

Pupil premium strategy statement



This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) 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
Number of pupils in school	244
Proportion (%) of pupil premium eligible pupils	25%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025 We are in year 3 of a 3-year strategy
Date this statement was published	1 st December 2022 Updated October 2024
Date on which it will be reviewed	1 st December 2025
Statement authorised by	Matt Doody, Acting Headteacher
Pupil premium lead	Matt Doody, Acting Headteacher
Governor / Trustee lead	Anthony Mayo, Vice CofG

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (expected)	£80,240
Recovery premium funding allocation this academic year	£0
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	£85,240

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers, and ensure all pupils reach their full potential.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is 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 strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. 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

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to Year 6 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
3	Internal and external (where available) assessments indicate that reading, writing and maths attainment among disadvantaged pupils is, broadly speaking, below that of non-disadvantaged pupils. On entry to Reception class in the last 3 years, between 40-50% of our disadvantaged pupils

	arrive below age-related expectations compared to 10-20% of other pupils. This gap reduces by the end of KS2.
4	Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in English and maths.
5	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to challenging home circumstances, and a lack of enrichment opportunities during school closures. These challenges particularly affect disadvantaged pupils, including their attainment. Teacher referrals for support markedly increased during the pandemic, a disproportionate number of whom are for disadvantaged pupils, who also require additional support with social and emotional needs. A disproportionate number of disadvantaged pupils are in need of and receive small group interventions, including 1:1 support in English and maths.
6	Our attendance data over the last year indicates that attendance among disadvantaged pupils was 3% lower than for non-disadvantaged pupils (this figure is consistent with historical data). 36.7% of disadvantaged pupils were 'persistently absent' compared to 11.8% of their peers last year (these figures are considerably higher than historical figures due to the coronavirus pandemic). Historically, there is a significant gap between disadvantaged pupils and their peers, which widened during the pandemic. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.

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. *These have been updated in September 2024 to provide tighter, measurable outcomes.*

Intended outcome	Success criteria
To improve progress and attainment in reading (including phonics), writing and maths	PPG pupils make progress at least in line with that of their peers The attainment gap between PPG pupils and their non-PPG peers is reduced End of KS2 PPG pupil outcomes are in line or above with national average in reading, writing and maths Year 1 PPG pupil phonics outcomes are in line or above national average EYFS PPG outcomes are in line or above national average
To support social, emotional and mental health development of pupils in receipt of PPG	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> All PPG pupils experience success and make progress in all areas All pupils have high levels of self-esteem and self-discipline – <i>exclusions of PPG remain at 0</i>
To improve attendance and punctuality of PPG pupils	The attendance gap between PPG pupils and their non-PPG peers is reduced comparatively to the previous academic year. Persistent absence of disadvantaged pupils is decreased to be in line or below the national average.

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>
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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: £9,190

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>SEND support CPD CPD for teachers, delivered by Educational Psychologist, including annual review of support strategies for most vulnerable pupils and follow up support (eg. specific pupil assessments)</p>	<p>Senior leaders highly value the support received from the Educational Psychologist. Adopted strategies have a positive impact on pupil social and emotional mental health. Staff welcome additional support from the Educational Psychologist.</p>	1, 2, 3, 4
<p>Reading resources Motivating reading through engaging texts (eg. graphic novels, phonics books).</p> <p>Support the lowest 20% of readers with daily reading support and home/school liason</p>	<p><i>"Pupil premium strategies stand or fall on the success schools have with how they deliver reading"</i> Marc Rowland</p> <p>There is strong evidence that engaging texts that promote comprehension skills has a significant impact on progress and attainment, including in phonics EEF teaching reading comprehension strategies</p>	1, 2, 3
<p>English CPD Talk for Writing training for all staff, and leadership team</p> <p><i>Update – Sept '25. 2 x follow up visits to evaluate impact of CPD in terms 2 and 4. 1 x INSET day scheduled for</i></p>	<p>There is evidence to suggest Talk for Writing has a positive impact on staff and pupils:</p> <p>Talk for Writing EEF (educationendowmentfoundation.org.uk)</p> <p>https://www.talk4writing.com/about/does-talk-for-writing-work/</p> <p>At Denton, we have found Talk for Writing to have a positive impact on pupil enthusiasm and progress, when used in conjunction with speech and language, and oracy teaching strategies.</p>	
<p>Thrive CPD https://www.nurtureuk.org/</p>	<p>We have noticed a significant impact on pupil progress, and social and emotional mental wellbeing using Thrive, Nurture and ELSA.</p>	3, 4, 5, 6

<p>Funding for annual training for thrive practitioners (5 support staff)</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)</p> <p>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)</p> <p>“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>CPD – high quality teaching strategies (NEW)</p> <p>INSET – Shirley Clark training on success criteria / formative assessment for all teaching staff planned for Spring 2025</p> <p>Staff CPD – planned for Spring and Summer terms 2025 based around ‘Making Every Lesson Count’ (Payne & Scott)</p>	<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</p> <p>“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>	All
<p>Subject Leader CPD (NEW)</p> <p>Working with the alliance partner to develop middle leadership across the school.</p>		
<p>NELI Support Intervention (NEW)</p> <p>Assessing all Reception children in September ‘24 using Language Screen followed by 20 week programme.</p> <p><i>Unable to recruit practitioner but looking to run the programme within the school staff.</i></p>	<p>‘The Nuffield Early Language Intervention is designed to improve the spoken language ability of children during the transition from nursery to primary school. It is targeted at children with relatively poor spoken language skills. Children receiving the 30-week version experienced the equivalent of about four months of additional progress, compared with about 2 months additional progress for the 20-week version.’ (Nuffield Early Language Intervention Evaluation report and executive summary February 2016)</p> <p>Case Study – Greetland Academy</p>	1, 2, 3

Targeted academic support

Budgeted cost: £57,385

Activity	Evidence that supports this approach	Challenge number(s) addressed
TA interventions Additional sessions targeted at SEND children who are at risk of underachievement	The 'Closing the Attainment Gap' document produced by EEF shows that targeted small group and 1:1 intervention has been shown to have the largest potential for immediate impact on attainment.	1, 2, 3
1-1 and small group English tuition with a qualified teacher	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk)	All
Targeted 1:1 and group support for reading, writing, maths, social, emotional and mental health, speech and language (additional teacher and TA support)	And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	
1-1 and small group sessions with a qualified Thrive/Nurture/ELSA practitioner (focused pastoral, social and emotional support)	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning	4, 5, 6
1-1 support for EAL pupils, including provision of translators for meetings with staff (Ethnic/Bilingual support/EALS)	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions Toolkit Strand Education Endowment Foundation EEF	1, 2, 3, 6
Speech and language support for targeted pupils (REMOVED) <i>Unable to recruit Sp&Lang member of staff</i>		1, 2, 3

Wider strategies

Budgeted cost: £18,665

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral Lead Behaviour and attendance support for most vulnerable pupils	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	3, 4, 6
Transport To and from school, including: taxi service and bus passes for pupils who cannot	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).	

otherwise travel to and from school	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)	
<p>Curriculum Enhancement (UPDATED) <i>clubs, school trips, music lessons</i></p> <p>CPD for staff leading extracurricular opportunities e.g. 2 x TAs obtaining Level 1 FA coaching badges</p> <p>Provision of OPAL resources</p>	<p>Clubs, school trips and music lessons provide enrichment opportunities and form part of a rich educational experience for disadvantaged pupils.</p> <p>Examples include Dodgeball – coach & accommodation Girls footballers – visit to the Amex Stadium</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. (The Case for Play in schools, 2021)</p>	<p>5, 6</p> <p>All</p>
Curriculum resources, including high quality ICT/Computing equipment	<p>Ofsted 2022: <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 (NEW)</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: £85,240

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes (2023-2024)

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 2023 – 2024 - £84,945

Intended outcome by July 2024	Success criteria (reviewed September 2024)																		
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>EYFS GLD – PP cdn – 75% / Non – 63.6% GLD – PP performing higher than national PP avg</p> <p>Yr 1 phonics Pass – PP cdn – 80% / Non – 72% PP outperforming national PP avg and in line with national (all) Year 2 resits – 100% of PP cdn passed</p> <p>Key Stage 2 8 cdn were PP in year 6 last year / 7 of them were SEND Higher % of PP achieving greater depth in reading Contextual</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</p> <p>All pupils experience success and make progress in all areas</p> <p>All pupils have high levels of self-esteem and self-discipline</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" data-bbox="536 1491 1449 1653"> <thead> <tr> <th>Attendance</th> <th>2022 - 2023</th> <th>2023 – 2024</th> </tr> </thead> <tbody> <tr> <td>PP</td> <td>90.3%</td> <td>92.6%</td> </tr> <tr> <td>Non PP</td> <td>93.5%</td> <td>94.1%</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" data-bbox="536 1783 1449 1944"> <thead> <tr> <th>Persistent Absence</th> <th>2022 - 2023</th> <th>2023 – 2024</th> </tr> </thead> <tbody> <tr> <td>PP</td> <td>37.5%</td> <td>25.5%</td> </tr> <tr> <td>Non PP</td> <td>16.8%</td> <td>13.5%</td> </tr> </tbody> </table>	Attendance	2022 - 2023	2023 – 2024	PP	90.3%	92.6%	Non PP	93.5%	94.1%	Persistent Absence	2022 - 2023	2023 – 2024	PP	37.5%	25.5%	Non PP	16.8%	13.5%
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To provide enriching experiences	<p>All pupils have the opportunity to attend before and after school clubs</p> <p>All pupils attend school trips, including residential</p>																		

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

Internal data demonstrates that, broadly speaking, disadvantaged pupils' attainment is below that of their non-disadvantaged peers, although disadvantaged pupils tend to make progress at least in line with, and frequently above, that of their non-disadvantaged peers.

National data demonstrated that at the end of key stage two, 50% of our disadvantaged pupils made the expected standard in reading, writing and maths combined, which was below that of their non-disadvantaged peers.

Disadvantaged pupils made better progress than their peers in writing and maths.

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level (though these comparisons are to be considered with caution given ongoing pandemic impacts) and to results achieved by our non-disadvantaged pupils.

The data demonstrates that 50% of disadvantaged pupils made the expected standard in reading, writing and maths combined, compared to 63% of non-disadvantaged pupils locally, and 66% of non-disadvantaged pupils nationally. Disadvantaged pupils had a progress score in reading of -2.0 (local non-disadvantaged pupils scored -0.3 , national non-disadvantaged pupils scored 0.4). Disadvantaged pupils had a progress score in writing of -1.6 (local non-disadvantaged pupils scored -0.7 , national non-disadvantaged pupils scored 0.4). Disadvantaged pupils had a progress score in maths of -0.2 (local non-disadvantaged pupils scored -1.0 , national non-disadvantaged pupils scored 0.5).

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

The data demonstrated that disadvantaged pupils are more likely to be absent from school than their non-disadvantaged pupils. In 2022-23, disadvantaged pupils' overall attendance was 90.2% and non-disadvantaged pupils' attendance was 95.4%. In 2022-23, persistent absence rates for disadvantaged pupils was 36.7%, compared to 11.8% for non-disadvantaged pupils. Disadvantaged pupils are more likely to require behaviour support and wellbeing support.

Based on all the information above, the performance of our disadvantaged pupils met expectations, and we are at present on course to achieve the outcomes we set out to achieve by 2024/25, as stated in the Intended Outcomes section above.

Our evaluation of the approaches delivered last academic year indicates that these are largely successful. Post-pandemic, we have experienced significant challenges regarding attendance, particularly for our disadvantaged pupils.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year. The Further Information section below provides more details about our planning, implementation, and evaluation processes.

Externally provided programmes

List of non-DfE programmes that were purchased in the previous academic year.

Programme	Provider
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C-POMS safeguarding software	C-POMS Systems Ltd
White Rose Maths	White Rose Maths, Trinity MAT
Thrive	Fronting the Challenge Projects Ltd
Tapestry online learning journal	Tapestry Ltd
Purple Mash computing software/curriculum	2-Simple Ltd
Nessy literacy support	Nessy Learning
Bug Club Phonics & Rapid Phonics	Active Learn (Pearson)
Hamilton Trust curriculum plans	Hamilton Trust
The Key for School Leaders	The Key Support Services Ltd
Twinkl	Twinkl Ltd
The PE Hub	The PE Hub
Association for Physical Education	Association for Physical Education
Kapow Primary	Kapow Primary Ltd
Charanga	Charanga Ltd

Service pupil premium funding

NB. 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 2025 and will inform the next three-year strategy due to be implemented in December 2025.

In 2023-24, we have used pupil premium funding to employ a Pastoral Lead with responsibilities for attendance. This allows us to increase targeted support for disadvantaged pupils to reduce overall and persistent absence, and further reduce the gap with their non-disadvantaged pupils.

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.