



# Darlinghurst Academy Pupil Premium Strategy Statement 2024-2027

This statement details our academy's use of pupil premium funding to help improve the attainment of our disadvantaged pupils. It outlines our pupil premium strategy (a three-year approach 2024-2027), 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	Darlinghurst Academy
Number of pupils in school as Oct 24 Census	503 (129 PP, 2 LAC, 2 PLAC)
Proportion (%) of pupil premium eligible pupils as Oct 24 Census	27%
Academic year/years that our current pupil premium strategy plan covers <b>(3-year plans are recommended)</b>	2024-2027
Date this statement was published	30 September 2024
Date on which it will be reviewed	4 November 2026 and 2027
Statement authorised by	Emma Nicholls
Pupil premium lead	Leanne Hahn
Governor / Trustee lead	Megan Jenkins

## Funding overview

Detail – 2024/25	Amount
Pupil premium funding allocation (129 pupils @ £1515) (2 LAC @ £2630, 2PLAC @ £2630))	£ 205,955
<b>Total budget for this academic year</b>	£ 205,955

## Part A: Pupil premium strategy plan

### Statement of intent

At Darlinghurst we promote: inclusive culture, foster empowerment, raise the attainment of all of our children no matter their prior attainment, support emotional, health and wellbeing. Our academy priorities drive our approach to supporting the needs of all children, including our disadvantaged and vulnerable groups.

<b>Academy Priority 1</b>	Raise ambition for all children (particularly those with multiple vulnerabilities) accelerating progress.
<b>Academy Priority 2</b>	Tighten relational approaches (across the community) creating a uniformed response to need.

Our vision is firmly driven by the Pupil Premium, ensuring that every child—regardless of background—has equal access to high-quality learning opportunities and the support they need to succeed. Through carefully planned, targeted, and proportionate actions, we aim to close the attainment gap between Pupil Premium and non-Pupil Premium pupils so that all children can achieve their full potential.

All initiatives will be purposeful, equitable, and evidence-informed, designed to benefit all learners without diminishing the wider educational experience. Where available, both internal and external data will be used to monitor impact, evaluate progress, and inform future practice.

As with all government funding, Darlinghurst Academy is accountable for demonstrating how Pupil Premium funding is used to achieve our central aim of improving outcomes for disadvantaged pupils. This policy ensures that funding is allocated strategically, spent effectively, and evaluated rigorously, with clear accountability for educational performance. Oversight is provided through scrutiny by governors and trustees.

Academy leaders responsible for the Pupil Premium strategy work collaboratively with key stakeholders and line managers to ensure effective implementation. The Principal and Vice Principal hold overall accountability through direct line management and reporting to the governing body, providing regular updates on progress, impact, and next steps.

## Challenges

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

Challenge number	Detail of challenge
1	<b>Outcomes</b> Disadvantaged children start with lower starting points to their peers, especially at the start of their journey. Early intervention is key to providing support. Through early intervention and rapid response to information, the academy will narrow and close gaps of disadvantaged by the time they leave KS2. DA disadvantage outcomes to be above national disadvantage outcomes and gaps.
2	<b>Attendance and Punctuality</b> Each family will have their own particular barrier. Building strong relationships with our families who are vulnerable and seeking to support their needs will ensure attendance gap is closed or better than national attendance and punctuality is improved. <b>DA PP Attendance data year to date 24/25 is 93.3%</b> DA PP Absence is 6.7%. This is -2% lower than national. <b>National Absence year to date 24/25 as at Dec 5<sup>th</sup> 24</b> 4.7% in state-funded primary schools (3.3% authorised and 1.3% unauthorised) The overall absence rate across the 2024/25 academic year to date was 0.4 percentage points lower than the same point in the 2023/24 academic year.
3	<b>Literacy</b> Knowing our context and families, we understand that many of our children enter school with poor literacy starting points, needing intervention so that they can access our provision. Writing outcomes of PP children remain lower than those of their peers across the academy EYFS Baseline 24/25 outcomes show that Literacy = 43% is our lowest area 50% of ALL reception chn working at typical level of development 0% PP reception chn working at a typical level of development Our read first approach ensures all children build the necessary skills to access the wider curriculum. Phonics begins in reception and from early on children are taught in small groups and regularly assessed so that intervention is bespoke and responsive to need. Our layered lesson structures support learning and scaffold is built into all learning. Reading and Writing for Enjoyment programs across the school further support the development of creative listening, speaking, and writing. Academy wide communication needs to be clear and informative so that all stakeholders have equal access.
4	<b>Personal development - Enrichment</b> Many of our families are unable to fund or resource enrichment opportunities for their children. The academy provides enrichment opportunities for all through well planned trips, visits, tutoring, clubs and collaboration/engagement with external agencies to foster cultural capital for all. Pupil Premium funding is used to provide opportunities so that all have equal access.
5	<b>SEMH/Behaviour</b> Not all families may have access to open spaces, therapeutic activities, enrichment activities and external agencies who can support emotional health and wellbeing. Pupil Premium funding is used to provide opportunities so that all have equal access.

## 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
<b>To improve outcomes for our disadvantaged so that</b>	KS2 reading outcomes show that more than <b>62%</b> disadvantaged reach the expected standard

<p><b>they are in line with their peers by the end of KS2 .</b></p>	<p>KS2 writing outcomes show that more than <b>59%</b> disadvantaged reach the expected standard KS2 maths outcomes show that more than <b>59%</b> disadvantaged reach the expected standard <b>2024/25</b> <b>R - 81% achieved EXS+</b> <b>W- 90% achieved EXS+</b> <b>M - 81% achieved EXS+</b> Identify children who are not on track and rapidly intervene Use standardised assessments and in-school assessment tools to identify children's gaps. Identify barriers identified children may have i.e. attendance, personal circumstances, social, emotional, learning behaviour etc. Track and monitor interventions for impact.</p>
<p><b>To achieve and sustain improved attendance for all children in particular our disadvantaged.</b></p>	<p>Sustained high attendance by 2026/27 demonstrated by: The overall unauthorised absence rate for all pupils is reduced over three years and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced over time. <b>2024/25</b> <ul style="list-style-type: none"> <li><b>Year to date attendance for all has increased by 0.6% (94.95 to 95.5%)</b></li> <li><b>Year to date attendance for disadvantaged has increased by 0.2% (92.9% to 93.1%)</b></li> </ul> The percentage of all pupils and disadvantaged who are persistently absent (on roll only) is reduced over three years. <b>2024/25</b> <ul style="list-style-type: none"> <li><b>Year to date PA for all has reduced by 1.9% (9.1% down to 7.2%)</b></li> <li><b>Year to date PA for disadvantaged has reduced by 10.6% (56.6% down to 46%)</b></li> </ul> </p>
<p><b>To improve literacy outcomes for our disadvantaged.</b></p>	<p>Literacy outcomes for disadvantaged children by the end of KS2 are above national disadvantage and the DA gap between disadvantage and non-disadvantage closes over time. Reading to be above <b>62%</b> Writing to be above <b>59%</b> <b>2024/25 - PP</b> <b>R - 81% achieved EXS+</b> <b>W- 90% achieved EXS+</b> Gaps closed across both subjects</p>
<p><b>To fill personal development and behaviour gaps that might be present for all children, in particular, our disadvantaged.</b></p>	<p>All disadvantage children have equal access to a rich and varied curriculum, have opportunities to engage in all trips, visits and clubs, including wider enrichment opportunities/experiences.  Ensure our curriculum is broad and balanced, suits the needs of our community (children) Develop strong relationships with our families to ensure ideas, traditions and needs can be acted upon. Build in opportunities for children to talk, debate, investigate, present and problem-solve. Promote cultural diversity through the curriculum, experiences of trips and visits, resourcing.</p>
<p><b>To achieve and sustain improved social, emotional , health and mental wellbeing for all including our disadvantaged.</b></p>	<p>Sustained high levels of wellbeing by 2026/27 demonstrated by: Qualitative data from student voice, student and parent surveys and teacher observations A significant reduction in behaviour events among disadvantaged pupils A significant increase in participation in enrichment activities, particularly among disadvantaged pupils</p>

## Activity in this academic year

This details how we intend to spend our pupil premium over the three-year period to address the challenges listed above.

### Teaching

Budgeted cost: £157,703.17

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>PD and QFT</b>	<p>Development of metacognition and self-regulation is consistently linked with successful learning from Early Years Foundation Stage (EYFS) to Y6. Improving self-regulation skills in children is likely to have a lasting positive impact on later learning and on wider outcomes such as behaviour and persistence. Embedding self-regulation strategies is particularly beneficial to children from disadvantaged backgrounds.</p> <p><a href="#">Self-Regulation Toolkit Education Endowment Foundation (EEF)</a></p> <p>Feedback from teachers – positive praise demonstrates the highest impact across all ages.</p> <p><a href="#">Feedback Toolkit EEF</a></p> <p><b>-relational practice</b> – tightening Programme CPD 2025-26</p> <p><b>-behaviour strategies</b> – adapted to support relational approach</p> <p><b>-scaffold within lessons</b> – training dates, moderation, pupil progress</p> <p><b>-subject expertise and vocabulary</b> – <b>working walls/scaffold in classes, responses from children – pupil voice</b></p> <p><b>-cultural capital embedded</b> – <b>Caedmon Company projects, art exhibition, representation in sporting, music, art events, trips and visits.</b></p> <p><b>-regular feedback</b> – <b>live in the moment approach</b></p>	1,3,4,5
<b>Synthetic phonics programme</b>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds.</p> <p><a href="#">Phonics/Toolkit EEF</a></p> <p><b>-strong phonics teaching</b> – <b>monitoring and outcomes show QFT teaching</b></p> <p><b>-fluid groupings</b> – <b>half termly assessments, data outcomes across KS1 and 2 show accelerated progress, increase of children in WCR.</b></p> <p><b>-half termly assessment – carried out end of each half term show 1 to 2 steps increase – assessment calendar</b></p>	1,3
<b>Maths Mastery</b>	<p>Mastery learning approaches aim to ensure that all pupils have mastered key concepts before moving on to the next topic – in contrast with traditional teaching methods in which pupils may be left behind, with gaps of misunderstanding widening. Mastery learning approaches could address these challenges by giving additional time and support to pupils who may have missed learning, or take longer to master new knowledge and skills. In order for mastery approaches to be effective for pupils with gaps in understanding, it is crucial that additional support is provided.</p> <p><a href="#">Mastery learning   EEF</a></p> <p><b>-staff cpd</b> – <b>active maths, number crunch, layered lessons, evidence in books and test outcomes/pupil progress</b></p>	1
<b>Number groups</b>	<p>-Data indicates positive impact on outcomes through the teaching of basic number skills within number groups. – progress stories</p>	1,5

	<p>-Arithmetic first approach for children who have gaps supports a solid foundation in maths. – number groups – progress from NFER Assessments supported by evidence within pupil books</p> <p>-fluid groupings – <b>termly assessments inform fluid grouping approach so that children receive QFT matched to need. Added capacity to key groups to support targeted intervention and accelerate progress.</b></p>	
<b>Standardised diagnostic assessments - NFER</b>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p><a href="#">Standardised Tests/Assessing and Monitoring Pupil Progress EEF</a></p> <p>-consistency in testing – <b>extended timeframe to administer tests to allow for support of v children through adult allocation and room locations – smaller groupings</b></p> <p>-full curriculum coverage – <b>by Summer 1 curriculum content completed allowing for revision of gaps</b></p> <p>-gap analysis – <b>termly review of gaps – teach to need and accelerate progress</b></p>	1,3,5
<b>Homework</b>	<p>Quality of homework tasks set and its relationship to in-class learning is integral to learning.</p> <p><a href="#">Homework Toolkit EEF</a></p> <p>-Knowledge organisers support key information learned in class, supports/fosters independent learning, embedding concepts into the long-term memory.</p> <p><b>-Homework set is specifically designed so that it can be carried out independently.</b></p>	1,3

## Targeted academic

Budgeted cost: £18,000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>1:1 Phonics</b>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks</p> <p><a href="#">Phonics/Toolkit EEF</a></p> <p>-additional 1:1 phonics sessions targeted at disadvantaged children who require further phonics support. <b>Accelerated phonics progress from Mock to actual screen. Above national outcomes 85%</b></p> <p>-Leaders and key staff.</p>	1,3,5
<b>Interventions</b>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one and small groups:</p> <p><a href="#">One-to-one tuition Toolkit EEF</a></p> <p><a href="#">Small Group Toolkit EEF</a></p>	1,5

	<p>- targeted pre and post teaching to individuals/groups, ensuring children have the necessary knowledge/key vocabulary/basic skills to access lessons.</p>	
<b>Oracy – SCLN, ELKIN</b>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p><a href="#">Oral language interventions EEF</a></p> <p>-improve listening, vocabulary, joy of reading and storytelling impacting on mark making and story writing for disadvantaged children in the EYFS and those with speech and language difficulties.</p>	1,3,4,5
<b>Play-based learning</b>	<p>Positive outcomes for early learning in vocabulary, reasoning and early numeracy.</p> <p><a href="#">Play-based learning EEF</a></p> <p>-improve social and cognitive skills by teaching children how to play.</p>	1,3,4,5
<b>Reading for Enjoyment</b>	<p>National Literacy Trust 2024 finding:</p> <ul style="list-style-type: none"> <li>- In 2024, the percentage of children and young people who told us they enjoyed reading was its lowest since we started asking about this in 2005.</li> <li>- Just 1 in 3 (34.6%) children and young people aged 8 to 18 said that they enjoyed reading in their free time in 2024. Reading enjoyment levels have decreased by 8.8 percentage points over the past year alone.</li> <li>- Slightly more children and young people aged 8 to 18 said that they enjoyed reading at school (40.5%) than in their free time (34.6%).</li> <li>- Library card access (local)</li> </ul>	1,3,5
<b>Writing for Enjoyment</b>	<p>National Literacy Trust 2023 Survey:</p> <ul style="list-style-type: none"> <li>- Enjoyment levels for writing dropped for all children and young people regardless of their background in 2023.</li> <li>- 1 in 3 (31%) 11-year-olds in England left primary school in 2022 unable to write at the expected level, rising to nearly half (46%) of disadvantaged children.</li> <li>- Children and young people who enjoyed writing very much were seven times more likely to write above the level expected for their age compared with those who did not enjoy writing at all (50.3% vs 7.2%, Clark, 2016).</li> <li>- 3 in 4 (74.9%) children and young people who enjoyed writing in their free time also enjoyed writing at school, while 3 in 5 (59.0%) children and young people who enjoyed writing at school also enjoyed writing in their free time</li> <li>- <b>Positive feedback from children – enjoy sessions. Improved use of vocabulary and GPS in writing – independently.</b></li> <li>- Scaffold for lower ability children needs to be further adapted</li> </ul>	1,3,5

## Wider strategies

Budgeted cost: £15,158.33

Activity	Evidence that supports this approach	Challenge # addressed
<b>Enrichment - clubs</b>	<p>Our evidence from previous clubs show that children and parents from disadvantaged backgrounds benefit from focused holiday clubs. We use our own teaching staff, specialists and provide intensive, well-resourced sessions within the provision.</p> <p><a href="#">Summer Schools Toolkit EEF</a></p> <p>-support emotional health and wellbeing – <b>feedback from Easter club 2024 – parents and children – positive impact on wellbeing and family life</b></p> <p>-support transition – to move the summer club nearer start of year to aid transition – to review impact 2025.</p> <p>-building relationships – children feedback – <b>enjoyed meeting new friends across different year groups and taking on new challenges, improved confidence.</b></p>	2,5
<b>PD- relational practice</b>	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p><a href="#">Behaviour interventions/EEF (educationendowmentfoundation.org.uk)</a></p> <p>-build strong relationships with all families and children, in particular disadvantaged and vulnerable children – <b>positive parent feedback in surveys, cards of thanks</b></p> <p>-barriers quickly identified and responded to – <b>staff supporting individuals and building relationships with parents and children to overcome barriers</b></p> <p>-appropriate scaffold in place to support or challenge – <b>individual support provided – academically and socially – Reading and maths hubs, social support, confidence building</b></p>	ALL
<b>Attendance</b>	<p>Embedding principles of good practice set out in the Department for Education's (DfE) Improving School Attendance advice.</p> <p>The DfE guidance has been informed through the engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>-Training and release time for staff to develop and implement procedures</p> <p>-Attendance Officer (AO) and leaders to review data – <b>termly support in staff meetings, reporting in SLT meetings, actions undertaken with teachers and leaders, impacting on families</b></p> <p>- all stakeholders to work together to improve attendance for all children, in particular those who are disadvantaged and vulnerable. <b>AO and PP meetings, staff meetings, SLT meetings, reporting to governors and trustees</b></p> <p>-communication between AO, leaders and teachers – <b>see above</b></p> <p>-identified focus families – <b>case studies show positive impact</b></p>	ALL
<b>Enrichment</b>	<p>Positive impact and benefits to children's well-being, confident, self-efficacy, physical development, health and wellbeing and attitudes to learning, impacting on improved attendance. This has been evident in our own experiences and evidence as well as research based approaches.</p> <p><a href="#">Arts Participation Toolkit EEF</a></p> <p><a href="#">Physical activity Toolkit EEF</a></p> <p><a href="#">Outdoor Adventure Learning Toolkit EEF</a></p>	2,3,4,5

	<ul style="list-style-type: none"> <li>-specialist provision of ART, ODL PE – QFT – <b>attendance to clubs and wellbeing</b></li> <li>-wellbeing areas/spaces developed across school – <b>marina, allotments, PALS KS1 playground</b></li> <li>- community based enrichment/aspirational activities – <b>Halloween, fete, XMAS fete, EYFS festivals, Tiny Tiddler groups, Tea and Talks</b></li> <li>-external providers to support aspirations – <b>Caedmon – Y5 and 6 PP</b></li> <li>-curriculum and clubs that promotes and supports health and wellbeing – <b>writing club, history club, 11 Plus, chess club, choir, sports clubs, TTRS club, Eco club, art club, Spanish club (FSM access) – all free</b></li> </ul>	
<b>Cover staff</b>	<p>Our children respond better to our own staff who use a consistent approach to established routines expectations. Children know our staff and respond better in lessons.</p> <ul style="list-style-type: none"> <li>-<b>cover supervisors, Senior Lead Teacher (SLT), Learning Support assistants (LSAs)</b></li> </ul>	ALL
<b>Further develop Social and Emotional Learning</b>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p><a href="#">Social and Emotional Learning EEF</a></p> <ul style="list-style-type: none"> <li>-<b>improve children's social and emotional resilience</b></li> <li>-<b>Learning and Life Skills</b></li> <li>-<b>British Values</b></li> <li>-<b>SMSC</b></li> <li>-<b>embed routines and practices</b></li> <li>- <b>promote co and self-regulation</b></li> <li>-<b>support transitions</b></li> </ul>	1,2,5
<b>Contingency fund</b>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	ALL
<b>Free School Meals (FSM) Voucher</b>	<p><b>Based on our evidence, providing funds for those families that need it, ensures no child is disadvantaged and has equal access to enrichment opportunities.</b></p>	1,2,3,4,5

**Total budgeted cost:** £190,861.50

## 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 2024/25 academic year.

Provision outcomes for KS2 indicate that our PP have outperformed DA NPP and national PP in all subjects. DA PP have outperformed national PP in average scores. DA PP have outperformed national NPP in writing and are in line with national for combined and reading average.

These outcomes are due to the continued approach of PP first in pupil progress meetings, teaching, feedback and our layered lesson approach. Support is tailored and interventions are to need, regularly reviewed and targeted.

PP funding ensures children's needs are fully met and all children have equal access to the wider curriculum and enrichment.

Families are supported and communication is strong between all parties, ensuring that children's needs are met and they flourish.

**End KS2 – IDSR**

### Disadvantaged pupils' performance

#### Disadvantaged pupils reaching the expected standard in reading, writing and maths

Year	This school	National average	Compared with national average
Latest 3 year average	64%	46%	Above
2024/25	77%	47%	Above
2023/24	77%	46%	Above
2022/23	41%	44%	Close to average

#### Disadvantaged pupils reaching the expected standard in reading

Year	This school	National average	Compared with national average
Latest 3 year average	75%	62%	Above
2024/25	82%	63%	Above
2023/24	88%	62%	Above
2022/23	59%	60%	Close to average

#### Disadvantaged pupils reaching the expected standard in teacher assessed writing

Year	This school	National average	Compared with national average
Latest 3 year average	79%	59%	Above
2024/25	91%	59%	Above
2023/24	85%	58%	Above
2022/23	66%	58%	Close to average

**Disadvantaged pupils reaching the expected standard in maths**

<b>Year</b>	<b>This school</b>	<b>National average</b>	<b>Compared with national average</b>
Latest 3 year average	81%	60%	Above
2024/25	86%	61%	Above
2023/24	81%	59%	Above
2022/23	76%	59%	Above

Source: DFE.gov.uk Inspection Data Summary Report