



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
Date this statement was published	December 2022, updated December 2023
Date on which it will be reviewed	01.12.24
Statement authorised by	Guy Walsh, Headteacher
Pupil premium lead	Debbie Rowland, Deputy Headteacher
Governor / Trustee lead	Martin McLaughlan, lead for Pupil Premium spend

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£81,100
Recovery premium funding allocation this academic year	£3,845
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£2,127
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	£87,072

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 well-being 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.

Intended outcome	Success criteria
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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
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 All pupils experience success and make progress in all areas All pupils have high levels of self-esteem and self-discipline
To improve attendance and punctuality of PPG pupils	The attendance gap between PPG pupils and their non-PPG peers is reduced
To provide enriching experiences	All pupils have the opportunity to attend before and after school clubs All pupils attend school trips, including residential

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: £9,190

Activity	Evidence that supports this approach	Challenge number(s) addressed
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)	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.	15
Motivating reading through engaging texts (eg. graphic novels, phonics books).	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	All

<p>CPD for Thrive/Nurture/ELSA staff</p>	<p>We have noticed a significant impact on pupil progress, and social and emotional mental wellbeing using Thrive, Nurture and ELSA.</p> <p>Further evidence can be found here:</p> <p>Thrive (thriveapproach.com)</p> <p>Nurture (repository.uel.ac.uk)</p> <p>ELSA (elsanetwork.org)</p>	<p>10</p>
<p>Talk for Writing training for all staff, and leadership team</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>All</p>

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

Budgeted cost: £57,385

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>1-1 and small group English tuition with a qualified teacher</p>	<p>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:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>20</p>

<p>Targeted 1:1 and group support for reading, writing, maths, social, emotional and mental health, speech and language (additional teacher and TA support)</p>	<p>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:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> <p>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):</p> <p>EEF Social and Emotional Learning</p> <p>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:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	<p>All</p>
<p>1-1 and small group sessions with a qualified Thrive/Nurture/ELSA practitioner (focused pastoral, social and emotional support)</p>	<p>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):</p> <p>EEF Social and Emotional Learning</p> <p>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:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	<p>10</p>

Thrive sessions for targeted pupils and families	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	10
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	2
Speech and language support for targeted pupils (early intervention)	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	6

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

Budgeted cost: £20,497

Activity	Evidence that supports this approach	Challenge number(s) addressed
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)	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).	6

otherwise travel to and from school		
Extracurricular activities (clubs, school trips, music lessons)	Clubs, school trips and music lessons provide enrichment opportunities and form part of a rich educational experience for disadvantaged pupils.	50
Curriculum resources, including high quality ICT/Computing equipment	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> High quality resources are essential in order to deliver a broad and balanced curriculum.	All
Contingency fund for acute issues	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.	All

Total budgeted cost: £87,072

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

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
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
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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

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.