

Dilhorne Endowed C E Primary School - Pupil premium strategy statement 2025 to 2026



This statement details our school's use of pupil premium for the 2025 to 2026 academic year) 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	Dilhorne Endowed C E Primary School
Number of pupils in school	46
Proportion (%) of pupil premium eligible pupils	10 (21%)
Academic year/years that our current pupil premium strategy plan covers	2024-2026
Date this statement was published	Dec 2025
Date on which it will be reviewed	July 2026
Statement authorised by	J M Eccles
Pupil premium lead	C Broome
Governor / Trustee lead	L Yates

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£11720
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	N/A

Part A: Pupil premium strategy plan Statement of intent

The aims of the Moorlands Primary Federation are:

To provide high-quality education in each of our schools;

To offer an education rooted in faith, shared Christian values and love; *

To provide every child with life-enriching experiences, instilling a passion and enjoyment of learning and to enable children to make a positive contribution to their world;

To develop a highly-skilled teaching and learning team, which shares good practice in order to benefit the children within each school and to further develop staff.

*Diocesan schools

What are your ultimate objectives for your disadvantaged pupils?

To provide all pupils with fair and equal opportunities to achieve their potential in all areas of the curriculum.

To use extra funding for disadvantaged pupils to support opportunities and ensure that first class teaching is accessible. To plan, monitor and evaluate support and intervention to secure progress and achievement.

To support all the different strands of the Pupil Premium:

Ever 6 Free School Meals Children- children who have been eligible for free school meals in of any the last six years;

Looked after Children in the care of the local authority;

Children who are no longer looked after by the local authority due to adoption, guardianship or residence order;

Ever 5 Service children- children eligible for the service child premium in any of the previous 4 years as well as those recorded as a service child for the first time this year.

How does your current pupil premium strategy plan work towards achieving those objectives?

We have eight children currently on role eligible for PP funding. It is our intention to use PP funding to close gaps on national expected levels by ensuring rapid progress. Some children are high attainers. It is our intention to use PP funding to 'challenge' these children to achieve even more. 86% of our funding is to be used funding educational staff, as we believe this has the greatest impact on pupil outcomes. Our ability to deliver our strategy depends upon the children demonstrating a high level of attendance.

What are the key principles of your strategy plan?

Provision of excellent teaching through recruitment, retention and CPD of staff as well as excellent pedagogy;

Access to high-quality educational resources and experiences for all disadvantaged pupils across all provision;

Targeted academic support for disadvantaged pupils including academic guidance and pastoral support;

Provision of strategies to support disadvantaged pupils with their attendance, and well-being;

Bespoke support to meet the needs of individual circumstances.

Challenges

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

Challenge number	Detail of challenge
1	Challenge to improve progress and attainment in reading, writing and maths.
2	A third of PP children have attendance below 95%.
3	Very small cohorts and subsequently small PP numbers spread over seven year groups.
4	Fair access to educational materials and extra-curricular activities

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
Ensure all non-SENDs PP children make expected progress in reading, writing and maths.	All non-SENDs PP children make 2 TMPF points (or the equivalent) in reading, writing and maths per term.
Improve attendance of PP children to above 95%	Majority of PP children have above 95% attendance
Ensure all PP children have equal access to all extra-curricular school activities.	All PP children to attend educational visits
Ensure all PP children have appropriate, equal, educational materials as non-PP children	No PP child is without suitable educational materials

Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.
Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £9577.37

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Learning support assistant delivering academic guidance (11 hours) 9577.37	<p>Teaching Assistant Interventions +4 (EEF) 'Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact,' '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.' 'The majority of studies were targeted interventions conducted in primary schools – where the impact is typically a little higher (+5 months) than for secondary age pupils (+4 months). Most of</p>	1,3
	<p>the evidence relates to reading and other aspects of literacy. Impact is lower for mathematics in primary schools (+ 3 months). The majority of effective approaches involve targeted small group or one to one interventions. Impact in small groups tends to be a little lower (+3 months), but this needs to be offset against the greater number of pupils who benefit. Short sessions of around 30 minutes or so, several times a week are most effective.'</p> <p>Making Best Use of Teaching Assistants 'Ensure explicit connections are made between learning from everyday classroom teaching structured interventions. Adopt evidence-based interventions to support TAs in their small group and one-to-one instruction Use TAs to deliver high quality one-to-one and small group support using structured interventions Ensure TAs are fully prepared for their role in the classroom Use TAs to add value to what teachers do, not replace them'</p>	

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide educational materials for those children that require them. 700	Pupils from lower socioeconomic households are less likely to be able to afford the cost of school uniforms. (EFF)	2,4
Fund all educational visits for PP children. (7 X 25 = 175) Year 6: 2 X 410 = 820 Total 995	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.	4
School uniform 175	Pupils from lower socioeconomic households are less likely to be able to afford the cost of school uniforms. (EFF)	
Music tuition 2 X 200 = 400	Arts participation (EEF) 'Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. It is important to remember that arts engagement is valuable in and of itself and that the value of arts participation should be considered beyond maths or English outcomes. Overall, the average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an additional three months' progress. Improved outcomes have been identified in English, mathematics and science. Benefits have been found in both primary and secondary schools. Some arts activities have been linked with improvements in specific outcomes. For example, there is some evidence of the impact of drama on writing and potential link between music and spatial awareness. Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.'	

Total budgeted cost: 11847.37

Total PP expenditure 2024/5 :11450

Part B: Review of outcomes in the previous academic year Pupil premium strategy outcomes

Measure	Details
2024/2025 allocation: 5084 Pupil numbers: 8	2024/25 Total amount spent (including any carry-over from previous year): 5085
How we spent our pupil premium allocation last academic year 2024/5	Learning support assistant delivering academic guidance (12 hours) 9805 Provide educational materials for those children that require them. 410 Fund all educational visits for PP children. (7 X 25 = 175) Year 6: 1 X 410 = 410 Total 585 School uniform 150 Music tuition 2 X 250 = 500
This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.	PP cohort size 8. Reading: 50% attained the national expected level, 50% made expected progress. Writing: 25% attained the national expected level, 50% made expected progress. Maths: 50% attained the national expected level, 50% made expected progress

Service pupil premium funding (optional): NA