Disley Primary School - Pupil premium strategy statement – updated November 2026

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	Disley Primary School
Number of pupils in school	261
Proportion (%) of pupil premium eligible pupils	5.6%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	24-27
Date this statement was published	November 26
Date on which it will be reviewed	November 27
Statement authorised by	Jake Nicklin
Pupil premium lead	Rebecca Kemp
Chair of Governors	Ian Rush

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£24,800
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
National Tutoring Grant	£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	£24,800

Part A: Pupil premium strategy plan

Statement of intent

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. Research conducted by EEF should then be used to support decisions around the usefulness of different strategies and their value for money.

Common barriers to learning for disadvantaged children, can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no "one size fits all".

Our ultimate objectives are:

✓ To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.

✓ For all disadvantaged pupils in school to make or exceed nationally expected progress rates.

✓ To support our children's health and wellbeing to enable them to access learning at an appropriate level.

We aim to do this through

• Ensuring that teaching and learning opportunities meet the needs of all the pupils

• Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed

• When making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged

• We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.

• Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Achieving these objectives:

The range of provision the Governors consider making for this group include and would not be inclusive of:

• Ensuring all teaching is good or better thus ensuring that the quality of teaching experienced by all children is improved.

• To allocate a Teaching Assistant to each phase - providing small group work focussed on overcoming gaps in learning

• 1-1 support

• Additional teaching and learning opportunities

• All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations.

• Pupil premium resources are to be used to target able children on Free School Meals to achieve Age Related Expectations

• Additional learning support.

• Support payment for activities, educational visits and residentials. Ensuring children have first-hand experiences to use in their learning in the classroom.

• Focused support through the National Tutoring Programme for specific children in receipt of pupil premium

• Providing opportunities in school for children to engage with homework and reading activities

• Use of volunteers and prefects to offer support for children in receipt of pupil premium

• Promotion of involvement in extra-curricular activities

Challenges

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

Challenge number	Detail of challenge
1	Our assessments and observations indicate that the amount of children, who are disadvantaged, meeting the expected standard in writing, reading and maths pupils is lower than for non-disadvantaged pupils.. These findings are supported by national studies. This has resulted in knowledge gaps leading to pupils falling further behind age-related expectations, in all reading, writing and maths.
2	Our attendance data over the last year indicates that attendance among disadvantaged pupils has been lower than for non-disadvantaged pupils.
3	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils and a lack of enrichment opportunities. These challenges particularly affect disadvantaged pupils, including their attainment.

4	The cost implications regarding additional extra-curricular activities, including clubs, trips and residentials, put a financial strain on our families with children who access pupil premium, in turn affecting their cultural capital opportunities as the uptake is lower among our pupil premium children.

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 reading attainment among disadvantaged pupils at the end of KS2.	KS2 reading outcomes in 2026/27 show that our disadvantaged pupils continue to achieve, at least, the expected standard in line with the national standard.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2026/27 show that our disadvantaged pupils continue to achieve, at least, the expected standard in line with the national standard.
Improved writing attainment for disadvantaged pupils at the end of KS2.	KS2 writing outcomes in 2026/27 show that our disadvantaged pupils continue to achieve, at least, the expected standard in line with the national standard.
Improved phonics screening outcomes for disadvantaged pupils at the end of Year 1	Phonics screening outcomes in 2026/27 show that the pass rate of our disadvantaged pupils continues to be in line with the national benchmark.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance in 2026/27 continues to be, as a minimum, in line with national averages
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2026/27 demonstrated by: • qualitative data from student voice, student and parent surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils supported by school

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: £6,000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff to engage with Monster Phonics refresher training to ensure consistency across phases Cost: Refresher training is free	Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months' progress. Research suggests that phonics is particularly beneficial for younger learners (4−7 year olds) as they begin to read. Synthetic phonics approaches have higher impacts, on average, than analytic approaches. EEF: Phonics	1
Run an internal CPD programme to upskill support staff in school through the use of areas of expertise from varying staff £1,500	Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap. It is therefore hugely encouraging to see a host of new initiatives and reforms that recognise the importance of teacher quality	1
Deliver a programme of CPD for staff targeting areas for development in line with the school improvement plan. Training will facilitate and enable best practice in school £1,500	Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap. It is therefore hugely encouraging to see a host of new initiatives and reforms that recognise the importance of teacher quality	1
To facilitate release for subject leaders to enable them to conduct their roles effectively enabling consistency of approach across all subject areas £1,000	Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap. It is therefore hugely encouraging to see a host of new initiatives and reforms that recognise the importance of teacher quality	1
Engage in OxEd Whole Class and NELI Effectiveness Research Trial to ensure school is working in line with strong foundations and the writing framework to	Communication and language development is a key focus in the early years, particularly for disadvantaged pupils who are more likely to start school with language skills below age-related expectations. Strong oral language skills are closely linked to later success in	1

secure foundational knowledge in oracy £2000	reading, writing and learning across the curriculum. Participation in the OxEd Whole Class and NELI Effectiveness Research Trial will support the early identification of language needs and provide access to evidence-based approaches that aim to improve children's communication, language and vocabulary development. The EEF identifies oral language interventions as having a high impact, with potential to accelerate progress by an average of six months.	

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

Budgeted cost: £9,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching assistants facilitating Maths and English interventions for small groups of children and one-to-one across the school. Interventions to target gaps as identified through formative and summative assessment in the classroom. Interventions to run alongside classroom teaching. £7,000	Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average. Often interventions are based on a clearly specified approach which teaching assistants have been trained to deliver.	1
To sustain and continue speech and language interventions £2,000	The average impact of Oral language interventions is approximately an additional six months' progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language. Approaches that focus on speaking, listening and a combination of the two all show positive impacts on attainment.	1

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

Budgeted cost: £9,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
Subsidise the cost of a whole school pantomime trip to enable all pupils the opportunity to be exposed to the panto £1,000	The curriculum extends beyond the academic, technical or vocational. It provides for learners' broader development, enabling them to develop and discover their interests and talents. PP funding will allow for our disadvantaged children to have the same experiences as their peers as referenced in the personal development section in the EIF	3 and 4
Offer free places to school led and PTFA events £500	The curriculum extends beyond the academic, technical or vocational. It provides for learners' broader development, enabling them to develop and discover their interests and talents. PP funding will allow for our disadvantaged children to have the same experiences as their peers as referenced in the personal development section in the EIF	3 and 4
To sustain the use of an ELSA to provide targeted emotional support for children who require it £4,000	Benefits • Safe Environment – Provides a safe and supportive environment where children can express their feelings without judgment. • Personalised Support – Offers tailored support that addresses the specific needs of each child. • Skill Development – Helps children develop essential emotional and social skills that are crucial for their overall development. • Improved Well-Being – Enhances the overall emotional well-being of children, contributing to their happiness and success in school. • Empowerment – Empowers children by giving them the tools and strategies they need to handle life's challenges effectively. • Increased Resilience – Helps children build resilience by understanding and managing their	3

	emotions, which is crucial for coping with stress and adversity. ELSA support plays a crucial role in helping children overcome emotional and social difficulties, ensuring they have a positive and productive school experience.	
Educational visits/extra-curricular activities/music lessons partially or wholly subsidised £1,000	The curriculum extends beyond the academic, technical or vocational. It provides for learners' broader development, enabling them to develop and discover their interests and talents. PP funding will allow for our disadvantaged children to have the same experiences as their peers as referenced in the personal development section in the EIF	3 and 4
To subsidise a package of musical tuition on the djembe and samba drums for all year 5 pupils £1,000	The curriculum extends beyond the academic, technical or vocational. It provides for learners' broader development, enabling them to develop and discover their interests and talents. PP funding will allow for our disadvantaged children to have the same experiences as their peers as referenced in the personal development section in the EIF	3 and 4
To deliver enrichment opportunities for all pupils once per half term to improve student wellbeing, facilitate collaborative opportunities and sustain high attendance through encouragement of attendance on the last day of half term £2,300	Research suggests that participation in enrichment activities can improve pupils' wellbeing, engagement with school and sense of belonging. Providing opportunities for pupils to access a broader range of experiences, interests and skills supports personal development and can increase motivation to attend school. At Disley Primary School, enrichment sessions are held on the final day of each half term, creating a positive end to the term and encouraging attendance on a day when absence rates can typically increase. The activities provide all pupils, including disadvantaged pupils, with equitable access to experiences that they may not otherwise encounter, supporting cultural capital, confidence, resilience and positive attitudes towards learning.	2 and 4

Total budgeted cost: £24,800

Part B: Review of outcomes in the previous academic year (2025-26)

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2025 to 2026 academic year.

Our phonics pass rate was at 60% in 2022. This is below the national average. Children are being taught as whole classes and daily interventions are happening to ensure children working towards where they should be have the opportunity to keep up with their peers and that the gaps are narrowed. Horizon scanning tools have been used and we will be looking at how we can utilise home and family working to support children further – 0% disadvantaged children passed. In the year 2023, the pass rate was 89% and 100% of disadvantaged pupils passed. In the year 2024, the pass rate was 88% and 100% of disadvantaged pupils passed. In the year 2025, the pass rate was 79% and 33% of disadvantaged pupils passed.

Due to the size of the cohort, the phonics data for 25.26 is not comparable.

2023.24 KS2 data shows that:
86% of disadvantaged pupils were EXS in reading and writing
86% of disadvantaged pupils were EXS in maths
86% of disadvantaged pupils were EXS in grammar
86% of disadvantaged pupils achieved a combined grade of EXS

2024.25 KS2 data shows that:
100% of disadvantaged pupils were EXS in reading
100% of disadvantaged pupils were EXS in maths
100% of disadvantaged pupils were EXS in grammar
75% of disadvantaged pupils were EXS in writing
75% of disadvantaged pupils achieved a combined grade of EXS

Due to the size of the cohort, the 25.26 KS2 disadvantaged data is not comparable.

Attendance of disadvantaged pupils was 93.9% at the end of the year 25.26 in comparison to the national average 92.4%

This details the impact that our pupil premium activity had on pupils in the 2025 to 2026 academic year.

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.

N/A

Further information (optional)

Pupil Premium

Types of support we're offering across all year groups include:

- Emotional support
- Booster groups
- 1:1 support
- Breakfast (when necessary)
- Snacks/ school dinners provided
- Speech therapy
- School trips payment support
- School uniform
- Music lessons
- Before and after school club

Successes

- All children are accessing additional support
- Paperwork has been completed for each child
- Many of the outcomes that have been achieved have been positive for the children
- Pupil voice suggests most children enjoy school and most of the children had a positive attitude towards learning

Points for further discussion/ improvements:

- Ensuring that children don't fall behind when entering a new Key Stage
- Work towards all children having a set allocation of a music lesson, a sports activity and partly funded trips