

Blossom Federation

Daubeney, Sebright and Lauriston



Pupil Premium Grant Statement 2026 - 2027

Daubeney Primary School



Pupil Premium Strategy Statement

This statement details our school's use of Pupil Premium funding for the financial year 2023 to 2026 and projected for 202 to help improve the attainment of our pupils receiving pupil premium funding.

It outlines our Pupil Premium Strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview 2023-2027

	2023-2024	2024-2025	2025-2026	2026-2027
Detail				
Number of pupils in school	176/438	170/371	151/397	195/383
Proportion (%) of pupil premium eligible pupils	40%	46%	38%	51%
Date this statement was published	June 2023	April 2024	May 2025	July 2026
Date on which it will be reviewed	July 2024 (Data Update)	July 2025 (Data Update)	July 2026 (Data Update)	July 2027 (Data Update)
Statement authorised by	Robin Warren Executive Head Teacher	Robin Warren Executive Head Teacher	Robin Warren Executive Head Teacher	Robin Warren Executive Head Teacher
Pupil premium lead	Raj Dharma Deputy Head Teacher	Raj Dharma Deputy Head Teacher	Raj Dharma Deputy Head Teacher	Raj Dharma Deputy Head Teacher

Funding overview

The Pupil Premium (PP) grant funding is allocated to schools for raising the educational attainment of disadvantaged pupils of all abilities to help them reach their potential and provide support for children and young people with parents in the regular armed forces (SPP). Schools will receive £1,550 for each primary-aged pupil from Reception to Year 6 eligible for FSM at any point in the last 6 years; £2,690 for each 'looked-after' child and £360 for Service Pupil Premium (SPP).

There is additional funding for Nursery deprivation.

Detail	2023-2024	2024-2025	2025 - 2026	2026-2027
Pupil premium funding allocation this academic year	£256,080	£217,560	£228,765	£272,800
Recovery premium funding allocation this academic year	£27,260	N/A – funding allocation discontinued from July 2024	N/A – funding allocation discontinued from July 2024	N/A – funding allocation discontinued from July 2024
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0	£0	£0	£0
Total budget for this academic year	£283,340	£217,560	£228,765	£272,800

Part A: Pupil Premium Strategy Plan

Statement of Intent

- To provide a high-quality teaching and learning offer to enable the school to work with children receiving Pupil Premium funding by supporting them to reach similar attainment when compared to their peers.
- To ensure that school and home, work closely together to ensure that every opportunity is taken to improve outcomes for our pupils who receive pupil premium funding and are also in the lowest 30% of pupil attainment.
- To ensure there is high-quality pastoral support and care from both school staff teams and bought in professional services.
- To use data (progress and attainment) to identify key groups of pupils and provide individualised learning opportunities and interventions where appropriate.
- To provide wide enrichment experiences and resources to support learning.

At Daubeney Primary School, there is a tailored package of interwoven support which we continue to adapt from our ongoing learning offer (e.g., It Takes a Village, NEST Provision, Rainbow Provision, Oasis Hub, Family Support Provision). This funding will be used towards interventions at school, thus to have a positive impact of pupil outcomes between pupils with Pupil Premium funding and their peers, in terms of attainment as well as providing wider enrichment experiences and social and emotional support. We, as a school, want to work towards equity for our pupils.

Quality-first teaching is at the core of our approach and focuses provision in areas which, pupils receiving pupil premium funding, require the most support. This approach is proven to have the greatest impact on closing the attainment difference for pupils receiving Pupil Premium funding and at the same time benefiting pupils in our school who do not receive Pupil Premium funding. Implicit in the intended outcomes detailed below, is the intention that the attainment of these pupils' will be sustained and improved alongside progress for their peers receiving Pupil Premium funding.

Nature and frequency of support is determined by pupils identified needs, following termly pupil progress meetings with class teachers, Senior Leadership Teams (SLTs) and the Inclusion Team through an analysis of data to identify how we can best support the pupils' attainment and progress.

Spending is also prioritised for buying in professional services that focus on pastoral and mental health support for our children - this is always with a focus on the child's social, emotional and wellbeing needs. This approach is supported by the research paper, *Supporting the Attainment of Disadvantaged Pupils: articulating success and good practice* produced by the National Foundation for Educational Research (NFER) which identifies several building blocks to success regarding Pupil Premium spend.

The report states: 'More successful schools tended to have more extensive social and emotional support strategies in place, including developing close links with mental health services, providing counselling services and parent liaison staff, alongside teaching and learning interventions.' [p78](#)

Challenges

This details the key challenges to achievement that we have identified among our pupils who receive Pupil Premium funding.

Challenge number	Detail of challenge
1	To narrow the difference in progress and attainment between pupils receiving Pupil Premium funding and their peers.
2	To connect with and further engage with parents and carers of children receiving Pupil Premium funding, to work together to improve outcomes - including pupils in the lowest 25%.
3	To promote the social and emotional wellbeing for many pupils, affected by, amongst other things, attachment issues and a lack of enrichment opportunities. These challenges particularly affect pupils receiving Pupil Premium, including their attainment.
4	To develop oracy skills for pupils to participate in elocution events, poetry recitals and performances and promote pupil voice. Pupil voice and public speaking have been identified as areas particularly affecting pupils eligible for Pupil Premium funding.
5	To improve fluency, extended writing and handwriting among pupils receiving Pupil Premium funding when compared to the attainment of their peers.

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
All year groups meet predicted end of year outcomes and a reduced progress and attainment difference between pupils receiving Pupil Premium funding and their peers.	Assessment data and observations at the end of each statutory phase will show significantly improved outcomes for pupils receiving pupil premium funding. This is evident when triangulating with lesson engagement, book scrutiny, pupil progress meetings, learning walks and ongoing formative assessments.
Develop teaching and learning outcomes across the curriculum	There will be evidence of improved pedagogy of teaching and learning leading to an increase in outcomes in each year group - See School Development Plan.
Improved engagement with parents and carers of pupils receiving pupil premium funding - including the lowest 25%.	A significant increase of the number of parents and carers engaging with the school such as attending learning workshops, parent and teacher meetings, pupil progress meetings.
To achieve and sustain improved wellbeing for all pupils, particularly pupils receiving pupil premium funding.	Sustained improved levels of wellbeing demonstrated by qualitative data from pupil questionnaires and surveys, parent surveys, teacher observations and a significant increase in the offer of enrichment activities, particularly for pupils receiving pupil premium funding.
To develop oracy skills for pupils to participate in elocution events, poetry recitals and performances and promote pupil voice. Pupil voice and public speaking have been identified as areas particularly affecting pupils eligible for Pupil Premium funding.	Increased number of pupils, eligible for Pupil Premium funding, will participate in public speaking and elocution events across the schools and interschool such as poetry recitals, drama performances, debating, applying for school council (involving campaigning and making speeches) and ambassador roles (involving an interview process by a panel).
To improve fluency, extended writing and handwriting among pupils receiving Pupil Premium funding when compared to the attainment of their peers.	Writing outcomes at the end of KS2 in 2026/27 will show that more than 75% of pupils receiving Pupil Premium funding meet the expected standard.

Projected activity academic year 2026 - 2027

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £177,700

Activity	Evidence that supports this approach	Challenge number(s) addressed	Budget Breakdown
Additional Teaching (SLT/Teaching staff/HLTA)	Contribution to additional teacher to enhance provision and release core leaders for targeted academic support https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size	1, 3, 4, 5 and 6	£75,000
Nurture 'NEST' Provision	1 SLT member and 2 experienced TAs to run well established Nurture Provision (using attainment data as well as detailed SEMH data through Boxhall profiles) to develop SEMH and behavioural interventions as evidenced https://www.nurtureuk.org/research-evidence/	1, 2, 3, 4 and 5	£52,000
Rainbow Provision	1 SLT member, 1 Specialist Teacher, 1 speech and language therapist and 2 experienced TAs to manage Rainbow Provision (using attainment data as well as detailed SEMH data through SEND profiles) as evidenced based around the SCERTS Model https://scerts.com/the-scerts-model/	2, 3 and 4	£43,500
Training and Development	CPD related to core subjects (reading, writing and maths), emotional regulation and developing inclusive classrooms (e.g. White Rose, NCETM, Maths Hub, Colourful Semantics, Zones of Regulation, It Takes a Village, Trips)	1, 2, 3, 4, 5 and 6	£7,200

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

Budgeted cost: £47,600

Activity	Evidence that supports this approach	Challenge number(s) addressed	Budget Breakdown
Additional Learning Support Assistant interventions (LSA Support)	Contribution towards LSA support within and outside of classroom https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	1, 3, 4, 5 and 6	£14,000
Specialist Teacher	Contribution towards Specialist Teacher for inclusion support and interventions https://www.hackneylocaloffer.co.uk/kb5/hackney/localoffer/service.page?id=5r6d93LMHG8	1, 2, 3, 4 and 5	£8,500
Additional Bought in Services	Contribution to Speech & Language Therapy, Educational Psychologist https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	1, 2, 3, 4 and 5	£17,000
Additional input by UPS teachers	UPS teachers supporting on various interventions (talk for writing in KS2, reading clubs, times tables) Small group: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1, 2, 3, 4, 5 and 6	£8,100

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

Budgeted cost: £47,500

Activity	Evidence that supports this approach	Challenge number(s) addressed	Budget Breakdown
Additional input from Family Support and Pastoral care	Contribution towards one to one or group support from the Family Support and Pastoral Care team. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1020249/Promoting_children_and_young_people_s_mental_health_and_wellbeing.pdf	3, 4 and 5	£15,000
Art Therapy	Supporting children with specific, identified therapeutic needs to improve their mental health and well-being, what influences it and what supports it. https://www.annafreud.org/research/ From the International Journal of Art Therapy - Primary-school-based art therapy: exploratory study of changes in children's social, emotional, and mental health. The conclusion found that: 'The study highlighted perceived positive changes and no negative changes in children's SEMH difficulties.' https://www.tandfonline.com/doi/full/10.1080/17454832.2019.1634115?src=recsys	2, 3, 4 and 5	£7,500
Forest School provision and subsidised trips, clubs, breakfast club and extended day care	The EEF states that 'There is a wider evidence base indicating that outdoor adventure learning may have positive impacts on other outcomes such as self-efficacy, motivation and teamwork. Outdoor adventure learning may play an important part of the wider school experience, regardless of any impact on academic outcomes.' https://educationendowmentfoundation.org.uk/education%20-evidence/teaching-learning-toolkit/outdoor-adventure-learning	2, 3, 4 and 5	£25,000

Total budgeted cost: £272,800

Part B: Review of outcomes in the previous academic year

This details the impact that our pupil premium activity had on pupils over the last three years.

Impact of Pupil Premium Expenditure on Pupil Data

Early Years

	Numbers of pupils with PP funding in cohort	Pupils with PP Funding	Other Pupils	Like for Like Pupils with PP Funding
2023 - 2024	7 (19 other)	57%	79%	52% National figure for PP funded pupils achieving GLD
2024 - 2025	17 (34 other)	65%	88%	51% National figure for PP funded pupils achieving GLD
2025 - 2026	22 (21 other)	77%	86%	51.3% National figure for PP funded pupils achieving GLD
2026 - 2027	10 (32 other)	tbc	tbc	tbc National figure for PP funded pupils achieving GLD

A positive historical narrative for our pupils at the end of EYFS compared with like for like pupils receiving pupil premium funding nationally and against other pupils. Baseline attainment data for pupils receiving Pupil Premium funding in the cohort 2023 – 2024, only 23% of pupils were on track to meet GLD targets. This suggests that disadvantaged pupils, generally, had greater difficulties accessing learning during the pandemic years than their peers. The cohort of 2024-2025, presented with a considerably high number of complex needs, as indicative of the national comparator attainment (51%). A host of small group interventions will continue to have a positive impact on pupil outcomes for the new academic year as seen from the academic year 2025 – 2026 outcomes.

Phonics Year 1

	Numbers of pupils with PP funding in cohort	Pupils with PP Funding	Other Pupils	Like for Like Pupils with PP Funding
2023- 2024	17 (39 other)	76%	87%	68% *The national comparator provided for this is the national average for disadvantaged pupils*
2024 - 2025	16 (14 other)	75%	93%	67% *The national comparator provided for this is the national average for disadvantaged pupils*
2025 - 2026	21 (34 other)	71%	94%	67% *The national comparator provided for this is the national average for disadvantaged pupils*
2026 - 2027	24 (19 other)	tbc	tbc	tbc * The national comparator provided for this is the national average for disadvantaged pupils*

Phonics attainment, compared to the national comparator, has continued to improve year on year. The attainment data for pupils with Pupil Premium funding for 2025 - 2026 did not reflect historical trends as the cohort consisted of an unusually higher number of pupils presenting with complex needs, and pupils with an Education and Health Care Plan (EHCP). The school will continue to use the Pupil Premium funding for targeted intervention support in Year 2 with experienced teachers, small group intervention support from a phonics specialist, with follow up small group interventions.

Phonics Year 2

	Numbers of pupils with PP funding in cohort	Pupils with PP Funding	Other Pupils	Like for Like Pupils with PP Funding
2023 – 2024	6 (5 other)	50%	60%	68% * The national comparator provided for this is the national average for disadvantaged pupils *
2024 - 2025	7 (6 others)	43%	50%	67% * The national comparator provided for this is the national average for disadvantaged pupils *
2025 - 2026	4 (1 other)	50%	0%	67% * The national comparator provided for this is the national average for disadvantaged pupils *
2026 - 2027	5 (1 other)	tbc	tbc	tbc * The national comparator provided for this is the national average for disadvantaged pupils *

Pupils receiving Pupil Premium funding who retok the test in June 2026, all made significant progress from their baselines. The 3 pupils that did not make the threshold, 2 have an Education and Health Care Plan (EHCP) and are supported in our supplementary specialist support base, the 1 other pupil was a late, mid-term admission, with very low prior attainment. All three will continue to receive daily phonics intervention in Year 3.

Key Stage I

		Reading			Writing			Maths		
	Numbers of pupils with PP funding in cohort	Pupils with PP Funding	Other Pupils	Like for Like Pupils with PP Funding *The national comparator %	Pupils with PP Funding	Other Pupils	Like for Like Pupils with PP Funding	Pupils with PP Funding	Other Pupils	Like for Like Pupils with PP Funding
2023 - 2024	17 (23 other)	41%	87%	NA	29%	91%	NA	35%	91%	KSI is no longer required for mandatory statutory testing; only internal data is available
2024 - 2025	20 (35 other)	65%	73%	NA	65%	73%	NA	70%	73%	KSI is no longer required for mandatory statutory testing; only internal data is available
2025 - 2026	18 (12 other)	61%	62%	NA	61%	62%	NA	67%	69%	KSI is no longer required for mandatory statutory testing; only internal data is available
2026 - 2027	18 (34 other)	tbc	tbc	NA	tbc	tbc	NA	tbc	tbc	KSI is no longer required for mandatory statutory testing; only internal data is available

2025-2026 Attainment data for our pupils receiving Pupil Premium funding for reading, writing and maths, has continued to show a positive trend with a continued reduction in the disadvantage gap from previous academic years. Providing continued small group intervention support, particularly in maths and writing is an intended outcome for Daubeney during this academic year.

Key Stage 2

		Reading			Writing			Maths			Combined		
	Numbers of pupils with PP funding in cohort	Pupils with PP Funding	Other Pupils	Like for Like Pupils with PP Funding	Pupils with PP Funding	Other Pupils	Like for Like Pupils with PP Funding	Pupils with PP Funding	Other Pupils	Like for Like Pupils with PP Funding	Pupils with PP Funding	Other Pupils	Like for Like Pupils with PP Funding
2023-2024	36 (35 other)	67%	89%	62%	78%	86%	58%	78%	97%	59%	64%	80%	46%
2024-2025	25 (27 other)	80%	87%	63%	80%	87%	59%	81%	88%	61%	80%	87%	47%
2025 - 2026	32 (25 other)	78%	88%	45.5%	78%	92%	45.5%	78%	92%	45.5%	78%	88%	45.5%
2026 - 2027	36 (24 other)	tbc	tbc	tbc	tbc	tbc	tbc	tbc	tbc	tbc	tbc	tbc	tbc

Historically, a positive picture for pupils receiving Pupil Premium funding outperforming national figures. The disadvantage gap in the academic year 2023 – 2024 needs to be viewed in the context of the pandemic impact, suggesting that pupils receiving Pupil Premium funding generally had greater difficulties accessing learning during the pandemic years than their peers. Reports from our family support worker and well-being lead (including wellbeing surveys and discussions with pupils and families) identified social and emotional issues for many pupils, notably anxiety and a lack of enrichment opportunities. These challenges particularly affected disadvantaged pupils. Despite these difficulties, significant progress was made from baselines, since 2024 – 2025 and 2025 – 2026, narrowing the disadvantage gap. Pupil outcomes in the 2025-2026 cohort were particularly affected due to the high needs (6 pupils with EHCPs and 8 pupils with complex SEND needs – both category exceeding Hackney and National average). Supporting pupils' mental health, wellbeing and increased enrichment opportunities will continue to remain a focus as per our identified intended outcomes for the new academic year.

Progress KSI - KS2

		Reading			Writing			Maths		
	Numbers of pupils with PP funding in cohort	Pupils with PP Funding School	Other Pupils National Disadvantage	Like for Like Pupils with PP Funding Similar Schools	Pupils with PP Funding School	Other Pupils National Disadvantage	Like for Like Pupils with PP Funding Similar Schools	Pupils with PP Funding School	Other Pupils National Disadvantage	Like for Like Pupils with PP Funding Similar Schools
2023- 2024	36 (35 other)	No national comparator progress scores for 2023-2024 KS2 2023/24: No progress measures It will not be possible to calculate KS1-KS2 progress measures for academic years 2023/24 and 2024/25. This is because there is no KS1 baseline available to calculate primary progress measures for these years due to Covid-19 disruption.								
2024 - 2025	25 (27 other)	No progress measures 2025 It is not possible to calculate KS1 to KS2 progress measures for academic years 2023 to 2024 and 2024 to 2025. This is because there is no relevant KS1 data required to calculate KS1 to KS2 progress measures for these cohorts, as primary tests and assessments were cancelled in academic years 2019 to 2020 and 2020 to 2021 due to COVID-19 disruption. DfE will continue to publish the usual attainment measures as set out in KS2 headline measures. Information about the calculation of KS1 to KS2 progress measures is in Annex A.								
2025 - 2026	32 (25 other)	71% Above average	63%	76%	79% Above average	59%	74%	76% Above average	61%	77%
2026 - 2027	36 (24 other)	tbc								

Historically, pupils receiving Pupil Premium funding make good progress from baselines. Internal data from the previous years has been a springboard for development and impact assessment resulting in small group interventions, morning and afternoon booster sessions and initiatives to work with families of our lowest attaining groups as identified in our intended outcomes above. Progress against national disadvantage figure has been consistently positive and above average.

Narrative Summary:

Performance data, for pupil receiving Pupil Premium funding has been analysed over the past 3 academic years using EYFS, Phonics, key Stage 1 and Key Stage 2 data figures to identify targeted support for improved outcomes and a continuous intention to close the disadvantage gap.

Children's learning across the last 3 years has experienced disruptions due to the pandemic. The process of identifying our challenges and allocating resources towards meeting our intended outcomes have demonstrated our continued focus and vision to provide more equitable outcomes for our pupils receiving Pupil Premium funding. Our school development plan focuses on the need to engage families and communities to support raising both academic and life outcomes for our pupils receiving Pupil Premium funding, alongside pupils in the lowest 25% attainment group. Through targeted interventions, high-quality teaching and learning, supported by specialist phonics and maths teachers and developing our well-being offer, we continue to provide much needed support for our most vulnerable pupils.