

Pupil premium strategy statement

This statement details our school's use of pupil funding to help improve the attainment of our disadvantaged pupils. It can be read in conjunction with our Covid Catch Up Premium plan as many of our disadvantaged learners are in receipt of this provision too. 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	Lord Deramore's Primary School, York
Number of pupils in school	219
Proportion (%) of pupil premium eligible pupils	18.3% 9.1% FSM (20 pupils up from 19 last year) 5% Service (11 pupils down from 15 last year) 4.1% AFC/post LAC/LAC (9 pupils same as 9 from last year)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024 - 2027
Date this statement was published	September 2025
Date on which it will be reviewed	Regularly by SLT/link gov. Formally - September 2026
Statement authorised by	
Pupil premium leads	James Rourke (HT) Rachel Carr (Inclusion) Beth Charters (Champion)
Governor / Trustee lead	Connie Cullen

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	19 FSM/DPP @ £1480 (£28,120)

(due April 2025)	15 SER @ £340 (£5,100) 10 AFC/LAC @ £2,570 (£25,700) £58,920 (up from £55,440 in 24/25)
School-led tutoring grant allocation this academic year (due September 2023)	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£58,920 (up from £56,925 in 24/25)

Part A: Pupil premium strategy plan

Statement of intent

All of our children in receipt of a Pupil Premium Grant will be prioritised for additional focus and support. They will receive outstanding Quality First Teaching, have access to good learning resources, be supported by skilled and knowledgeable teachers and teaching assistants and receive tailored academic and emotional/social support which will help them thrive and achieve well.

Our Pupil Premium Strategy Plan identifies the following key strands:

- Quality First Teaching
- Academic Support / Intervention
- Emotional/Social Support / Intervention

Challenges

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

Challenge number	Detail of challenge
1	Widening gaps (due to Covid-19 closures) in academic performance/attainment (Poor engagement in learning during pandemic/lockdown/remote learning). This includes children in EYFS and Phase 1 who have SEND, SEMH, language and communication barriers on entry
2	Social, Emotional, Mental Health needs – particularly in relation to self-esteem, self-regulation and relationships
3	Early language, speech and communication needs
4	High levels of transient education / school mobility / relocation (particularly for armed forces children)
5	Difficult circumstances facing some parents which limit their capacity to support their child's learning
6	Early attachment issues which can impact on early educational development within the home (particularly post-adopted children)
7	Ensuring pupils in receipt of DDP funding have full access to a broad range of extra-curricular 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
Continue to close gaps for FSM and non FSM as quickly as possible, keeping a close eye on children in EYFS and Y1 – ensuring that rapid progress is made for these children in phonics, language, communication, number and early learning goals.	Evidenced rapid progress for Phase 1 pupils in relation to Speech, language, PSED, phonics, communication early learning goals. Year 2 phonic screening shows all FSM children pass threshold.
Improved attainment, particularly at combined EXS+ and notably in mathematics (which has been a weak subject area for this group of children)	Mathematics % EXS+ to be above 60% Combined EXS+ in RWM to improve above 60% across the school
Pupils with SEMH needs will be happier within school and at home. Pupils with SEMH behavioural needs will be able to access provision without behaviour incidences.	Pupil voice, lower behaviour incidences, parental voice
Parents (particularly with children adopted from care) will feel better supported	Parental voice, FEHA outcomes
New service children joining the school will be well supported in terms of transition and unique issues	Pupil voice, parental voice
Children from disadvantaged backgrounds will have access to great enrichment activities after school and within school (link to cultural capital).	Pupil voice, parental voice.

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: **£35,000**

£16,000 additional teaching assistant support, £9,000 towards additional SENDCO assistant position, £5,000 to support TA attendance at training and phase meetings, £3,000 towards staff CPD budget

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional teaching assistant support for all classes in particular for SEND and Phase 1	Staff feedback Additional resource to provide academic and SEMH support Early language screening and synthetic phonic evidence	1
Additional SENDCO assistant position	Additional capacity to support pupils with SEND who are also in receipt of PPG	1
Staff CPD which includes teaching assistants (phase meeting time and training)	High quality staff CPD has resulted in improved Quality First Teaching (EEF)	1, 2, 3, 4, 5, 6

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

Budgeted cost: **£13,510**

£10,510 ELSA role, £3,000 Covid catch-up tutoring plans

Activity	Evidence that supports this approach	Challenge number(s) addressed
After-school tutoring for pupils WTS, particularly in writing and mathematics	Tailored support and intervention led by the class teacher has proven successful in the past.	1

Pupil Premium children targeted for extra intervention and support within lessons	Structured interventions (as recommended by EEF) have improved pupil academic outcomes in the past	1, 2, 3
ELSA support and work, including <i>Little Troopers</i> interventions	ELSA work in schools has proven impact on children's SEMH development and needs	2, 4

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

Budgeted cost: **£14,000**

£10,000 contribution towards Inclusion Lead role (currently 0.5fte)

£4,000 contribution towards extra-curricular activities and visits for FSM pupils

Activity	Evidence that supports this approach	Challenge number(s) addressed
Inclusion Leader Role, leading on PPG, SEMH, FEHA and SEND support	Strategic leadership of these vulnerable children is required to ensure they achieve well. Inclusion Leader takes a proactive role in supporting vulnerable families (including attendance).	1-6
Funded places for all FSM pupils at extra-curricular activities, clubs and school visits	Cultural capital and academic enrichment helps to promote social mobility	7

Total budgeted cost: £62,510

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 2022 to 2023 and 2023 to 2024 academic years.

2024/2025 FSM Outcomes

Individual case studies are scrutinised by SLT and governance. Significant progress is made for all of our pupil premium pupils due to close monitoring and prioritisation of support. Pupil achievement and academic progress outcomes show that the disadvantaged gap closes significantly as the children move through school, with a high proportion of Year 6 children reaching expected national thresholds.

EYFS

3 children in receipt of FSM. 2 children achieved 'Good Level of Development'
Disadvantaged gap: 4.7% (66.7% vs. 71.4%).

Phonics

Y1: 2 children in receipt of FSM. 2 children pass phonic screening check by end of Year
Disadvantaged gap: - 14.3% (100% v 85.7%)

Y2: 3 children in receipt of FSM needed to resit phonics screen check in Year 2. 1 child passed.

Disadvantaged gap: 67% (33% v 100%)

KS2

3 children in receipt of FSM.

Reading - all 3 children achieved EXS+ (1 GDS). Disadvantaged gap: - 13.8% (100% vs. 86.2%)

Writing - all 3 children achieved EXS+. Disadvantaged gap: - 13.8% (100% vs. 86.2%)

Maths - all 3 children achieved EXS+ (1 GDS). Disadvantaged gap: - 6.9% (100% vs. 93.1%)

All 3 reached EXS+ in RWM. Disadvantaged gap: -27.6% (100% vs. 72.4%)

2023/2024 FSM Outcomes

- EY (2 pupils) - 100% GLD
- Y1 phonics (4 pupils) - 50% pass
- KS2 (7 pupils) - 100% Reading (1 GDS), 100% Maths (3 GDS) Writing 85.7%

2022/2023 FSM Outcomes

- EY (4 pupils) – 25% GLD
- Y1 phonics (2 pupils) – 50% pass
- KS1/Year 2 (3 pupils) – 33% RWM EXS+
- KS2/Year 6 (3 pupils) – 72% EXS+ RWM EXS+

Significant progress made for some pupils with SEMH needs (not just academic but most notably readiness to learn).

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
Get Set 4 PE	Get Set 4 Education

Service pupil premium funding

Measure	Details
How did you spend your service pupil premium allocation last academic year?	One afternoon per week ELSA time to lead on <i>Little Troopers</i> provision Involvement in local and national service pupil conferences/networks SPP pupils with SEND and SEMH needs provided with high levels of additional adult support from highly trained adults
What was the impact of that spending on service pupil premium eligible pupils?	Very good parental and pupil feedback Good feedback from local armed forces liaison lead

	Significant progress for SPP pupils with SEMH and SEND needs
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