

Pupil premium strategy statement

2025 - 2028

This statement details our school's use of pupil 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 effect that last year's spending of pupil premium had within our school.



School overview

Detail	Data
School name	Denton CP School & Nursery
Number of pupils in school	220
Proportion (%) of pupil premium eligible pupils	25%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-2028 We are in year 1 of a 3-year strategy
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Matt Doody, Headteacher
Pupil premium lead	Matt Doody, Headteacher
Governor lead	Katie White & Hayley Funnell Co-Chairs of Govs

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (expected)	£79,077
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Delegated school budget	£5,000
Total budget to tackle socio-economic disadvantage for this academic year	£84,077

Part A: Pupil premium strategy plan

Statement of intent

Denton Community Primary School actively promotes equality of opportunity for all staff, governors, pupils and parents, creating a harmonious learning community where all can succeed. The school is committed to developing the “whole child” and focuses on the emotional and psychological welfare of their children in addition to their educational provision.

We have a clear, strategic approach to the use of specific Pupil Premium funding and plans are integrated into wider school support and improvement systems. These are monitored and evaluated regularly and rigorous data analysis ensures that the correct support and strategies are identified to maximise progress. Strong leadership systems ensure that Pupil Premium funding has the necessary impact.

All matters relating to the Pupil Premium are reported back to the Governors ensuring that the school is held to account for the impact of spending. A joined up approach for the support of PPG children is enabling our school to develop a strong, comprehensive and sustainable support package which aims to identify and remove any barrier to learning to ensure that disadvantaged children leaving Key Stage Two achieve at least in line with their peers, securing outstanding progress and attainment.

At Denton...

No child is singled out

No child is aware they're Pupil Premium

No child gets left behind.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage.

To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

If we get it right for our most vulnerable children, then we get it right for all of our children.

Challenges

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

Challenge number	Detail of challenge
1	<p>Weak Levels of Language and Speech Development on Entry into EYFS</p> <p>Assessment data, teacher observations, and pupil discussions indicate underdeveloped oral language skills and significant vocabulary gaps among many disadvantaged pupils.</p> <p>15% of pupils eligible for Pupil Premium (PP) on the SEND register have identified Speech and Language needs.</p> <p>Reception assessments (Summer 2025) show:</p> <p>A 25% gap between PP and non-PP pupils in <i>Listening, Attention, and Understanding</i>.</p> <p>A 20.4% gap in <i>Speaking</i>.</p>
2	<p>Attendance</p> <p>Analysis of attendance rates for the 2024–2025 academic year shows that pupils eligible for Pupil Premium (PP) have an average attendance of 92.1%, compared to 95.8% for their non-disadvantaged peers. Although both figures are above national averages, lower attendance among PP pupils reduces their cultural capital and negatively impacts attainment.</p> <p>A significant proportion of persistently absent (PA) children are disadvantaged: 15 out of 23 PA pupils are eligible for Pupil Premium. While our overall PA rate remains below the national average, this still represents a large group of vulnerable children with attendance levels that are lower than expected.</p>
3	<p>Attainment</p> <p>Assessments from July 2025 indicate that attainment among disadvantaged pupils remains below that of their non-Pupil Premium (PP) peers.</p> <p>Pupil voice and classroom observations also suggest that reading for pleasure continues to be an ongoing priority, alongside increasing parental engagement in supporting reading and practising times tables/number skills at home.</p> <p>Year 1 Phonics Screening (July 2025):</p> <p>PP pupils: 70% passed</p> <p>Non-PP pupils: 80% passed</p> <p>Gap: 10%</p> <p>KS2 Attainment (July 2025):</p> <p>Combined Reading, Writing & Maths:</p> <p>PP pupils: 50%</p> <p>Non-PP pupils: 52%</p>
4	<p>SEMH / SEND</p> <p>40% of pupils on the SEND register are eligible for Pupil Premium.</p> <p>Of this group, 35% have Social, Emotional and Mental Health (SEMH) as their primary need, making it the largest area of need for these children.</p>
5	<p>Cultural Capital and Mental Wellbeing</p> <p>The mental wellbeing of this group of pupils is varied and can lead to low self-esteem, reduced motivation, and a lack of aspiration and ambition.</p> <p>Our assessments—including pupil voice surveys, teacher observations, and discussions with pupils and families—have identified a rise in social and emotional challenges within the local area. These issues particularly affect disadvantaged pupils and have a direct impact on their attainment.</p>

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Disadvantaged children make at least expected progress from their starting points in reading, writing and maths in particular disadvantaged pupils with SEND.	<ul style="list-style-type: none"> Assessment data (teachers, Language Link, Speech and Language teachers) and lesson observations show progress and increased language skills from our disadvantaged pupils. Further evidence through triangulation (pupil voice, engagement) KS2 reading outcomes show a decreasing gap between disadvantaged and non disadvantaged children. Improved Year 1 Phonic screening results for disadvantaged children of 85% or above pass rate. Any child who fails the screening to pass in year 2 retake.
Attendance of disadvantaged children improves to be in line with whole school attendance and remain above National.	<ul style="list-style-type: none"> Pupils have increased attendance at school and are engaged in all lessons and enrichment opportunities. Sound relationships between pastoral leader and families Quick intervention and support when required.
SEND and disadvantaged children make progress through well supported high quality teaching and targeted interventions	<ul style="list-style-type: none"> SEND reading, spelling and maths tracking evidences progress from starting points All SEND interventions evidence progress Staff Questionnaire evidence increased confidence supporting SEND children to access learning and develop independence skills Pupil passports completed and shared with new staff
Pupils with SEMH needs are supported by school staff so their needs are removed or alleviated	<ul style="list-style-type: none"> Parent questionnaire evidences parents feel their child is safe in school Pupil conferencing evidences that children feel safe in school Staff questionnaire evidences that staff feel children are safe in school School continues to engage with local authority support (CAHMS, CLASS, INSEND)
Curriculum intent, implementation and safeguarding practices impact on outcomes for children, particularly for disadvantaged and SEND pupils	<ul style="list-style-type: none"> Children participate in a wide range of extracurricular activities The curriculum is well sequenced to provide knowledge about different opportunities available for pupils. Increase in uptake of disadvantaged children participating in after school and extra curricular opportunities.

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

Budgeted cost: £24,784

Activity	Evidence that supports this approach	Challenge number(s) addressed
Maths specialist teacher to provide CPD for teachers across the school	<p>‘Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. (The EEF Guide to the Pupil Premium, June 2019)</p> <p>Case Study – Mary Webb School “We have implemented a school professional development (PD) plan which includes teachers, Teaching Assistants (TAs), and Early Career Teacher mentoring. We allocate timetabled sessions to collaborative work to develop this plan, both across the whole school and in specific departments.”</p> <p>“Pupil Premium strategies stand or fall on the success schools have with how they deliver reading” Marc Rowland.</p> <p>‘The guidance emphasises that pupils need to keep up with their peers rather than be helped to catch up later, at a point when learning in the wider curriculum depends so much on literacy. Where pupils make insufficient progress, extra efforts should be made to provide them with extra practice and support from the beginning.’ (DfE The Reading Framework, July 2021)</p>	1, 3
CPD on high quality teaching strategies for all staff		1, 3
CPD on trauma informed practise and de-escalation techniques	<p>The EEF explicitly recommends training staff to view behaviour as an expression of need rather than a misconduct issue, and to separate the behaviour from the child.</p> <p>Rates behaviour interventions as having moderate impact (+3 months progress), while reinforcing that professional development. Including training in trauma-informed behaviour strategies is essential for high-quality, consistent delivery.</p>	All
<p>External validation</p> <p>Audit quality of teaching and learning in writing and maths by recommended English and Math Consultants.</p> <p>DfE Pupil Premium review</p>	<p>An effective pupil premium strategy requires goal setting, underpinned by short, medium and long term outcomes needed to reach those goals. The ongoing rigorous evaluation of pupils’ attainment, barriers to learning and needs is essential.</p> <p>(EEF Guide to Pupil Premium – Autumn 2021)</p>	All

<p>EYFS</p> <p>Investment in Drawing Club – developing early language and confidence</p>	<p>Supports early language and communication: Talking about drawings builds vocabulary and expressive language.</p> <p>Develops fine motor skills: Essential for writing readiness.</p> <p>Strengthens parent-child interaction: EEF research highlights that positive home learning environments in EYFS can add +4 months progress.</p> <p>Targets disadvantaged families: Helps overcome barriers by providing structured, enjoyable activities that parents can replicate at home.</p>	<p>1</p>
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Targeted academic support

Budgeted cost: £30,468

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Thrive CPD and designated practitioners</p> <p><i>Recruit and train two new thrive teachers following departure of the previous team in July 2025.</i></p>	<p>We have noticed a significant impact on pupil progress, and social and emotional mental wellbeing using Thrive, Nurture and ELSA.</p> <p>Social and Emotional Learning refers to the process through which children learn to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions (EEF Social & Emotional Learning) The EEF recommend teaching Social and Emotional skills explicitly. ‘Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers.’ (EEF 2021) “Social and emotional skills’ are essential for children’s development— they support effective learning and are linked to positive outcomes in later life. With the right support, children learn to articulate and manage their emotions, deal with conflict, solve problems, understand things from another person’s perspective, and communicate in appropriate ways.”</p>	<p>2, 3, 4 & 5</p>
<p>Specialist Speech & Language Teaching Assistant Embedding activities to support children articulate ideas, consolidate understand and extend vocabulary.</p>	<p>Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months’ progress. Research suggests that phonics is particularly beneficial for younger learners (4 – 7 year olds) as they begin to read. Teaching phonics is more effective on average than other approaches to early reading (such as whole language or alphabetic approaches), though it should be emphasised that effective phonics techniques are usually embedded in a rich literacy environment for early readers and are only one part of a successful literacy strategy.</p> <p>(EEF Toolkit) Case Study – Northern Saints Primary</p>	<p>1, 3</p>

TA interventions Additional sessions targeted at SEND children who are at risk of underachievement.	It is important to understand pupils' current capabilities and teach accordingly. Most pupils will need an emphasis on developing reading fluency, but some pupils may need a focus on more basic skills, such as decoding and phonological awareness.' (EEF KS2 Literacy Guidance 2017)	All
Nurture provision for year 1 children Early intervention from INCAP service within the local authority to support our most vulnerable children	In a 2024 initiative , EEF launched ten regional partnerships across 300 schools, all in partnership with local authorities, targeting socio-economically disadvantaged pupils. These efforts focus on evidence-based interventions such as improving reading comprehension, writing, and early years communication.	All

Wider strategies

Budgeted cost: £28,825

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral support Interventions which target social and emotional learning (SEL) seek to improve pupils' interaction with others and self - management of emotions, rather than focusing directly on the academic or cognitive elements of learning	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk) Principles of good practice set out in the DfE's Improving School Attendance advice (DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence).	2, 4, 5
Designated Mental Health Lead This new role in school is to support the leadership team in developing inclusive practice across the school for all disadvantaged children and in particular those with diagnosed mental health needs	School attendance, exclusion and persistent absence (The British Psychological Society). In school monitoring and support of students to keep their attendance on track. (An evidence informed approach to improving attendance – Durrington Research School March 2018) Social and Emotional Learning refers to the process through which children learn to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions (EEF Social & Emotional Learning)	
Transport To and from school, including: taxi service and bus passes for pupils who cannot otherwise travel to and from school	The updated EEF Pupil Premium Guide recommends a three-tiered approach , with "wider strategies" funded from Pupil Premium to tackle non-academic barriers such as attendance and engagement—including providing transport where needed.	All

<p>Parental engagement activities to develop positive links between school and home</p> <ul style="list-style-type: none"> • weekly book talk sessions in EYFS and Year 1 • Tricky mornings parent workshop • Parent coffee mornings 	<p>The EEF suggests parental engagement is consistently associated with improved academic outcomes, especially for disadvantaged pupils.</p> <p>The report recommends structured approaches such as:</p> <ul style="list-style-type: none"> • Building positive relationships with parents • Providing practical strategies for supporting learning at home • Avoiding one-off events and instead focusing on sustained communication and support <p>Evidence suggests that well-designed parental engagement interventions can add +3 months progress on average.</p>	2, 4, 5
<p>Curriculum Enhancement (UPDATED) <i>clubs, school trips, music lessons</i></p> <p>Provision of OPAL resources</p> <p>Achieve OPAL status – March 2026</p>	<p>Clubs, school trips and music lessons provide enrichment opportunities and form part of a rich educational experience for disadvantaged pupils.</p> <p>UK primary school children can participate in up to 600 playtimes a year (Ridgers et al., 2006). It makes sense then to consider how this time can be best spent in order to support children's education, health, wellbeing and development.</p> <p>(The Case for Play in schools, 2021)</p>	2, 4, 5 All
<p>Curriculum resources, including high quality ICT/Computing equipment</p>	<p>Ofsted 2024: <i>The resources and materials that teachers select, reflect the provider's ambitious intentions for the course of study and clearly support the intent of a coherently planned curriculum</i></p> <p>High quality resources are essential in order to deliver a broad and balanced curriculum.</p>	All
<p>Contingency fund for acute issues.</p> <p>Examples include:</p> <ul style="list-style-type: none"> • Swimming • Trips • PGL (residential) subsidy 	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p> <p>Supporting our most vulnerable children access cultural capital experiences</p>	All

Total budgeted cost: £84,077

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes (2024-2025)

As previously mentioned we are in year three of a three year cycle. However, see below details of the impact of our pupil premium activity so far. This reflects where we currently are as a school on a journey towards meeting our intended outcomes by July 2025.

Allocation for 2024 – 2025 - £84,945

Intended outcome by July 2025	Success criteria (reviewed September 2025)																								
To improve progress and attainment in reading (including phonics), writing and maths	<p>PPG pupils make progress at least in line with that of their peers</p> <p>The attainment gap between PPG pupils and their non-PPG peers is reduced</p> <p>End of KS2 PPG pupil outcomes are in line or above with national average in reading, writing and maths</p> <p>Year 1 PPG pupil phonics outcomes are in line or above national average</p> <p>EYFS PPG outcomes are in line or above national average</p> <p>EYFS</p> <p>GLD across EYFS was 60%</p> <p>22% of PP cdn achieved GLD (down from 78% the previous year)</p> <p>Yr 1 phonics</p> <p>An increase from 67% to 70% of PP children passing the phonics test</p> <p>80% of non PP children passed.</p> <p>Key Stage 2</p> <p>50% of PP children achieved ARE in reading, writing and maths</p>																								
To support social, emotional and mental health development of pupils in receipt of PPG	<p>Standards of behaviour are high across the school and for all pupil groups – <i>by July 2025 behaviour incidents involving PPG pupils are comparatively lower to the previous academic years.</i></p> <p>All PPG pupils experience success and make progress in all areas</p> <p>All pupils have high levels of self-esteem and self-discipline – <i>exclusions of PPG remain at 0</i></p>																								
To improve attendance and punctuality of PPG pupils	<p>The attendance gap between PPG pupils and their non-PPG peers is reduced</p> <table border="1"> <thead> <tr> <th>Attendance</th><th>2022 - 2023</th><th>2023 – 2024</th><th>2024 - 2025</th></tr> </thead> <tbody> <tr> <td>PP</td><td>90.3%</td><td>92.6%</td><td>92.1</td></tr> <tr> <td>Non PP</td><td>93.5%</td><td>94.1%</td><td>95.8</td></tr> </tbody> </table> <p>Persistent absence of disadvantaged pupils is decreased to be in line or below the national average.</p> <table border="1"> <thead> <tr> <th>Persistent Absence</th><th>2022 - 2023</th><th>2023 – 2024</th><th>2024 - 2025</th></tr> </thead> <tbody> <tr> <td>PP</td><td>37.5%</td><td>25.5%</td><td>31%</td></tr> <tr> <td>Non PP</td><td>16.8%</td><td>13.5%</td><td></td></tr> </tbody> </table>	Attendance	2022 - 2023	2023 – 2024	2024 - 2025	PP	90.3%	92.6%	92.1	Non PP	93.5%	94.1%	95.8	Persistent Absence	2022 - 2023	2023 – 2024	2024 - 2025	PP	37.5%	25.5%	31%	Non PP	16.8%	13.5%	
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To provide enriching experiences	<p>All PPG pupils attend school trips, including residential</p> <p>By July 2025, 95%+ of pupils report a positive attitude to learning as part of pupil voice.</p> <p>By July 2025, 100% of PPG pupils have had the opportunity to take part in an extra curricular activity or club.</p>																								

Service pupil premium funding

The school does not currently have any pupils in receipt of the service pupil premium.

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

Further information

Additional activity

The school is in the process of commissioning a DfE [pupil premium review](#). This is planned for Spring/Summer 2026 and will inform the next three-year strategy due to be implemented in December 2025.

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We also commissioned a pupil premium review to get an external perspective.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in schools similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.

What others says about Denton

"This is the most inclusive school I have ever stepped in". Assistant Director for Education (ESCC, June 2024)

"Pupils love learning at this inclusive community school". Ofsted (November 2024)