Pupil premium strategy statement
Danehill C of E Primary School 2025-2026

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	72
Proportion (%) of pupil premium eligible pupils	15%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended – you must still publish an updated statement each academic year)**	2023-2024 2024-2025 2025-2026
Date this statement was published	December 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Katie Jones, Headteacher
Pupil premium lead	Sue Levy, SENCo
Governor / Trustee lead	Stephen Long

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£16,665
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years *(enter £0 if not applicable)*	£0
Total budget for this academic year *If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year*	£16,665

Part A: Pupil premium strategy plan

Statement of intent

At Danehill CEP School, we aim to nurture, engage and inspire our community so that all children flourish, irrespective of their background or the challenges they face. 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.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. We aim to support the needs of all vulnerable pupils, regardless of whether they are disadvantaged or not.

We aim to provide high-quality teaching across the curriculum so that every child is inspired by a broad and rich curriculum. We support every teacher and teaching assistant to keep improving; we invest in targeted training and professional development for all staff.

We consider the strengths and needs for all our disadvantaged pupils. We provide targeted support to meet identified needs, within whole class learning and through small-group interventions. This is proven to have the greatest impact on closing the disadvantage attainment gap. We support disadvantaged pupils' to make sustained and improved progress with their learning, whilst also supporting their emotional and social needs in a safe and nurturing setting. In doing so, the strategies adopted are designed to encourage higher attendance for pupils where this is a concern.

Our strategy is also integral to wider school plans for education recovery 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	Internal and external assessments indicate that our disadvantaged pupils are less likely to meet the expected standards for reading, writing and maths than non-disadvantaged pupils.
2	Oral language skills tend to be lower for disadvantaged pupils. This impacts on learning attainment across the curriculum.
3	Disadvantaged pupils are less likely to take part in extra-curricular activities such as attending after school clubs, sports clubs or learning to play a musical instrument.
4	Observations indicate that some disadvantaged pupils require support to develop their social skills and emotional regulation.
5	Attendance data shows that disadvantaged pupils have lower rates of attendance (91.6% compared to non-disadvantaged 92.9% July 2025). Poor attendance reduces school hours and impacts directly on learning outcomes and may also impact on sense of belonging and wellbeing.

Intended outcomes

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

Intended outcome	Success criteria
Improved attainment in reading, writing and Maths among disadvantaged pupils.	Internal pupil progress tracking shows that targeted support leads to good learning progress for all disadvantaged children. Disadvantaged children are on track to meet ambitious end of year targets in reading, writing and Maths.
Language needs are identified when children start school so that needs can be met through small group intervention and high-quality language provision within daily classroom activities.	Children can express themselves effectively and can understand others.
All pupils have a wide range of experiences that allows them to explore and pursue their own interests and talents.	All KS2 children experience learning a musical instrument. All KS2 children experience sporting events.

	Children across the school enjoy rich and varied experiences. Pupil voice and parent surveys evidence a positive attitude towards activities beyond the school curriculum.
To achieve and sustain improved social, emotional and mental wellbeing for all pupils, particularly our disadvantaged pupils.	Consistent routines and strategies used by all staff support pupils to feel safe and included. Children show awareness of their own and others' emotions. All children show understanding that we all have differing strengths and needs. All children can develop and sustain reciprocal friendships.
To achieve and sustain improved attendance and punctuality for all pupils, particularly our disadvantaged pupils.	Whole school attendance and attendance for disadvantaged pupils to be at 94%. Percentage of late arrivals across the school to be below 0.5%

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: £ 4680

Activity	Evidence that supports this approach	Challenge number(s) addressed
To further develop consistently high teaching and attainment in phonics, we will purchase Sounds Write annual membership and release all new staff to complete Sounds Write training. Phonics lead will complete Masterclass – Leading Phonics training.	Sounds-Write is a proven Systematic Synthetic Phonics program based on the science of reading that provides a structured, cumulative, and code-oriented approach to teaching reading and spelling.	1

To enhance our maths teaching and curriculum, we will fund teacher release time to complete training and for the Maths lead to develop practise across all classes. This will include: Number Sense training and implementation support in Y3/4. Embedding Mastering Number training. Times Table Fluency training.	Training courses developed by the National Centre for Excellence in the Teaching of Mathematics draw on evidence-based approaches.	1
To enhance our writing teaching and curriculum, we will fund release time for new staff to have training with the English lead and for peer-support with planning.	Writing for Pleasure is an evidence-based approach to teaching writing, whose principles have a track record of raising standards and accelerating progress and are the result of 600+ research studies, spanning over 50 years of scientific research.	1
Training to develop staff expertise and confidence in maintaining consistently high expectations of behaviour by embedding effective behaviour management and de-escalation techniques. This will ensure that all pupils, particularly those eligible for Pupil Premium, experience a calm, supportive learning environment that promotes engagement, reduces disruption, and supports positive outcomes.	Evidence indicates that trauma-informed and de-escalation training enables staff to respond more effectively to pupils' emotional and behavioural needs, reducing escalation and improving relationships, with particular benefits for vulnerable and disadvantaged pupils: Evaluation of Trauma Informed whole-school training.	4

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

Budgeted cost: £ 6707

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ongoing observations and regular diagnostic phonics assessments will be used to identify pupils who need catch-up phonics interventions. Interventions will be implemented daily in Rec-Y2 and across the week in Y3 to ensure the teaching of phonics is matching to the level of phonemic awareness.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics | Teaching and Learning Toolkit | EEF	1
Purchase Infant and Junior Language Link online resources and deliver language link interventions to meet identified needs.	Interventions developed by expert Speech and Language Therapists. Initial screening identifies needs then intervention is planned accordingly. EEF recommends effective use of TAs to deliver high quality one-to one and small group support using structured interventions: Making Best Use of TAs	2
Implement effective adult: pupil ratios in EYFS and KS1 to enable high quality interactions that develop all learning, particularly early oracy and enable all to thrive.	Research evidence tells us that high-quality early education is one of the best ways to ensure that children can thrive and succeed in school and beyond, regardless of their background: Early Years high Quality Interactions	2, 4
Y6 booster groups for Maths and English – small group tuition to target specific needs and knowledge gaps to support low attaining pupils or those falling behind.	Small group tuition has been shown to have an average impact of four months over the course of one year: Small group tuition | EEF	1
Make effective use of technology to support learning in Maths and English. Purchase Doodle Learning App for years 2-6 and spell checkers for KS2.	A study showed that children who used Doodle Learning App over the school holidays performed better in assessments after the holidays: Doodle-ImpactAndEfficacy-Factsheet.pdf	1

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

Budgeted cost: £ *5,278*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Sensory circuits intervention and resources.	Sensory circuits and sensory breaks help children to regulate their sensory input and promote focus, calm and overall well-being.	4, 5
Contributions to school trips/activities.	The 'An Unequal Playing Field' report evidences the benefits of extracurricular activities and the barriers that prevent children from disadvantaged backgrounds benefitted from such activities	3, 5
Contributions to specialist music lessons that enable all pupils to learn musical instruments, including those from disadvantaged backgrounds.	As above	3, 5
Contributions towards school trips, extra-curricular activities and enrichment events, including visits from professional orchestras, to ensure all pupils benefit from a broad range of enriching experiences.	As above	3, 5
Provision of calming spaces, appropriate resources and targeted support from trained adults to support emotional regulation and wellbeing, helping pupils to feel calm, safe and ready to learn in school.	Studies of classroom calming areas found **improvements in pupils' emotional regulation**, particularly coping skills and self-control, as well as positive impacts on classroom climate and pupil wellbeing. Calming corners for emotional regulation	4, 5

Total budgeted cost: £ 16,665

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

At the end of the 2024–25 academic year, the school had 86 pupils on roll, with 15% identified as disadvantaged. Due to the very small number of pupils eligible for Pupil Premium in each year group, publishing detailed attainment or progress data is not appropriate, as individuals could be identified. Outcomes are therefore evaluated using teacher assessment, progress from starting points, attendance data and wider qualitative evidence.

In-school assessment and tracking show our disadvantaged pupils all made progress during their time at the school. However, some are not yet achieving enough to reach age-related expectations as well as others, notably in writing. The actions identified above are intended to address this.

Attendance for disadvantaged pupils was 90.1%, compared with a whole-school attendance figure of 93.2%. Attendance is monitored and support for pupils and families remains a priority, with improving attendance identified as a key school development priority and targeted actions planned, including those outlined in Part A.

Pupil voice and parent surveys highlight enrichment activities as a strength of the school. Pupil Premium funding has supported disadvantaged pupils' access to extra-curricular activities and wider experiences, helping to broaden cultural capital and promote positive engagement with school life. This remains an area the school will continue to develop to ensure equitable access for all pupils.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Sounds Write	Sounds Write Ltd
Language Link	Speechlink Multimedia ltd.
Nessy Reading	Nessy.com
Sensory Circuits	Jane Horwood
Doodle Learning App	Discovery Education