

# Pupil premium strategy statement – Denaby Main Academy

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

## School overview

| Detail  | Data         |
|---|--------------|
| Number of pupils in school  | 160          |
| Proportion (%) of pupil premium eligible pupils   | 57.5%        |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | 2024- 2027   |
| Date this statement was published   | October 2025 |
| Date on which it will be reviewed   | October 2026 |
| Statement authorised by   | Kay Godfrey  |
| Pupil premium lead  | Jo White     |
| Governor / Trustee lead   | Richard Webb |

## Funding overview

| Detail   | Amount    |
|--|-----------|
| Pupil premium funding allocation this academic year  | £ 118,400 |
| Recovery premium funding allocation this academic year   | £         |
| Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )<br><br>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024. | 0         |
| <b>Total budget for this academic year</b><br><br><i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>   | £ 118,400 |

# Part A: Pupil premium strategy plan

## Statement of intent

At Denaby Main, we will use the Pupil Premium and Recovery Funding to help break down barriers to learning for children who are disadvantaged. Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve highly across all subject areas.

Common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties, the effects of trauma and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all” approach. We aim to use our Pupil Premium to narrow and ultimately close the attainment gap over time.

As a school, we face many challenges in ensuring all children make good progress. These have been exacerbated by COVID-19 and partial school closures, and lengthy periods of time at home away from education. These include the increasing SEMH needs of many children. As a school we also face increasing numbers of safeguarding issues and families requiring support on the Early Help Framework or social care involvement. These have increased overtime as the impact of the current economic situation impacts.

High-quality teaching and personal development are at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils’ attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment. The approaches we have adopted complement each other to help pupils excel.

To ensure they are effective we will

- Address low attainment due to children’s historic background.
- Support children and families with attendance and punctuality.
- Support children with behaviour, social and emotional issues and ensure they can form strong friendship groups and positive learning behaviours.

- Develop speech, language, and communication of children.
- Provide wider opportunities for children.
- Improve children's self-esteem and emotional literacy.
- Develop children's resilience through wider opportunities.

The current pupil premium strategy focuses on addressing the key challenges (below) that our pupils, especially those who are in receipt of pupil premium funding, face in relation to meeting our curriculum aims. It also supports the provision of an extended curriculum which delivers a positive educational experience that cultivates high self-esteem and ensures that all members of the school community can take advantage of both learning, and leisure opportunities to make good progress and prepare them for the next stage of life.

## Challenges

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

| Challenge number | Detail of challenge   |
|------------------|---|
| 1                | Historically poor attendance of the disadvantaged pupil cohort.   |
| 2                | Communication and language skills are low impacting on reading and phonics within KS1 and reading and writing across KS2.   |
| 3                | The social, emotional, and mental health needs of pupils throughout school have increased.  |
| 4                | Historically poor attitudes towards learning.   |
| 5                | Many children have limited opportunities to read and engage in all text types at home. They can lack the necessary support in comparison with their peers and this therefore has a negative effect on their early reading skills and their attitudes towards reading. |
| 6                | Many children have limited extra-curricular, cultural experiences outside of school.  |

## 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 |
|------------------|------------------|
|------------------|------------------|

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|--|---|
| <p>1. To achieve and sustain improved attendance for all pupils but particularly our disadvantaged children.</p>   | <p>Sustained high attendance leading up to 2027.</p> <p>Over time, this shows:</p> <ul style="list-style-type: none"> <li>• Whole school attendance is in line or above National expectation of 96%</li> <li>• Reduced number of persistent absentees among pupils eligible for PP.</li> <li>• Improved overall PP attendance and fall in line with non-PP pupils.</li> </ul>   |
| <p>2. To close the attainment gap between PP (all children) and National.</p>  | <ul style="list-style-type: none"> <li>• We aim to narrow the gap for all children towards National at the end of KS2.</li> <li>• Pupils achieve at least in line with the national average in EYFSP.</li> <li>• Phonics outcomes are at least in line with the national average.</li> <li>• Pupils achieve at least in line with national average in Y4 Multiplication Test.</li> </ul>  |
| <p>3. The SEMH needs of pupils are met through targeted interventions.</p> <p>Provide support to vulnerable families to support the SEMH needs of identified pupils.</p> | <ul style="list-style-type: none"> <li>• Strengthen school's pastoral team through increasing capacity and accessing specific training.</li> <li>• Pastoral page on school website signposting parents to support available in school.</li> <li>• The school's Early Help Practitioner has identified and supported families through the Early Help Assessment Framework.</li> <li>• The PD Lead has carried out a Pupil Disposition survey and analysed to identify trends in pupil voice. Identified trends and issues incorporated and actioned within the School Development Plan.</li> <li>• Use 'Motional' to assess children's SEMH needs and derive and implement a class and individual action plan</li> </ul> |
| <p>4. Attitudes towards learning improve.</p>  | <ul style="list-style-type: none"> <li>• Developed pupil pride in achievements through recognition and reward systems. Measured through Pupil Voice and reduction in behaviour incidents.</li> </ul>  |

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|  | <ul style="list-style-type: none"> <li>Developed pupil memory of and articulation of knowledge, measured through Pupil Voice and Learning walks</li> </ul>   |
| <p>5. Increase the % of children regularly reading at home (3 times per week)</p> <p>Increase the number of parents attending reading sessions</p> | <ul style="list-style-type: none"> <li>Revise the reading challenge so that there is an increased % of pupils reading at home</li> <li>More parents attend morning reading sessions with their children.</li> <li>Children who are not reading at home are regularly reading with an adult at school.</li> <li>Purchase necessary resources to support this</li> </ul> |
| <p>6. Increase opportunities for children to participate in a range of enrichment activities</p>   | <ul style="list-style-type: none"> <li>Establish an 'Enrichment Leader'</li> <li>Devise and implement a programme of planned enrichment activities across the curriculum</li> <li>Introduce a wider range of in school &amp; after school opportunities</li> <li>Revise staffing structure to enable more staff to lead activities at social times</li> </ul>          |

## Activity in this academic year

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: £35,000**

| Activity   | Evidence that supports this approach   | Challenge number(s) addressed |
|--|--|-------------------------------|
| Programme of CPD implemented. (Use of LA, Trust courses, meetings programme) | <p>High quality staff CPD is essential to follow EEF principles.</p> <p>This is followed up during Staff meetings and INSET.</p> <p><a href="#">Education Endowment Foundation   EEF</a></p> | 1 2 3 4 5                     |

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| <p>Improve deployment of support staff</p> <p>Develop subject knowledge and leadership across the school.</p> <p>Phonics, Maths and English Leads to support staff</p> <p>Improve pupil engagement through use of pupil recognition initiatives and develop pupil's understanding of personal success.</p> <p>Measured though an improved profile of teaching and learning (100%- GOOD) improved attendance (in line with national average) and improved outcome.</p> | <p>shows that the attainment gap has grown as a result of national lockdowns. It is therefore more important than ever that school strategies focus on support for disadvantaged pupils.</p> <p><a href="https://www.suttontrust.com/wpcontent/uploads/2011/09/2teachers-impact-reportfinal.pdf">https://www.suttontrust.com/wpcontent/uploads/2011/09/2teachers-impact-reportfinal.pdf</a></p> <p>demonstrated a positive impact on outcomes from improving the quality of teaching and learning</p> <p><a href="https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding">https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-</a></p> <p>successfully In line with the research, improving the quality of teaching and learning of disadvantaged pupils improves outcomes.</p> |     |
| <p>Improve teaching of early reading.</p> <p>Improve access to personalised learning opportunities through the development of teaching and learning in RWI &amp; Phonics – leading to improved academic outcomes and learning behaviours.</p> <p>Phonics Lead to support staff on a weekly basis.<br/><b>(release time.)</b></p> <p>Weekly CPD in place.</p>  | <p>To further develop the quality of teaching and learning in English, focused training and development will be provided by Astrea Phonics Lead and Astrea English Lead.</p> <p>Quality First Teaching is seen as one of the 7 Building Blocks for Success when supporting the attainment of disadvantaged pupils. The school is aware that pupils are increasingly having lower reading and vocabulary skills on entry, requiring increased levels of reading support.</p> <p>Moving forward, reading interventions will continue and the school will continue to develop the consistency of delivery/ teaching and learning in English. For disadvantaged pupils with literacy difficulties, research shows that using the Pupil Premium funding to meet individual pupil needs to remove this barrier to learning is effective.</p>                                   | 2,5 |

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| High quality reading books sourced.  |  |  |
| Develop parent support for reading through workshops, reading mornings and the reading challenge |  |  |

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

**Budgeted cost: £50,000**

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| Improved access to personalised learning opportunities leading to improved academic outcomes and/or learning behaviours including:<br>Motional<br>Lingo<br>speech<br>Phonics 1-1<br>Reading 1-1<br>Precision<br>Teach<br>Flash<br>Academy | <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a><br><br>suggests that targeted interventions matched to specific pupils with particular needs or behavioural issues can be effective, especially for older pupils.<br><br>Research also shows that oral language interventions have a positive impact on outcomes:<br><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/oral-languageinterventions/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/oral-languageinterventions/</a> | 2 4 5                         |
| RWI daily intervention.<br>1:1 tutoring<br>Fresh Start (KS2)<br>Y34<br>individual and small   | Research shows that targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment<br><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/attainment-gap/">https://educationendowmentfoundation.org.uk/evidence-summaries/attainment-gap/</a>   | 2 4 5                         |

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| group support. |  |  |
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

**Budgeted cost: £33,400**

| Activity   | Evidence that supports this approach   | Challenge number(s) addressed |
|--|--|-------------------------------|
| <p>Targeted support to secure low levels of behavioural incidents</p> <p>Gather pupil evidence in order to gain individual 1:1 support from outside agencies.</p> <p>Implement additional support and interventions for behaviour of targeted pupils (self-esteem, behaviour choices, nurture work, clubs etc) through the work of the Safeguarding Lead, Behaviour Lead and Thrive Practitioner</p> <p>Purchase new PSHE scheme</p> | <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</a></p> <p>suggests that targeted interventions matched to specific pupils with particular needs or behavioural issues can be effective, especially for older pupils. In the EEF Attainment Gap report, it also states that targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment. Research that demonstrates that Social and Emotional Learning interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself:</p> <p><a href="https://educationendowmentfoundation.org.uk/evidencesummaries/teaching-learning-toolkit/social-and-emotional-learning/">https://educationendowmentfoundation.org.uk/evidencesummaries/teaching-learning-toolkit/social-and-emotional-learning/</a></p> <p>This approach is in line with research:</p> | 3 4 6                         |
| Families have access to additional   | To support disadvantaged pupils and their families where possible and needed to enable pupils (and their parents / carers) to access a   | 1 3                           |



|   |   |  |
|---|---|--|
| support where necessary, including increased Early Help capacity and bespoke support. Safeguarding Lead to run social and emotional interventions and family support. | range of educational experiences. Good attendance is also listed in the top approaches for disadvantaged pupils in the report <a href="https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully">https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully</a> |  |
|---|---|--|

**Total budgeted cost: £ 118,400**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils 2024-2025

#### **Aim 1**

##### **Improve early language skills across EYFS, KS1 and language/ Vocabulary at KS2**

EYFS children made progress from their starting points.

Transition into school was smooth as was movement from FS1 into FS2. 2 children accessed the Lingo language programme and have made good progress.

Year 1 children received intensive support to catch up on missed phonic learning. As a result, 63% passed the phonic screen including 62.5% of PP children.

Year 6 children's attainment in reading increased this year from 44% to 75%

#### **Aim 2**

##### **Low levels of behavioural incidents to ensure continuity of education through access to targeted support.**

The introduction of a consistent behaviour policy and rewards and consequence strategy has significantly improved behaviour across the school including that of PP children.

There were no suspensions.

Individual pupil needs are being met through targeted support such as Thrive, anti-bullying programme or 1-1 behaviour plans& Risk assessments

#### **Aim 3**

##### **Improve outcomes for disadvantaged learners and diminish the difference between disadvantaged learners and their peers**

Key Stage assessments based on Maths Mastery and Headstart papers (reading and maths) and teacher assessment (writing.) are showing that the gap is closing.

#### **Aim 4**

**Improve attendance rates for disadvantaged pupils and diminish the difference between disadvantaged learners and their peers**

Attendance was above national and PA decreased

**Overall attendance 95.9% (from 94.4%)**

PP 95.5% (from 92.9%)

PA reduced to 7.8 (from 14% overall)

PP PA 11.3 (from 20.2%)

## Externally provided programmes

| Programme/ Provider   |
|---|
| Read Write Inc<br>Primary Knowledge Curriculum<br>Arc Maths<br>TT Rockstars<br>Sumdog<br>Literacy Tree Literacy Curriculum<br>GL Assessments<br>One Decision<br>Flash Academy<br>Motional |

## Service pupil premium funding (optional)

|   |
|---|
| <i>For schools that receive this funding, you may wish to provide the following information:</i> <b>How our service pupil premium allocation was spent last academic year</b> |
| NA  |
| <b>The impact of that spending on service pupil premium eligible pupils</b>   |
|   |

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*