

Pupil Premium Strategy Statement 2024-2027

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	Delce Academy
Number of pupils in school	322
Proportion (%) of pupil premium eligible pupils	52% (168 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024/2025 to 2026/2027
Date this statement was published	December 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Michael Harris
Pupil premium lead	Michael Harris
Governor / Trustee lead	Tracey Notley

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£231,708.80
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£231,708.80

Part A: Pupil premium strategy plan

Statement of intent:

Pupil Premium funding provides additional support to pupils who are socio-economically disadvantaged to ensure that they achieve their full potential, closing the attainment gap and aligning with national standards. This funding is designed to foster positive learning behaviours, equipping pupils with the skills and confidence to thrive.

Delce Academy serves a significant number of Pupil Premium eligible pupils, a number that has grown following the pandemic and recent economic challenges, such as the cost-of living crisis.

We will address the key barriers hindering the progress of our underserved pupils, including:

- Attendance: Ensuring regular school attendance is fundamental to academic success.
- Personal Development: Nurturing pupils' emotional well-being and resilience. Emotional Literacy: Developing effective communication and self-expression skills
- Academic Outcomes: Raising attainment levels across all subjects.
- Safeguarding and SEN: Providing tailored support for vulnerable pupils.

Our vision is for all pupils to embody our school values, thrive in their learning, and feel a strong sense of belonging. We will achieve this through early identification of needs, rigorous assessment, and collaborative efforts to bridge the gap between Pupil Premium and non Pupil Premium pupils.

By providing access to high-quality texts and enriching learning experiences, we will empower our underserved pupils to become confident readers, fostering a love of learning and equipping them to succeed in our global curriculum. This will enable them to read for knowledge, pleasure, and personal growth, ultimately becoming empowered learners and agents of change.

To ensure our approaches will be effective, we will:

- Embed strategies to ensure that the attendance of underserved pupils is in line with at least national.
- Use regular assessments to ensure early identification and intervention.
- Ensure our underserved children are set learning that is achievable yet challenging with high expectations of them from all staff.
- Adopt a whole school approach where all staff have responsibility for the outcomes and attainment of our underserved children.
- Develop a whole school approach to emotional literacy with a Delce language for emotions.
- Ensure high quality SEN, pastoral and enrichment support for pupils.

- Collaborate effectively with external community services to support families.

Challenges:

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

Challenge number	Detail of challenge
1	<p>Attendance</p> <p>Many Pupil Premium children and families need additional support to improve school attendance. Regular school attendance is crucial for children's academic progress, allowing them to benefit from quality teaching, build strong relationships with peers, and develop essential self-regulation skills. During the last academic year, the attendance of Pupil Premium pupils fell below national expectations and was significantly lower than that of their non Pupil Premium peers, with an average gap of 5%. Moreover, the rate of persistent absence among Pupil Premium children was higher than the school average and double the national average.</p>
2	<p>Personal Development</p> <p>Our welfare concern referrals, safeguarding discussions and observations have identified social and emotional, mental health, self-confidence, emotional literacy skills and anxiety issues for some Pupil Premium children. The use of Zones of Regulation is embedded within school, but work on this and other observations show that children's ability to self-regulate can be low and requires further support, intervention and enrichment.</p>
3	<p>Special Educational Needs</p> <p>Many pupils identified as SEN support are also eligible for Pupil Premium and the vast majority of the pupils who have an Education and Health Care Plan are eligible for Pupil Premium. Males in both categories make up the biggest proportion.</p>
4	<p>Reading</p> <p>Some Pupil Premium children do not read as regularly as their peers, leading to slower acquisition of reading skills. Across the school, PP children do not attain as highly as their peers in reading.</p>
5	<p>Community</p> <p>Social and economic challenges experienced by families including inadequate housing, overcrowding, domestic violence, substance misuse and parental mental health have a negative effect on pupil wellbeing.</p>

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
<p>Attendance of PP children is in line with similar pupils nationally.</p>	<ul style="list-style-type: none"> By July 2027, attendance of Pupil Premium pupils is in line with national averages and there is a reduction in % gap between persistently absent Pupil Premium pupils and Non-Pupil Premium pupils.
<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<ul style="list-style-type: none"> Pupil Premium children will be well supported by the pastoral and enrichment offer within the school and have access to strategies to support improvements in their mental health and wellbeing, as evidenced through intervention tracking and Boxall Profile records. Pupil Premium children will have self regulation strategies to support positive behaviour for learning and participation in lessons. This will be evidenced by behaviour data analysis. External agency and therapeutic records i.e. Hamish and Milo, Draw to Talk, ELSA demonstrate a positive improvement in pupils mental health and well-being. PP Children and parents are confident when applying appropriate strategies that they have learned in interventions which reduces the impact in their daily lives so that learning can continue.
<p>PP and SEND pupils are well supported enabling them to make good progress in their learning.</p>	<ul style="list-style-type: none"> Barriers for pupils with identified Pupil Premium and SEND are reduced and pupils make good progress from their starting points which is in line with other pupils

	<p>from their cohort.</p> <ul style="list-style-type: none"> • Children are able to talk confidently about their learning and the global curriculum. • PP children have clear high aspirations for their future education and lifestyle. - PP children have access to a range of enrichment experiences (creative, the arts, sports) throughout their time at Delce Academy. • Targeted interventions are in place for PP children with SEND which supports children to access the curriculum and make good progress. • The additional learning barrier of PP children with SEND is minimised by high quality bespoke planned learning journeys which address their individualised needs and removes barriers to their continued progress.
<p>Improve oral, language and reading skills for PP children.</p>	<ul style="list-style-type: none"> • By 2027, the gap in % of pupil premium and non-pupil premium will significantly reduce in attainment for every year group. • % of PP children achieving GD increases year on year across the year groups.
<p>Ensure support, advice and signposting of external agencies is available to all families.</p>	<ul style="list-style-type: none"> • Early identification of pupils and parents with emotional and mental health needs ensures that they receive a program of effective support and strategies through referrals to external agencies or bespoke support in school which is reviewed and monitored regularly. • Families of Pupil Premium children engage more fully with whole school activities as evidenced in workshop attendance data and Family Liaison Manager records.

	<ul style="list-style-type: none"> • The school website provides clear signposts for vulnerable families to outside agencies and supports. • School leaders are clear on the number of disadvantaged families accessing school commissioned support such as attendance advisory, food bank, therapy and CAMHS and the impact this has on the engagement, aspirations, confidence and wellbeing of parents and children. As a result of this they make positive contributions to the school and community. • By 2027, the development of the Delce Food and Clothes Bank is well established and used appropriately by the school community. • Parents feel better equipped to support their children at home.
Attendance of PP children is in line with similar pupils nationally.	<ul style="list-style-type: none"> • By July 2027, attendance of Pupil Premium pupils is in line with national averages and there is a reduction in % gap between persistently absent Pupil Premium pupils and Non-Pupil Premium pupils.

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: £11,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
SEND surgeries to support teachers in planning to meet the needs of SEND pupils within their class/phase.	In-house research and past experiences have proven that children with SEND and PP that receive tailored support make more progress due to specific strategies for those children 'Adapting teaching	1, 2, 3, 4

<p>SENCO to support Medium Term Plans days</p>	<p>in a responsive way, for example by providing focused support to pupils who are not making progress, is likely to improve outcomes.' (Ofsted Inspection Framework 2019)</p>	
<p>Instructional coaching is used to develop all teachers</p>	<p>'Instructional coaching reflects the growing consensus about what makes high-quality professional development for teachers. It is job-embedded, addressing issues teachers face daily in their classrooms. It is ongoing, not a one-off workshop. It can be aligned to curriculum and assessment. And its goal is twofold: improved teaching practice and improved student learning.'</p> <p>(IRIS Connect:Coaching for Teachers, Andy Newell 2024)</p>	<p>2, 3, 4</p>
<p>Continue to implement Little Wandle phonics rapid catch-up and Fluency in KS2 for identified pupils.</p>	<p>Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading (EEF Teaching and Learning Toolkit, Phonics).</p> <p>'It is possible that some disadvantaged pupils may not develop phonological awareness at the same rate as other pupils, having been exposed to fewer words spoken and books read in the home' (EEF Teaching and Learning Toolkit, Phonics).</p>	<p>3, 4</p>
<p>Contingency fund for additional CPD and additional teacher training</p>	<p>Cross Trust CPD reaching out to colleagues in partner schools who have developed strong practice linked to research and case studies. Collaborating in planning and understanding effective practice.</p> <p>'it is about more good teaching for all pupils, as this will especially benefit the most disadvantaged.'</p>	<p>2, 3, 4, 5</p>

	(EEF, The Attainment Gap, 2017)	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £75,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted pupils to access emotional literacy sessions with ELSA (Emotional Literacy Support Assistant) trained staff	<p>External training for additional ELSA, we now have 3 ELSA trained staff to support pupils.</p> <p>Hamish and Milo trained staff to deliver high quality pastoral interventions to Pupil Premium pupils for Years 3-6.</p> <p>The EEF's guidance report Improving Social and Emotional Learning in Primary Schools, suggests that disadvantaged children have weaker SEL skills and therefore poorer mental health and academic outcomes. (EEF, Practical strategies for embedding high-quality social and emotional learning skills, 2020)</p> <p>EEF</p>	2, 3
SENCo to support staff in the early identification of specific needs and provide tailored CPD for staff and guidance for parents.	<p>Early interventions have a positive impact on low income families and are effective in narrowing the attainment gap between disadvantaged children and their peers. (EEF, Teaching and learning toolkit, 2018)</p> <p>EEF</p>	1, 2, 3, 4, 5
Individual learning plans for all SEND pupils and those eligible for PP funding are reviewed by the SENCo and regularly reviewed with parents.	<p>SENCO to support teachers in planning personalised learning journeys for all SEND pupils and those eligible for Pupil Premium funding are reviewed by the SENCO and regularly reviewed with parents.</p> <p>Early interventions have a positive impact on low income families and are effective in narrowing the attainment</p>	3, 4

<p>Parents are supported to understand the needs of their child through regular workshops and parent coffee mornings.</p>	<p>gap between disadvantaged children and their peers. (EEF, Teaching and learning toolkit, 2018)</p> <p>Although a focus on effective classroom teaching is the starting point, some pupils will require specialist support—including specific teaching methods, equipment, or curriculum—delivered by a trained professional either directly or in a consultancy role. (EEF, Special Educational Needs in Mainstream Schools, 2020)</p> <p>EEF</p>	
<p>1:1 or Small group interventions with the use of PiXL resources to address key gaps in learning and track progress of PP children and PP children with SEN</p>	<p>Research shows (EEF, Closing the Attainment Gap, 2019) that early interventions have a positive impact on low income families and is effective in narrowing the attainment gap between disadvantaged children and their peers.</p>	<p>3, 4</p>
<p>SaLT and TA to deliver therapy for children with SaLT</p>	<p>‘Oral language interventions can be delivered intensively over the course of a few weeks, but may also be developed over the course of an academic year. Frequent sessions (3 times a week or more) over a sustained period (half a term to a term) appear to be most successful.’ (EEF, Oral language interventions, 2021)</p>	<p>2, 3, 4</p>
<p>Further develop the role of Family Liaison Manager to improve parental engagement which will impact attendance</p>	<p>‘Parental engagement has a positive impact on average of 4 months’ additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.’ (EEF, Parental Engagement, 2021)</p>	<p>1, 2, 3, 5</p>

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

Budgeted cost: £145,708.80

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Family Liaison Manager and Attendance Champion, alongside Senior Leaders, target PP children who are regular absentees and those who are at risk of becoming regular absentees, through home visits, regular meetings and rigorous tracking and monitoring.</p>	<p>Addressing attendance and punctuality issues is critical to ensure that pupils benefit from the educational experiences on offer (EEF, Supporting School Attendance, 2024). Previous strategies have shown that engagement of senior leaders at an early stage with parents has significantly improved attendance.</p>	<p>1</p>
<p>Targeted parent workshops with a focus on how to support children's academic and emotional development. Ensure PP parents are attending regularly.</p>	<p>Parental engagement sessions where the focus is on supporting children with their wellbeing have had a strong turnout. Moderate improvements can then be seen in the progress they make. (EEF, Teaching and Learning toolkit, 2018)</p>	<p>1, 2, 3, 5</p>
<p>Enrichment and extracurricular activities such as sports clubs, music lessons etc improves mental and physical health</p>	<p>Ensuring children have equal access to enrichment is essential to them feeling a part of the school community and allowing them to benefit from in school enrichment and educational visits, including residential visits. (EEF, Practical strategies for embedding high-quality social and emotional learning skills, 2020)</p>	<p>1, 2</p>
<p>Pastoral team to work with PP</p>	<p>The EEF's guidance report Improving Social and Emotional Learning in Primary Schools, suggests that disadvantaged children have</p>	<p>1, 2, 3</p>

<p>children with a focus on improving learning behaviours.</p>	<p>weaker SEL skills and therefore poorer mental health and academic outcomes. (EEF, Practical strategies for embedding high-quality social and emotional learning skills, 2020)</p> <p>Continuation with the provision of nurture breakfast for targeted pupils to support emotional well-being and improve attendance. Financial support is offered for purchasing uniform and subsidising educational visits and extra-curricular experiences. The EEF's guidance report Improving Social and Emotional Learning in Primary Schools, suggests that disadvantaged children have weaker SEL skills and therefore poorer mental health and academic outcomes. (EEF, Practical strategies for embedding high-quality social and emotional learning skills, 2020)</p>	
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Total budgeted cost: £231,708.80

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

Programme	Provider
Times Table Rock Stars	Maths Circle Ltd.
SPaG.com	www.SPAG.com
PiXL	www.pixl.org.uk
Century AI	Century Tech
Kapow	Kapow Primary
Purple Mash	2Simple
Little Wandle Letters and Sounds revised	Wandle Learning Trust
Whiterose Maths	White Rose Education
Hamish and Milo	www.hamishandmilo.org

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
Speech and Language Therapist attends 1 day per week to support children with their speech, language and communication. TAs attend the sessions so that support can be provided in class and through additional interventions. Reports are written with key targets for children to work on and reports are shared with class teacher and parent. (These will be continued).	Andrew Green - Freelance
Art Therapy attends 3 days per week to provide support to children to help them work through challenges or difficult life situations. This provides children with the opportunity to reflect and process feelings and thoughts at their own pace. (These will be continued)	Kent Art Therapy
Dyslexia specialist teacher attends regularly throughout the year to assess children who are at risk of a specific learning difficulty and provide school with a report or recommendations.	Gemma Epsom

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 2024 to 2025 academic year.

Quality of Teaching

Improved quality-first teaching has led to a significant uplift in end-of-key-stage outcomes for disadvantaged pupils, narrowing the gap with their peers. This is the direct result of targeted professional development which has enhanced teachers' ability to adapt their practice to meet the specific needs of learners.

Key Stage Outcomes for Disadvantaged Pupils:

- Combined RWM: Attainment at the expected standard (EXS+) rose by 5% to 39% in 2025.
- Maths: Progress was significantly accelerated, with attainment at EXS+ increasing by 11%

from 41% to 52%.

- Reading: The consistent implementation of the Little Wandle programme has secured foundational phonic knowledge and reading fluency with the children.

Year 6 data saw a 3% increase in pupils achieving EXS+, now at 59%.

- 4% increase in EGPS (to 54%) and a 2% increase in pupils achieving Greater Depth in Writing (to 11%).

Targeted Support

Targeted pastoral and academic support has successfully addressed non-academic barriers to learning, leading to improved pupil well-being, confidence, and readiness to learn.

- Improved Emotional Regulation: Pupils accessing ELSA sessions demonstrate measurably better emotional regulation and self-awareness. This is evidenced by a reduction in behavioural incidents and improved engagement in lessons, allowing them to access the curriculum more effectively.
- Strengthened Home-School Partnerships: Increased parental attendance at coffee mornings has cultivated stronger home-school relationships. As a result, parents report feeling better equipped to support their child's learning, leading to improved communication and a more consistent approach between home and school.
- Enhanced Individualised Support: The effective use of pupil profiles and the sharing of a 'Strategy of the Week' with staff and parents has created a consistent support network. This ensures all adults understand a pupil's specific needs, leading to more focused and impactful support that directly boosts pupil confidence and progress.