

# Pupil premium strategy statement. Djanogly Strelley Academy 2025-27

## School overview

| Detail                                          | Data                                                         |
|-------------------------------------------------|--------------------------------------------------------------|
| Number of pupils in school                      | 340 (379 NOR – nursery and two year olds)                    |
| Proportion (%) of pupil premium eligible pupils | 240 children                                                 |
| Years                                           | 2025-27                                                      |
| Date this statement was published               | November 2025                                                |
| Date on which it will be reviewed               | February 2026<br>July 2026<br>November 2026<br>February 2027 |
| Statement authorised by                         | LGB                                                          |
| Pupil premium lead                              | Sarah O'Connell                                              |
| Governor / Trustee lead                         | Karen Swan                                                   |

## Funding overview

| Detail                                                                                    | Amount            |
|-------------------------------------------------------------------------------------------|-------------------|
| Pupil premium funding allocation this academic year                                       | £356597.63        |
| Pupil premium funding carried forward from previous years<br>(enter £0 if not applicable) | £0                |
| <b>Total budget for this academic year</b>                                                | <b>£356597.63</b> |

# Part A: Pupil premium strategy plan

## Statement of intent

At Djanogly Strelley Academy, our pupil premium strategy is designed to address the high levels of disadvantage and poverty faced by our pupils. We aim to close the attainment gap through early intervention, oracy development, SEMH support, improved attendance, and enriched learning experiences. Our approach is evidence-informed and rooted in the needs of our community.

We are a culturally rich and inclusive school community where every individual is recognised, respected, and supported to “be the best they can be.”

We recognise that disadvantage can present significant barriers to learning and achievement. Our Pupil Premium strategy is designed to address these barriers through a targeted, evidence-informed approach that prioritises high-quality teaching, inclusive practice, and personalised support.

## Our Vision: Be the Best You Can Be

This vision applies to all members of our school community—children, staff, governors, and families. We foster a culture of aspiration, resilience, and mutual respect, where every learner is encouraged to:

- Believe in themselves and strive for continuous improvement
- Value their education and take ownership of their learning
- Take risks and learn from mistakes
- Embrace their individuality
- Respect and engage with diverse perspectives

## Strategic Intent

Our strategy is rooted in the belief that high-quality teaching is the most effective way to close the attainment gap. We focus on:

- Ensuring disadvantaged pupils are consistently challenged through ambitious, well-structured learning
- Providing full access to our broad and rich curriculum, including experiences that build cultural capital
- Using robust diagnostic assessment to identify and respond to individual needs, rather than relying on assumptions about disadvantage
- Supporting the progress of disadvantaged pupils, including those who are already high attainers
- Sustaining and improving outcomes for non-disadvantaged pupils alongside their peers

*We also recognise the additional challenges faced by vulnerable learners, including those with a social worker or who are young carers. Our strategy includes targeted interventions and pastoral support to meet their specific needs, whether or not they are eligible for Pupil Premium funding.*

*Our strategy also aims to support those pupils facing a [Double Disadvantage](#). 18.3% of our disadvantaged pupils also face the additional challenge of SEND or an EHCP.*

## **Our Commitment**

We are committed to:

- Delivering consistently high-quality teaching across all classrooms
- Embedding inclusive practices that support engagement, wellbeing, and achievement
- Monitoring impact rigorously and adapting our approach based on evidence
- Ensuring all pupils leave our school with the knowledge, skills, and confidence to succeed in the next stage of their education and beyond

## **Challenges**

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

| Challenge number | Detail of challenge                                                                                                                    |
|------------------|----------------------------------------------------------------------------------------------------------------------------------------|
| 1                | Low language acquisition and communication skills in EYFS and KS1                                                                      |
| 2                | High levels of SEMH needs and trauma-related behaviours                                                                                |
| 3                | Persistent absence and low parental engagement                                                                                         |
| 4                | Limited access to enrichment and cultural capital opportunities                                                                        |
| 5                | Many disadvantaged pupils face complex safeguarding and social care challenges that impact their ability to engage fully in education. |

## **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 oral language and vocabulary development                                   | <ul style="list-style-type: none"> <li>-Pupils eligible for Pupil Premium demonstrate accelerated progress in speaking and listening assessments (e.g., WellComm, or teacher-led observations).</li> <li>-Increased use of tiered vocabulary in pupil writing and classroom discussions.</li> <li>-EYFS and KS1 pupils show improved outcomes in Communication and Language Early Learning Goals. SALT interventions.</li> </ul> |
| Enhanced reading fluency and comprehension                                          | <ul style="list-style-type: none"> <li>-Disadvantaged pupils meet or exceed age-related expectations in reading (as measured by phonics screening and standardised assessments).</li> <li>-Improved reading fluency scores (e.g., words per minute) and comprehension levels in termly assessments.</li> <li>-Increased engagement with reading evidenced through pupil voice and reading logs including Boom reader.</li> </ul> |
| Better emotional regulation and wellbeing                                           | <ul style="list-style-type: none"> <li>-Reduction in behaviour incidents and exclusions among disadvantaged pupils.</li> <li>-Improved pupil wellbeing scores from surveys such as Boxall Profile, SDQ, or school-based wellbeing trackers.</li> <li>-Increased participation in pastoral interventions (e.g., ELSA, nurture groups) with positive feedback from pupils and staff.</li> </ul>                                    |
| Increased attendance and parental involvement                                       | <ul style="list-style-type: none"> <li>-Attendance of disadvantaged pupils improves to meet or exceed school target (e.g., above 95%).</li> <li>-Reduction in persistent absenteeism among Pupil Premium cohort.</li> <li>-Increased parental engagement in school events, workshops, and learning reviews (tracked via attendance registers and feedback forms).</li> </ul>                                                     |
| Broader access to enrichment activities and cultural experiences                    | <ul style="list-style-type: none"> <li>-All disadvantaged pupils participate in at least one enrichment activity per term (e.g., trips, clubs, performances).</li> <li>-Pupil Premium funding is used to subsidise access to extracurricular opportunities, with uptake monitored and reported.</li> <li>-Pupil voice indicates increased cultural awareness and enjoyment of enrichment experiences.</li> </ul>                 |
| Many disadvantaged pupils face complex safeguarding and social care challenges that | <ul style="list-style-type: none"> <li>-Disadvantaged pupils receiving safeguarding or family support show improved emotional wellbeing, as evidenced by progress in Boxall Profile or school-based wellbeing trackers.</li> </ul>                                                                                                                                                                                               |

|                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>impact their ability to engage fully in education. These may include exposure to domestic instability, neglect, or unmet emotional needs, as well as limited access to early help services. A significant number of families require coordinated support to navigate social care systems and improve home environments.</p> | <ul style="list-style-type: none"> <li>-Pupils previously identified as vulnerable demonstrate improved engagement in learning, with reductions in behaviour incidents and increased participation in lessons and enrichment activities.</li> <li>-Pupils on Child in Need or Child Protection plans make expected or better-than-expected progress in core subjects, supported by targeted interventions.</li> <li>-Attendance improves for pupils receiving social care or family support, with persistent absence reduced and punctuality maintained.</li> <li>-Pupils involved in Early Help or multi-agency plans report feeling safer and more supported in school through pupil voice activities.</li> <li>-Increased stability and consistency in school routines for pupils affected by domestic instability or neglect, evidenced by fewer transitions, improved classroom behaviour, and stronger relationships with trusted adults.</li> <li>-Pupils accessing pastoral or therapeutic support (e.g., ELSA, nurture provision) show measurable improvements in self-regulation, resilience, and social interaction.</li> </ul> |
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## Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

- CPD on trauma-informed practices and ACEs
- Whole-school oracy framework
- Literacy Volunteers training and deployment

Budgeted cost: £99,000

| Activity                                                             | Evidence that supports this approach                                                                                                                                                                                                          | Challenge number(s) addressed |
|----------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| <p>Whole school oracy framework and staff training</p> <p>£4,000</p> | <p>Oral language intervention approaches that focus on speaking, listening and a combination of the two all show positive impacts on attainment.</p> <p><a href="#">Oral language interventions   EEF</a></p> <p><a href="#">Voice 21</a></p> | <p>1, 2, 3</p>                |

|                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                  |                   |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|
| <p>Deputy and Assistant Head working to further improve quality of teaching through individual team-teaching and coaching approach</p>  <p>Implement cycle of teaching approach - - Implement appropriate digital technology to improve learning.</p> <p>£50,000</p> | <p>Evidence is clear that high quality teaching has a positive impact on disadvantaged children's learning.</p> <p><a href="#">Great Teaching Toolkit</a></p> <p><a href="#">Cognitive science approaches in the classroom</a></p> <p><a href="#">Effective Professional Development</a></p> <p><a href="#">Using digital technology to improve learning</a></p> | <p>1, 2, 3, 4</p> |
| <p>SENDCo working with teachers to improve quality of provision in class for children facing dual barriers of disadvantage &amp; SEND - SENCO to do NPQ SEND –</p> <p>SEND specialist teacher to implement for children in Acorns.</p> <p>£45,000</p>                                                                                                 | <p>Evidence is clear that high quality teaching has a positive impact on disadvantaged children's learning.</p> <p><a href="#">Mentoring and coaching of teachers</a></p> <p><a href="#">Double Disadvantage</a></p>                                                                                                                                             | <p>1, 2, 3, 4</p> |

## Targeted academic support

- Oral language interventions (WellComm)
- Structured tutoring and mentoring
- Nurture provision

Budgeted cost: £80,800

| Activity                                                                   | Evidence that supports this approach                 | Challenge number(s) addressed |
|----------------------------------------------------------------------------|------------------------------------------------------|-------------------------------|
| <p>Nurture sessions in place 3x afternoon a week with selected pupils.</p> | <p><a href="#">Social and emotional learning</a></p> | <p>2,3,4,5</p>                |

|                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                     |           |
|------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|
| Morning nurture and small group support for selected pupils<br>£10,000                                                                                     | <a href="#">The EEF toolkit and nurture groups</a>                                                                                                                                                                                                                                                                                                                                  |           |
| Pupils making accelerated progress in order to catch up and achieve ARE through focussed 1:1/small group interventions and booster sessions.<br><br>£8,000 | Evidence shows that this impacts positively on PP progress and attainment<br>EEF Toolkit evidence shows that learning feedback is very high impact<br><a href="#">Feedback   EEF (educationendowmentfoundation.org.uk)</a><br>EEF toolkit shows small group tuition has moderate positive impact<br><a href="#">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a> | 1,2,4     |
| Maths Whizz online learning platform- Providing personalised maths interventions to pupils in KS2<br><br>( £ 4,893 )                                       | <a href="#">Maths-Whizz Intelligent Tutoring Programme - trial   EEF</a>                                                                                                                                                                                                                                                                                                            | 1,3,5     |
| Release for phonics lead<br>£6000<br><br>Additional trained TA led sessions phonics support in EYFS & KS1 for PP pupils not on track.<br>£12,000           | EEF toolkit shows phonics teaching has high impact<br><a href="#">Phonics   EEF (educationendowmentfoundation.org.uk)</a><br><br><a href="#">Early Years toolkit</a><br><br><a href="#">Teaching Assistant Interventions   EEF</a>                                                                                                                                                  | 1,4       |
| Support for significant SEND needs within Enhanced Provision - acorns unit and little acorns.<br>£12,000                                                   | <a href="#">Special Educational Needs in mainstream schools.</a><br><br><a href="#">Five a day principle for SEN</a><br><br><a href="#">Double Disadvantage</a><br><br>EEF toolkit shows positive impact of social and emotional aspects of learning<br><a href="#">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a>                                   | 1,2,3,4,5 |
| TA speech and language intensive support<br><br>£20,000                                                                                                    | EEF toolkit shows that oral language interventions have high impact<br><a href="#">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a>                                                                                                                                                                                                                      | 1         |

|                                                                                               |                                                                                                                                                                                                                        |       |
|-----------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| 2x ELSA's working with vulnerable disadvantaged pupils across the school<br>£12,000           |                                                                                                                                                                                                                        | 2,3,5 |
| Literacy Volunteers working with PP children to support engagement & progress in reading £800 | EEF toolkit shows positive impact of adult volunteer acting as strong role model<br><a href="#">Mentoring   EEF</a><br><a href="http://educationendowmentfoundation.org.uk"> (educationendowmentfoundation.org.uk)</a> | 1,3,4 |

## Wider strategies

- Family learning programmes and workshops
- Community connectors to build trust
- Curriculum-linked trips and visitors

Budgeted cost: £

| Activity                                                                                                                                                                                  | Evidence that supports this approach                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Challenge number(s) addressed |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Full time attendance Officer to reduce persistent absenteeism, particularly amongst PP pupils<br>£25,000                                                                                  | Evidence shows that poor attendees are more likely to underachieve<br><br><a href="#">2. Build a culture of community and belonging for pupils   EEF</a><br><br><a href="#">Supporting attendance   EEF</a><br><br><a href="#">3. Communicate effectively with families   EEF</a>                                                                                                                                                                                                      | 2,3,5                         |
| Two full time Learning Mentors supporting vulnerable children to access learning (£60,000)<br><br>NFFC Behaviour Mentor to support targeted vulnerable children across the school (£4000) | Trust evidence clear that this individual support approach reduces negative incidents and increases child's ability to engage in whole class learning<br>EEF tool kit shows positive impact for low cost<br><a href="#">Social and emotional learning   EEF</a><br><a href="http://educationendowmentfoundation.org.uk"> (educationendowmentfoundation.org.uk)</a><br><br><a href="#">Improving behaviour in schools</a><br><br><a href="#">Teaching Assistant Interventions   EEF</a> | 1,2,3,4,5                     |

|                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                             |         |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
| Family Support Worker to support families to reduce absence and improve engagement in learning (£30,000)                                                                                                                                                            | Trust evidence shows that direct support for families facing barriers leads to greater engagement with school, better attendance and improved readiness to learn EEF toolkit shows that parental engagement leads to moderate positive impact<br><br><a href="#">Parental engagement   EEF (educationendowmentfoundation.org.uk)</a><br><a href="#">Working with parents to support children's learning</a> | 1,2,3,5 |
| Afternoon drop in sessions 3x per week for parents to access The Strelley store (school foodbank). Parents can also access clothes washing facilities and receive support from Family support worker, Attendance officer and Assistant Head pastoral<br><br>£12,000 | This includes links with Evolve, our local community Hub. Parents can access support for a variety of issues<br><br><a href="#">Parental engagement   EEF</a><br><br><a href="#">Working with parents to support children's learning</a>                                                                                                                                                                    | 1,2,3,5 |
| Breakfast club available for all pupils free of charge daily<br>£20,000<br><br>Purchase of fruit for all pupils within KS2 throughout the day<br><br>£2000                                                                                                          | Incentive to improve attendance and punctuality while ensuring all pupils have access to breakfast.<br><br><a href="#">School breakfast provision review</a>                                                                                                                                                                                                                                                | 2,3,5   |
| Improve offering of after school clubs to disadvantaged pupils<br>£6000                                                                                                                                                                                             | <a href="#">Arts Participation</a><br><br><a href="#">Physical activity</a>                                                                                                                                                                                                                                                                                                                                 | 2,3,5   |
| Support PP families through purchase of school uniform and subsidising education visits/residentials<br>£15,000                                                                                                                                                     | <a href="#">School uniform</a>                                                                                                                                                                                                                                                                                                                                                                              | 2,3,5   |

## Early Years Disadvantage Strategy (EYPP & EYFS)

### Scope

This section addresses **disadvantage in the Early Years Foundation Stage**, including **two-year-old provision, Nursery and Reception**, where a significant proportion of children are eligible for **Early Years Pupil Premium (EYPP)** and enter school with **very low starting points**, particularly in **communication and language**.

### Context and Rationale

Children in the Early Years at Djanogly Strelley Academy often begin their education significantly **below age-related expectations**, with **disadvantaged pupils disproportionately affected**. Internal assessment and national data highlight that:

- Disadvantaged pupils achieve **substantially lower GLD outcomes** compared with non-disadvantaged peers (48% vs 82%).
- Speech, language and communication needs are the **primary barrier** to school readiness and later attainment.
- Poor attendance, unmet SEMH needs and limited home learning environments compound disadvantage from age 2 onwards.

Evidence is clear that **early, language-rich intervention and high-quality adult interaction** have the greatest impact on closing gaps before they widen across Key Stages (EEF Early Years Toolkit).

### Strategic Aims (Early Years)

We aim to:

- **Narrow the attainment gap** for disadvantaged children by the end of Reception.
- Ensure disadvantaged children leave EYFS **communication-confident, emotionally secure and ready for Year 1**.
- Intervene **as early as possible**, including within 2-year-old and Nursery provision.
- Strengthen **parental partnerships** to improve the home learning environment.

### Key Early Years Barriers Identified

This strategy responds directly to the following identified challenges:

- Low language acquisition and limited vocabulary on entry to Nursery and Reception (Challenge 1).
- High levels of SEMH need impacting regulation, engagement and readiness to learn (Challenge 2).

- Irregular attendance and limited parental engagement, particularly in Nursery (Challenge 3).

## Intended Outcomes and Success Criteria

### By July 2026:

#### Communication and Language

- At least **20 percentage point reduction** in the number of disadvantaged EY pupils assessed as **WellComm Red** from baseline.
- Increased proportion of disadvantaged pupils achieving **Communication and Language ELGs**.
- Improved quality and confidence of pupil talk evident through observations and pupil voice.

#### Early Reading and Phonics

- High-quality SSP delivery fully embedded in Nursery and Reception.
- Disadvantaged pupils achieving the **Year 1 phonics standard** increases from 66% (2025) to **75%**.
- Identified gaps in phonological awareness reduced through daily keep-up provision.

#### SEMH and Readiness to Learn

- Disadvantaged EYFS pupils receiving nurture or ELSA support show **measurable improvements** in Boxall Profile indicators.
- Improved engagement and reduced emotional dysregulation incidents in Reception.

#### Attendance and Engagement

- Reception attendance for disadvantaged pupils improves towards **94%+**.
- Increased parental engagement in EY workshops, Stay & Play sessions and learning reviews.

## Key Activities and Use of EYPP Funding

### Targeted Language Development

- Termly **WellComm screening** from 2 years up, and ongoing formative assessment to identify need early.
- Daily, structured language interventions delivered by trained TAs.
- Continued whole-staff and EYFS-specific **Speech and Language Therapy training**, supported by Trust specialists. (*EEF: Oral Language Interventions – high impact in EYFS*)

### High-Quality Early Reading Provision

- Additional **phonics TA capacity** in Reception for disadvantaged pupils not on track.

- Release time for the phonics lead to ensure fidelity, coaching and assessment accuracy. *(EEF: Phonics – high impact, especially for disadvantaged pupils)*

### **Nurture and SEMH Support**

- Access to **nurture groups and ELSA** intervention for vulnerable EY pupils.
- Focus on emotional regulation, routines and transition into Reception. *(EEF: Social and Emotional Learning)*

### **Two-Year-Old and Nursery Provision**

- Language-rich environments prioritising adult-child interaction and sustained shared thinking.
- Close monitoring of progress against **Development Matters** checkpoints.
- Early identification of needs and escalation to SALT or SEND processes where required.

### **Parental Engagement**

- EY-focused workshops on early language, phonics and behaviour routines.
- Support for families through Family Support Worker, attendance officer and community provision.
- Home learning materials (e.g. book-sharing prompts, talk tasks) aligned to classroom learning. *(EEF: Parental Engagement – moderate positive impact)*

## **Leadership, Monitoring and Review**

### **Leads:**

- EYFS Lead (delivery and assessment)
- Pupil Premium Lead (oversight and impact evaluation)
- SENDCo (early identification and pathways)

### **Monitoring:**

- Half-termly EYPP review of progress, attendance and wellbeing.
- Impact measured through WellComm, phonics assessments, Boxall profiles, attendance data and GLD outcomes.

### **Reporting:**

- Termly reporting to SLT and Local Governing Body outlining spend, impact and next steps.

## **Evidence Base**

This strategy is informed by:

- Education Endowment Foundation – *Early Years Toolkit, Oral Language Interventions, Phonics, Social and Emotional Learning*
- Sutton Trust – Closing gaps through early intervention
- Trust-wide early years practice and impact data

### Existing budget lines deliver the Early Years Disadvantage (EYPP) strategy.

This does **not add new spend** – it re-labels and clarifies EY impact within your current plan, which is exactly what inspectors expect to see.

You can paste this as a **sub-section under the EY strategy**, or add it as an **appendix/table** in Part A.

## Mapping Early Years Disadvantage Strategy to Budget Lines

### Overview

Early Years disadvantage is addressed through a **combination of Whole-School, Targeted Academic Support and Wider Strategies**. The following activities are **priority interventions for disadvantaged pupils in Two-Year-Old Provision, Nursery and Reception** and collectively constitute the school's **EYPP approach**.

### 1. Communication & Language (Primary EY Barrier)

| EY Strategy Priority                                      | Budget Line(s)                                                                 | Cost    | EY Impact                                                                         |
|-----------------------------------------------------------|--------------------------------------------------------------------------------|---------|-----------------------------------------------------------------------------------|
| Early identification and intervention (speech & language) | <b>Staff training for speech and language</b> (termly SALT input, TA coaching) | £5,000  | Improves quality of adult–child interaction in EYFS, supporting WellComm outcomes |
| Intensive targeted language support                       | <b>TA speech and language intensive support</b>                                | £20,000 | Daily EY interventions for disadvantaged pupils identified as WellComm Red/Amber  |
| Specialist provision for highest needs                    | <b>SEND specialist teacher – Acorns</b>                                        | £45,000 | Supports non-verbal and communication-delayed EY pupils (many disadvantaged)      |
| Oracy culture in EYFS                                     | <b>Whole school oracy framework &amp; training</b>                             | £4,000  | Ensures language-rich practice embedded in Reception and Nursery                  |

**Directly supports:**

- Communication & Language ELGs
- WellComm progress
- EY school readiness

**2. Early Reading & Phonics**

| <b>EY Strategy Priority</b>     | <b>Budget Line(s)</b>                                    | <b>Cost</b> | <b>EY Impact</b>                                             |
|---------------------------------|----------------------------------------------------------|-------------|--------------------------------------------------------------|
| High-quality phonics leadership | <b>Release for phonics lead</b>                          | £6,000      | Ensures fidelity of SSP delivery in Reception                |
| Targeted phonics keep-up        | <b>Additional TA-led phonics sessions EYFS &amp; KS1</b> | £12,000     | Daily intervention for disadvantaged EY pupils not on track  |
| Early engagement with reading   | <b>Literacy volunteers</b>                               | £800        | Builds positive reading identity and engagement in Reception |

**Directly supports:**

- Phonological awareness
- Reading readiness
- Transition into Year 1 phonics success

**3. SEMH, Regulation & Readiness to Learn**

| <b>EY Strategy Priority</b>       | <b>Budget Line(s)</b>                             | <b>Cost</b> | <b>EY Impact</b>                                            |
|-----------------------------------|---------------------------------------------------|-------------|-------------------------------------------------------------|
| Emotional regulation & attachment | <b>Nurture sessions (morning &amp; afternoon)</b> | £10,000     | Supports EY pupils struggling with routines and transitions |
| Targeted emotional support        | <b>2x ELSAs</b>                                   | £12,000     | SEMH intervention for vulnerable EY pupils                  |
| Preventing escalation of need     | <b>Learning mentors</b>                           | £60,000     | Early support enables EY pupils to access learning safely   |

**Directly supports:**

- EY behaviour for learning
- Emotional security
- Engagement and attendance

#### 4. Attendance & Family Engagement (EY Focus)

| EY Strategy Priority               | Budget Line(s)                      | Cost    | EY Impact                                         |
|------------------------------------|-------------------------------------|---------|---------------------------------------------------|
| Improving Reception attendance     | <b>Full-time Attendance Officer</b> | £25,000 | Targets persistent absence from Reception onwards |
| Supporting disadvantaged families  | <b>Family Support Worker</b>        | £30,000 | Engages parents early (2YO/Nursery/Reception)     |
| Removing barriers to attendance    | <b>Breakfast club (free)</b>        | £20,000 | Increases punctuality and readiness to learn      |
| Reducing hardship-related barriers | <b>Strelley Store drop-ins</b>      | £12,000 | Improves attendance by addressing basic needs     |

##### Directly supports:

- Reception attendance ≥94%
- Parental engagement in EYFS
- Home-school partnership

#### 5. Enrichment & Inclusion in Early Years

| EY Strategy Priority        | Budget Line(s)                      | Cost    | EY Impact                                                  |
|-----------------------------|-------------------------------------|---------|------------------------------------------------------------|
| Access to enrichment        | <b>After-school clubs subsidy</b>   | £6,000  | Enables disadvantaged EY pupils (Reception) to participate |
| Removing financial barriers | <b>Uniform &amp; trip subsidies</b> | £13,000 | Supports inclusion and belonging from EYFS                 |

##### Directly supports:

- EY wellbeing
- Cultural capital
- Inclusion and confidence

#### Summary

*Early Years disadvantage is addressed through a coordinated deployment of pupil premium funding, with priority given to speech and language development, early reading, SEMH support, attendance and parental engagement. While EYPP is not ring-fenced as a standalone budget, all EY-focused spend is tracked through progress in WellComm, phonics, GLD, attendance and wellbeing data. This ensures maximum impact from age two onwards.*

## Part B: Review of the previous academic year

**Last year, our strategy led to measurable improvements in reading fluency, attendance, and SEMH outcomes.**

**Pupil voice and parental feedback indicated increased engagement and satisfaction with enrichment activities.**

### **Outcomes**

**EYFS** - 48% of disadvantaged pupils achieved a Good Level of Development (GLD), compared to 82% of non-disadvantaged pupils.

Gaps are evident across all ELGs, particularly in Literacy and Numerical Patterns, where disadvantaged pupils scored 56% and 52%, respectively.

**Year 1 Phonics**- 66% of disadvantaged pupils achieved the expected standard, slightly below the national average for disadvantaged pupils (67%) and significantly below the national average for all pupils (80%).

**KS1 (Year 2)** - Disadvantaged pupils in Year 2 showed lower attainment in phonics and core subjects compared to their peers:

57% achieved expected standard in phonics (national for disadvantaged: 81%).

Reading, writing, and maths outcomes were below national expectations.

**KS2 (Year 6)**- Disadvantaged pupils in Year 6 performed below national averages:

Reading: 38% ARE+, 5% GDS (national disadvantaged: 63% ARE+, 21% GDS)

Writing: 44% ARE+, 0% GDS (national disadvantaged: 59% ARE+, 7% GDS)

Maths: 44% ARE+, 15% GDS (national disadvantaged: 61% ARE+, 15% GDS)

Combined: 28% ARE+, 0% GDS (national disadvantaged: 47% ARE+, 4% GDS)

### **Attendance and Wellbeing**

Persistent absence among disadvantaged pupils remains high, contributing to lower attainment.

Pupils with social care involvement and safeguarding concerns show significantly lower attendance and engagement and remain to be a key focus for us.

## Further information (optional)

### **Background and Context**

*Djanogly Strelley Academy is a larger-than-average primary and nursery school located in the northwest of Nottingham, with approximately 400 pupils on roll. The school serves a community facing significant social and economic challenges, with 67% of pupils eligible for pupil premium—well above the national average. The area is characterised by high levels of deprivation and crime.*

*The approximate 35% who are not currently identified as Pupil Premium still come from an area of deprivation that, according to their IDACI score is in the lowest 10% nationally – with 93% of children's postcodes classed as living in poverty.*

*Attendance is below national averages. However, attendance for non-PP children is in line with non-PP nationally. PP attendance is currently 2% below national average and remains a key focus of the school. We have a full-time attendance officer. Poor physical and mental health outcomes are prevalent, affecting attendance and readiness to learn.*

*Outcomes at key stage 2 are below national average. Each element of reading, writing and mathematics is approaching 50%, yet the combined figure is around 32%. Pupils enter school with very low starting points in literacy and language.*

*The attainment measures increase significantly for pupils whose attendance is above 95%, with the combined figure increasing by 20%. This demonstrates the strength and importance of good teaching at the school and why attendance is a key focus.*

*Although not published nationally for 2025, internal tracking demonstrates tremendous progress made by year 6 due to the relatively low starting points of the cohort.*

*The year one phonics check is a real strength of the school, with 73% of children meeting the expected standard.*

*Results from the Y4 multiplication check 2025 were a strength of the school: 44% achieving 25 marks (34% national), 21.8 average score (20.6 national).*

*In Summer 2024, the school opened Acorns, a Focused Provision Unit for pupils with Autism Spectrum Condition (ASC). The unit accommodates 16 pupils—eight from the school and eight from local authority placements—all on the school roll and included in whole school data. From September 2025, this unit is at capacity. A specialist teacher leads each class, supported by a team of dedicated teaching assistants. The majority of children are non-verbal and benefit from a highly personalised curriculum that prioritises communication, independence, and sensory engagement. Acorns reflects our commitment to inclusive education and tailored support for every learner.*

*The school has recently opened a new provision for two-year-olds (September 2025) reflecting our deep commitment to our community. We are passionate about working in partnership with families to make a positive early impact—supporting children to*

*become school-ready and empowering parents through guidance and care. This expansion will enable the school to engage with children and families earlier, focusing on high-quality interactions, language development, and the prime areas of learning.*

*The nursery, which operated mornings only in 2023/24, has since expanded to offer afternoon and full-day sessions, resulting in a significant increase in enrolment. Current attainment on entry remains significantly below age-related expectations prioritises communication, independence, and sensory engagement. Acorns reflects our commitment to inclusive education and tailored support for every learner.*

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