



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	501
Proportion (%) of pupil premium eligible pupils as Oct 24 Census	23.49%
Academic years that our current pupil premium strategy plan covers	2024-2027
Date this statement was published	30 September 2024
Date on which it will be reviewed	1 November 2025,26,27
Statement authorised by	Emma Nicholls
Pupil premium lead	Leanne Hahn
Governor / Trustee lead	Bev Williams

Funding overview

Detail – 2024/25	Amount
Pupil premium funding allocation (128 pupils @ £1480) (1 LAC @£2570) 29.6%	£ 189, 440
Total budget for this academic year	£ 189, 440

Part A: Pupil premium strategy plan

Statement of intent

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

Academy priority 1	Relentless focus so that all communication with stakeholders has impact.
Academy Priority 2	<i>Academy-wide approaches address needs and next steps for progress.</i>

Pupil Premium funding (informed by evidence-based approaches from the EEF and proven approaches for similar schools and our own successes) will be used to provide activities to support the quality of teaching, provide targeted academic support and overcome non-academic barriers. We will support the quality of teaching through the provision of PD, provide targeted academic support within year groups and work hard to overcome non-academic barriers that disadvantaged children face such as attendance, wellbeing and relationship building. We intend implementing a 3-year approach that will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, knowledge of our families and listening to our children. The academy will use Pupil Premium funding to support our children to make progress, increase attainment outcomes and continue to narrow the gap between PP and Non-PP. The academy will review and evaluate the impact of expenditure for provision at termly intervals throughout the academic year, measuring progress against the success criteria. Where available, internal and external data and information will be used to evaluate progress. As with all government funding, Darlinghurst Academy must be able to account for how this money is being used to achieve our central goal of improving the attainment of our disadvantaged. This strategy is in place to ensure funding is allocated and spent appropriately with accountability of educational performance, including scrutiny by governors and trustees. Academy leaders with responsibility for the plan, work with key stakeholders and line managers. The Principal and Vice Principal are accountable through direct line management and to the governing body, with regular reports and updates.

Challenges

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

Challenge number	Detail of challenge
1	<p>Outcomes</p> <p>Disadvantage children start will lower starting points to their peers, especially at the start of their journey. Early intervention is key to providing support.</p> <p>EYFS Baseline 24/25</p> <p>Literacy Baseline 24/25 = 43%, Numeracy Baseline 24/25 = 60%</p> <p>50% of 24/25 Reception cohort working at typical level of development</p> <p>0% of 24/25 PP group working at typical level of development</p> <p>Through early intervention and rapidly response to information, the academy will narrow and close gaps of disadvantaged by the time they leave KS2.</p>
2	<p>Attendance and Punctuality</p> <p>DA PP Attendance data year to date 24/25 is 93.3%</p> <p>National Absence year to date 24/25 as at Dec 5th 24</p> <p>DA PP Absence is 6.7%. This is -2% lower than national.</p> <p>4.7% in state-funded primary schools (3.3% authorised and 1.3% unauthorised)</p> <p>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.</p>
3	<p>Literacy</p> <p>Writing outcomes of PP children remain lower than those of their peers across the academy</p> <p>EYFS Baseline 24/25 outcomes show that Literacy = 43% is our lowest area</p> <p>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.</p>
4	<p>Cultural Capital</p> <p>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.</p>
5	<p>Emotional Health and Wellbeing</p> <p>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 finding is used to provide opportunities so that all have equal access.</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
To improve outcomes for our disadvantaged so that they are in line with their peers by the end of KS2.	<p>DA disadvantage outcomes to be above national disadvantage outcomes and gaps smaller than national.</p> <p>National gap Reading = -17%, Writing = -20%, Maths = -20%, GPS = -19%, Combined = -22%</p>

		2023/24							
		Number of pupils	Number of eligible pupils in reading, writing and maths	Percentage of pupils meeting the expected standard in reading, writing and maths (combined)	Percentage of pupils meeting the expected standard in reading	Percentage of pupils meeting the expected standard in writing TA	Percentage of pupils meeting the expected standard in maths	Percentage of pupils meeting the expected standard in grammar, punctuation and spelling	Percentage of pupils meeting the higher standard in reading, writing and maths (combined)
All pupils	Total	6,143	661,497	61%	74%	72%	73%	72%	8%
Disadvantage status	Disadvantaged	5,665	202,327	45%	62%	58%	59%	59%	3%
	Not known to be disadvantaged	6,085	459,170	67%	79%	78%	79%	78%	10%

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.

To achieve and sustain improved attendance for all children in particular our disadvantaged.

Sustained high attendance by 2026/27 demonstrated by:
 The overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced to 2%.

Headline facts and figures - 2023/24

Overall absence rate

6.9%

in autumn and spring 2023/24 - down from 7.3% in autumn and spring 2022/23

▶ What is overall absence rate?

Percentage of persistent absentees - 10% or more sessions missed

19.2%

in autumn and spring 2023/24 - down from 21.2% in autumn and spring 2022/23

▶ What is persistent absence rate?

The percentage of all pupils who are persistently absent being below 19.2% and the figure among disadvantaged pupils being no more than 33%

Overall absence rate and persistent absence rate by pupil characteristics, autumn and spring term 2022/23 to autumn and spring term 2023/24

		Overall absence rate		Percentage of persistent absentees (10% missed)	
		2022/23 Autumn and spring term	2023/24 Autumn and spring term	2022/23 Autumn and spring term	2023/24 Autumn and spring term
FSM	FSM eligible	10.9%	10.6%	35.7%	33.0%
	FSM not eligible	6.0%	5.6%	15.9%	13.8%

To improve literacy outcomes for our disadvantaged.

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 62%
 Writing to be above 58%
 National gap Reading = -17%, Writing = -20%,

To fill cultural capital gaps that might be present for all children, in particular, our disadvantaged.

All disadvantage children have equal access to a rich and varied curriculum.
 All disadvantage children 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.

To achieve and sustain improved health and

Sustained high levels of wellbeing by 2026/27 demonstrated by:

mental wellbeing for all including our disadvantaged.	<p>Qualitative data from student voice, student and parent surveys and teacher observations</p> <p>A significant reduction in behaviour events among disadvantaged pupils</p> <p>A significant increase in participation in enrichment activities, particularly among disadvantaged pupils</p>
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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: £118,277.38

Activity	Evidence that supports this approach	Challenge number(s) addressed
PD and QFT	<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>Self-Regulation Toolkit Education Endowment Foundation (EEF)</p> <p>Feedback from teachers – positive praise demonstrates the highest impact across all ages.</p> <p>Feedback Toolkit EEF</p> <ul style="list-style-type: none"> -relational practice -behaviour strategies -scaffold within lessons -subject expertise and vocabulary -cultural capital embedded -regular feedback 	1,3,4,5
Synthetic phonics programme	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds.</p> <p>Phonics/Toolkit EEF</p> <ul style="list-style-type: none"> -strong phonics teaching -fluid groupings -half termly assessment 	1,3
Maths Mastery	<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>Mastery learning EEF</p>	1
Number groups	<ul style="list-style-type: none"> -Data indicates positive impact on outcomes through the teaching of basic number skills within number groups. -Arithmetic fist approach for children who have gaps supports a solid foundation in maths. -fluid groupings 	1,5

	-tutoring for identified children supports development of basic arithmetic skills	
Standardised diagnostic assessments - NFER.	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: Standardised Tests/Assessing and Monitoring Pupil Progress EEF -consistency in testing -full curriculum coverage -gap analysis	1,3,5
Homework	Quality of homework task set and its relationship to in class learning is integral to learning. Homework Toolkit EEF -Knowledge organisers support key information learned in class, supports/fosters independent learning, embedding concepts into the long-term memory. -Homework set is specifically designed so that it can be carried out independently.	1,3

Targeted academic

Budgeted cost: £13,500.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 Phonics	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 Phonics/Toolkit EEF -additional 1:1 phonics sessions targeted at disadvantaged children who require further phonics support. -Leaders and key staff.	1,3,5
Tutoring and Interventions	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: One-to-one tuition Toolkit EEF Small Group Toolkit EEF - targeted pre and post teaching to individuals/groups, ensuring children have the necessary knowledge/key vocabulary/basic skills to access lessons. -Tutoring in Y6.	1,5
Drawing Club	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: Oral language interventions EEF	1,3,4,5

	-improve listening, vocabulary, joy of reading and storytelling impacting on mark making and story writing for disadvantaged children in the EYFS.	
Play-based learning	Positive outcomes for early learning in vocabulary, reasoning and early numeracy. Play-based learning EEF -improve social and cognitive skills by teaching children how to play.	1,3,4,5
Reading for Enjoyment	National Literacy Trust 2024 finding: <ul style="list-style-type: none"> - 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. - 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. - 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%). 	1,3,5
Writing for Enjoyment	National Literacy Trust 2023 Survey: <ul style="list-style-type: none"> - Enjoyment levels for writing dropped for all children and young people regardless of their background in 2023. - 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. - 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). - 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 	1,3,5

Wider strategies

Budgeted cost: £22,733.33

Activity	Evidence that supports this approach	Challenge # addressed
Holiday clubs	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. Summer Schools Toolkit EEF -support emotional health and wellbeing -support transition -building relationships -fosters friendships	2,5
PD- relational practice	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions/EEF (educationendowmentfoundation.org.uk) -build strong relationships with all families and children, in particular disadvantaged and vulnerable children	ALL

	-barriers quickly identified and responded to -appropriate scaffold in place to support or challenge	
Attendance	Embedding principles of good practice set out in the Department for Education's (DfE) Improving School Attendance advice. The DfE guidance has been informed through the engagement with schools that have significantly reduced levels of absence and persistent absence. -Training and release time for staff to develop and implement procedures -Attendance Officer (AO) and leaders to review data - all stakeholders to work together to improve attendance for all children, in particular those who are disadvantaged and vulnerable. -communication between AO, leaders and teachers -identified focus families	ALL
Enrichment	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. Arts Participation Toolkit EEF Physical activity Toolkit EEF Outdoor Adventure Learning Toolkit EEF -specialist provision of ART, ODL PE -wellbeing areas/spaces developed across school - community based enrichment/aspirational activities -external providers to support aspirations -curriculum and clubs that promotes and supports health and wellbeing	2,3,4,5
Cover staff	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. -cover supervisors, Senior Lead Teacher (SLT), Learning Support assistants (LSAs)	ALL
Further develop Social and Emotional Learning	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): Social and Emotional Learning EEF -improve children's social and emotional resilience -Learning and Life Skills -British Values -SMSC -embed routines and practices - promote co and self-regulation -support transitions	1,2,5
Contingency fund	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.	ALL
Free School Meals (FSM) Voucher	Based on our evidence, providing funds for those families that need it, ensures no child is disadvantaged and has equal access to enrichment opportunities.	1,2,3,4,5

Total budgeted cost: £154,510.71

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 2022/23 academic year.

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