	2024	2025	2026	Pupil-weighted 3-year overview
EYFS disadvantaged - GLD	2/2 (100%)	2/3 (67%)	0/2 (0%)	4/7 (57%)
Year 1 disadvantaged - phonics	2/5 (40%)	2/2 (100%)	3/4 (75%)	7/11 (64%)
Year 2 disadvantaged - phonics recheck	1/2 (50%)	1/3 (33%)	No disadvantaged entrants	2/5 (40%) across entrants
KS2 FSM - RWM combined EXS+	6/7 (86%)	3/3 (100%)	1/3 (33%)	10/13 (77%)
KS2 FSM - Reading EXS+	7/7 (100%)	3/3 (100%)	1/3 (33%)	11/13 (85%)
KS2 FSM - Writing EXS+	6/7 (86%)	3/3 (100%)	2/3 (67%)	11/13 (85%)
KS2 FSM - Maths EXS+	7/7 (100%)	3/3 (100%)	2/3 (67%)	12/13 (92%)

The three-year picture demonstrates both strong outcomes in some cohorts and sharp year-to-year variation. The very small numbers involved mean that one pupil can alter a headline percentage substantially. Governors should therefore consider statutory outcomes alongside individual learning journeys, SEND profile, attendance, readiness to learn and progress from starting points.

2025/26 impact

Academic outcomes: 2026 outcomes were mixed. In EYFS, neither of the two disadvantaged pupils achieved GLD. In Year 1 phonics, three of four disadvantaged pupils met the standard. At KS2, one of three FSM pupils achieved combined RWM EXS+, with two of three reaching EXS+ in writing and mathematics. The cohort profiles and individual circumstances are significant when interpreting these percentages.

Readiness to learn and inclusion: The school saw a notable increase in readiness to learn for a number of pupils with SEMH and high needs. The Hub resource base model provided highly adapted support, helped pupils regulate and engage and enabled planned access to mainstream learning. The junior Hub is HLTA-led, with strategic oversight and support from the Inclusion Lead.

SEMH and ELSA: A high proportion of pupils accessing SEMH and ELSA support are also FSM or otherwise eligible for pupil premium, particularly previously looked-after pupils. These children are prioritised according to need. Individual case studies show progress in engagement, regulation and relationships that is not always visible in statutory attainment data.

Attendance

Attendance remains a key priority. The 2025/26 comparison shows a clear cohort gap:

Measure	FSM (28 pupils)	Non-FSM (190 pupils)	Difference
Attendance rate	91.5%	96.9%	-5.4 percentage points
Unauthorised absence	3.4%	0.6%	+2.8 percentage points
Authorised absence	5.2%	2.5%	+2.7 percentage points
Physical late rate	5.9%	1.1%	+4.8 percentage points

The FSM figure is influenced significantly by a small number of pupils with complex individual circumstances where attendance remains a persistent barrier despite very high levels of school support, family work and attempted intervention. This remains an area for sustained, bespoke work rather than a single whole-cohort response.

Forward look to 2026/27

Current internal assessment and pupil profiles indicate that published Year 6 disadvantaged outcomes in 2027 may be lower than the unusually strong 2024 and 2025 cohorts. The current group includes a very small number of pupils with significantly higher levels of SEND and complex individual starting points. This does not lower expectations. The school will continue to focus on securing EXS wherever this is an appropriate next step while also evaluating impact through individual progress, learning journeys, attendance, engagement, independence and successful inclusion.

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
Little Wandle	Little Wandle Phonics
Power Maths	Pearson
Jigsaw PSHE	Jigsaw
Early Talk for York	City of York Council / EEF pilot project

Service pupil premium funding

Measure	Details
How did you spend your service pupil premium allocation last academic year?	One afternoon per week of ELSA time dedicated to Little Troopers provision Transition and pastoral support for service pupils and families Involvement in local and national service pupil networks Additional adult, SEND and SEMH support according to individual need
What was the impact of that spending on service pupil premium eligible pupils?	Positive pupil and parental feedback A consistent trusted-adult and peer-support offer through Little Troopers Timely transition and pastoral support for pupils joining or experiencing family mobility Individual case studies show improved engagement, regulation and access to learning for service pupils with SEND/SEMH needs