Pupil premium strategy statement 2023-2024

Before completing this template, read the Education Endowment Foundation's guidance on using your pupil premium funding effectively and DfE's using pupil premium guidance, which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium (and recovery premium) on, within the framework set out by the menu.

All schools that receive pupil premium (and recovery premium) are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

Danehill C of E Primary School

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	91
Proportion (%) of pupil premium eligible pupils	13%
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	September 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Katie Jones, Headteacher
Pupil premium lead	Sue Levy, SENCo
Governor / Trustee lead	Paddy MacBain

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£11,840
Recovery premium funding allocation this academic year	£
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*	£11,840

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.

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	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 after school clubs
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%). 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
1. 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.
2. 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.
3. All pupils have a wide range of experiences that allow them to explore and pursue their own interests and talents.	All KS2 children are taught musical instruments by specialist teacher. 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.
4. To achieve and sustain improved social, emotional and mental wellbeing for all pupils, particularly our disadvantaged pupils.	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.
5. To achieve and sustain improve attendance and punctuality for all pupils, particularly our disadvantaged pupils.	Whole school attendance and attendance for disadvantaged pupils to be at 95%. 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)

Commented [HY1]: I don't have ring fenced amounts for 23/24 under this

Budgeted cost: £ 1900

Activity	Evidence that supports this approach	Challenge number(s) addressed
Sounds Write Training for new staff (1 teacher and 1 teacher assistant)	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
Writing for Pleasure training for teachers and resources.	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+	1

	research studies, spanning over 50 years of scientific research.	

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

Budgeted cost: £ 8500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Speechlink online resource	Interventions developed by expert Speech and Language Therapists. Initial screening identifies needs then intervention is planned accordingly.	2
Teaching assistant delivering speechlink intervention	EEF recommends effective use of TAs to deliver high quality one-to-one and small group support using structured interventions	2
Sounds Write catch-up phonics groups	As above	1
Y6 Maths Booster group	Evidence strongly suggests that one-to-one and small group maths tutoring can lead to significant gains in mathematical attainment.	1

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

Budgeted cost: £ 1450

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
Out of Ark Music	As above	3
Part-payment for guitar lessons for 1 child	As above	3

Total budgeted cost: £ 11,850

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Danehill CEP School had 98 pupils on roll at the end of the academic year 2023-24, with 11% classed as disadvantaged. With such a small number there is limited meaningful data to evaluate and it is not possible to evaluate end of Key Stage results.

July 2024 Whole school data analysis:

Percentage of children working at the age expected standards:

• Reading - 45%

• Writing - 27%

• Maths - 64%

Percentage of children making expected or accelerated progress:

• Reading - 100%

• Writing - 73%

• Maths – 100%

Attendance:

Disadvantaged pupils attendance: 90.1%

Whole school attendance 93.2%

In school assessments and tracking have shown that disadvantaged pupils are making good progress in reading and maths, but are not making the accelerated progress needed to reach age expected standards. Progress and attainment in writing is of particular concern. In 2024 we introduced the Writing for Pleasure approach to raise attainment in writing.

Pupil voice and parent surveys continue to identify enrichment activities as a strength and is something we will continue to build on, ensuring that all pupils get equal access to extra-curricular activities to broaden their cultural capital.

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

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year**
The impact of that spending on service pupil premium eligible pupils

Further information (optional)

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