

Pupil premium strategy statement St Denys Primary School 2025

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	210
Proportion of pupil premium eligible pupils	73 (34.6%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024/2027 in detail but the overall strategy over 3 years
Date this statement was published	December 2025
Date on which it will be reviewed	Termly and final review October 2026
Statement authorised by	Governing Body
Pupil premium lead	Billy Davies
Governor / Trustee lead	Sera Rumble

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£110,145
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£110,145

Part A: Pupil premium strategy plan

Statement of intent

The Pupil Premium is an allocation of funding, direct from the Government, which is given to schools based on the number of pupils entitled to free school meals. The funding is allocated by identifying any pupils who have been in receipt of free school meals in the last 6 years. For Looked After Children, the Pupil Premium was calculated using the Children Looked After data returns. Previously Looked After Pupils (PLAC) receive slightly more funding and are categorised as Pupil Premium Plus (PP+). Pupil Premium is also allocated for children whose parents are serving in the armed forces. This service premium is designed to address the emotional and social well-being of these pupils.

Nationally there is considerable evidence to show that pupils and young people in receipt of Free School Meals do less well than their peers and many have been further impacted by the Covid 19 school closures. Whilst this is not always the case, the purpose of the funding is to support the school in ensuring this group of pupils achieve as much as they can. The most important academic achievements being in English and Mathematics, which are so vital for moving onto secondary school and for future employment. Alongside this, good attendance, strong mental health and wellbeing and the ability to use and understand metacognition to support learning are also important factors. The impact of Pupil Premium funding is monitored regularly by leaders and the impact of the strategy reported termly to Governors. The impact of this funding is shared annually.

- We ensure that our teaching and learning opportunities meet the needs of all pupils
- We ensure that appropriate provision is made to meet the needs of pupils who belong to vulnerable groups which includes those from a socially or economically disadvantaged background
- In making provision for socially disadvantaged pupils, we recognise that not every child in receipt of free school meals will be socially disadvantaged
- We will ensure that the funding is used appropriately to meet the needs of any pupils at risk of underachievement who are in receipt of free school meals, and to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil Premium will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all pupils receiving Free school meals will be in receipt of Pupil Premium interventions at one time.
- The Pupil Premium group will be tracked regularly by subject leaders and senior leaders to ensure actions are having the intended impact.

- Governors will monitor the implementation and impact of the Pupil Premium Strategy each term through monitoring reports from the school and Pupil Premium Link Governor visits.

Challenges

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

Challenge number	Detail of challenge
1	Low levels of communication and language (evidence Attainment on Entry information, Salford Reading Test analysis, end of year assessment reviews, book scrutiny and Special Educational Needs and Disabilities information). This barrier impacts on expressive language (including language of emotion), inference in reading, vocabulary choices and quality of writing and the ability to reason and communicate in mathematics.
2	Home learning support, particularly for those children with higher levels of need (SEN/emotional) so that basic skills become automatic
3	Lower levels of resilience and resourcefulness, in some cases lower self-belief. In some cases, this can also affect attendance which further affects achievement.
4	A number of pupils have multiple complex barriers to learning including SEND. Whilst this is addressed mainly through the SEND budget, additional resources are needed to ensure pupils can access class learning. This is particularly around learning behaviour, anger management and emotional literacy.
5	Lack of wider experiences beyond the school, often costly (e.g. music, sport and visits) which reduces the opportunities children have to practice, apply and enrich their learning
6	In addition to the above, the residual impact of the pandemic, particularly for younger pupils, on the specific areas of language and communication, social and emotional development and reading fluency, basic maths skills was more evident than pre Covid due to lack of face-to-face schooling for some, particularly pre-school experience and significantly reduced interactions.

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 outcomes for disadvantaged learners, based on their starting points particularly in early reading and maths.	<ul style="list-style-type: none"> EYFS – end of year Early Years Foundation Stage Profile outcomes show disadvantaged showing good progress from their starting points, particularly in prime areas and achieve as well as non-disadvantaged group. Key Stage 1 - 80%+ of disadvantaged learners to meet the threshold in Phonics assessments The % of Pupil Premium pupils achieving at or above age-related expectations in reading, writing and maths is in line with non-pupil premium pupils (expectation 75 – 80%+) in all year groups Data analysis shows that Pupil Premium pupils are outperforming or matching progress of non-pupil premium in all year groups in reading and maths
Improved attendance of disadvantaged pupils and a reduction in persistent absentees.	Children in the Pupil Premium group attend at least as well as their peers - percentage of persistent absences to be reduced.
Maintain low level of suspensions and exclusions, further reduce behaviour incidences	Very low levels fixed term suspensions (less than 2) permanent exclusions (0). Number of logged behaviour incidences to be reduced.

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: £11,145

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on the use of Inclusive Adapted Teaching Strategies (IATs) to ensure all pupils are able to access the provision and make progress against their starting points	Supporting high quality teaching is pivotal in improving children's outcomes. Research tells us that high quality teaching can narrow the disadvantage gap. A growing consensus that promoting effective professional development (PD) plays a crucial role in improving classroom practice and pupil outcomes Effective Professional Development EEF (educationendowmentfoundation.org.uk)	1, 2, 3, 4, 5, 6
Additional release time for English and maths leads and subject leaders to support quality first teaching across the curriculum and narrowing gaps, particularly for the PP group.	High quality teaching relies on high quality planning which needs to ensure that pupils not only cover the national curriculum but appreciate why they are learning the things they are and what it will help them to do in the future. Subject leaders can help to ensure that task design carefully considers the intended outcomes so that all pupils, regardless of their starting points, can appreciate the relevance to them of what they are learning. Effective Tasks and activities are sequenced, scaffolded and ensure that pupils build on their prior knowledge and are able to use this in a greater variety of new situations through applying skills with increasing independence	1, 6

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

Budgeted cost: £51,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Booster/Intervention sessions to narrow gaps in basic skills	<p>Catch up and intervention sessions partially funded from the PP grant .</p> <p>Additional teaching assistant time to release Class teachers so that they can deliver specific interventions to address gaps in reading, writing and maths including pre-teaching.</p> <p>Additional release time for teaching assistants to tutor individuals and small groups in basic skills including phonics and identified gaps in reading, communication and maths.</p>	2, 3, 4, 6
	<p>Additional Teaching Assistant time in Year R, 1 and 2 to support early intervention, basic skills and language enrichment and reading.</p> <p>Additional before school maths support from Deputy Head (maths lead targeted at Year 6)</p>	

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

Budgeted cost: £48,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional support for well-being at lunchtimes	<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>Targeted support will continue to be provided for many of the PP group to support positive experiences at lunchtimes. Funded to increase capacity through increasing teaching assistant support in each class at these times with a focus on building positive relationships, supporting wider social interaction and conflict resolution.</p> <p>In addition, the provision of a lunchtime 'Ketchup Club' to provide children with a smaller, quieter, nurture-based eating experience and playtime for those vulnerable children who needs it who need it.</p>	2, 3, 4, 5, 6

Reception Class Lunch Intervention	<p>In order to ensure gaps are narrowed at the earliest opportunity, particularly in social communication and language, children in Rainbow class have their lunch in the classroom as part of the curriculum. There are additional adults who model language, social interaction and healthy eating. Whilst all children will benefit from the additional adult support those at risk of underachievement, particularly those in the PPG group will be targeted for additional support.</p>	<p>2, 3, 4, 5, 6</p>
The DEN (Nurture) Provision and Emotional Literacy/Self- Regulation/Well- Being Support	<p>The school has had considerable success in delivering Nurture approach interventions as part of the strategy to narrow the gap and support mental health and well-being. The programmes have been run on research based effective strategies that have been shown to raise self-esteem, increase resilience, support self-regulation and improve attitudes to learning.</p> <p>Two Inclusion/Family Support Officers support pupils and families from across the school with a wide range of emotional literacy support packages to address individual issues and improve attitudes to learning including research based interventions to address areas such as anger management, managing feelings and supporting communication. Greater emphasis continues to be placed on this area this year as this is an area where the legacy impact of the pandemic continues.</p> <p>In addition, a number of children entitled to PPG have very high levels of emotional need which results in challenging behaviour. In order to successfully integrate them into class-based learning they require additional support above that provided by the class teacher and not funded/totally funded by the SEND budget. We have additional highly trained TA's in the school who work flexibly and successfully support individuals when needed.</p>	<p>1, 2, 3, 4, 5, 6</p>

Active Parental Engagement	<p>Evidence shows that the impact of parental engagement on outcomes for children can be a bigger indicator of success than a family's economic situation.</p> <p>Working with Parents to Support Children's Learning EEF (educationendowmentfoundation.org.uk)</p> <p>To support this area, the funding will be used to: -</p> <ul style="list-style-type: none"> ➤ provide support and signposting additional support for those in crisis, including liaison with the Mental Health in Schools Support Team ➤ supporting parents/carers where attendance is an issue and again signposting support ➤ supporting parents/carers to access or support learning at home, particularly reading ➤ running coffee mornings/work-shops to support parents in helping their children to learn 	<p>2, 6</p>
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Enrichment Activity: -	<p>Extracurricular activities are an important part of education in its own right. These approaches may increase engagement in learning, but it is important to consider how increased engagement will be translated into improved teaching and learning.</p> <p>Arts participation EEF (educationendowmentfoundation.org.uk)</p> <p>Children with a wider experience base are often more able to apply their learning in different contexts, have a wide vocabulary and are able to use their imagination. All these different skills have a significant impact on children's progress and lifting the barriers identified above. As a result of this the school funds/subsidises a number of enrichment activities targeted at those eligible for the PPG including: -</p> <p>Subsidising music lessons for individuals who wish to learn from Year 4 upwards -</p>	1, 5
Funding School Meals	<p>Evidence shows that pupils who have a good balanced diet are more likely to maintain concentration and be better placed to attain and make progress.</p>	2,3

Total budgeted cost: £ 110,145

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Ketchup Club

The family support / Inclusion assistants continued to run a lunchtime club for an hour a day with a particular focus on supporting disadvantaged pupils with building and sustaining positive friendships while eating a healthy balance meal

IMPACT: *This was run daily with 8/12 children. Improvements have been seen in children's confidence, willingness to share feelings and concerns and overall wellbeing. Children's enthusiasm for meeting and enjoying time with trusted peers has increased as well as a reduction in poor behaviour incidents.*

Booster/Intervention sessions to narrow gaps –

Sessions were partially funded from the PP grant

- Additional teaching to release Class teachers so that they can deliver specific interventions to address gaps in reading, writing and mathematics including pre-teaching.
- Additional release time for teaching assistants to support individuals and small groups in basic skills including phonics and identified gaps in English.
- Booster maths sessions from Deputy Headteacher and Maths Lead
 - Additional Teaching Assistant time in Year R, 1 and 2 to support early intervention, basic skills and language enrichment and reading
 - Additional TA time in Years 3, 4, 5 and 6 to support additional targeted reading, communication interventions

IMPACT: -

- *43 children from the Pupil Premium groups have accessed additional support/intervention as outlined above.*
- *At the end of Key Stage 2 assessments data shows that PP pupils without complex SEND made good progress, especially within reading.*
- *Early Years Stage Profile data showed improvements in 2024, particularly in language development and personal and social, target areas for the group have been maintained.*
- *Internal progress data showed those pupils targeted made good progress from their starting points, particularly in the focus area of reading.*

Playtime and lunchtime support

Targeted support was provided for many of the PP group to support positive experiences at playtimes/lunchtimes. Funded to increase capacity through increasing teaching assistant support in each class at these times with a focus on building positive relationships, supporting wider social interaction and conflict resolution.

IMPACT:

The expenditure on deploying our highly experienced teaching assistants at lunchtime continues to have a marked improvement on well-being and behaviour and as a result, far fewer incidents of lost learning time in the afternoon. The PP group have historically been highly represented where there were incidents but this has decreased considerably. The expenditure is very good value for money due to the expertise of the staff. The number of incidents has reduced over time and there have been no exclusions.

A small number of pupils who are PP but also have complex needs, including issues with eating, have alternative provision at lunchtime, experiencing playtime in smaller units. As above this has been a positive experience for them and reduced incidents, again, no temporary suspensions or exclusions.

Lunchtime provision will continue to be developed over the next year with a review of activities available which will be partially funded by PPG.

Forest School Project IMPACT:

A group of 11 (9 PP children) children attended Forest School over 12 weeks at St Denys supported by the Nurture team. The children undertook a wide range of activities including wood craft, den building, fire pits and much more. The sessions were well attended and there has been a noticeable increase in team work and resilience for this group. It has also boosted confidence. This resulted in improved learning behaviour.

Following the success of the intervention, the Nurture team ran Forest School type activities at school on a Monday afternoon for a smaller group of PP children with high needs. This had a very positive impact on engagement in learning and attendance.

Nuture/Life Skills Group Activities and Emotional Literacy/Self-Regulation Support

The school has had success in delivering Nurture approach interventions as part of the strategy to narrow the gap and support mental health and well-being. The programmes have been run on research based effective strategies that have been shown to raise self-esteem, increase resilience, support self-regulation and improve attitudes to learning. The Inclusion team, also supported pupils from across the school with a wide range of emotional literacy support packages to address individual issues and improve attitudes to learning including research-based interventions to address areas such as anger management, managing feelings and supporting communication.

In addition, a number of children entitled to PPG have very high levels of emotional need which results in challenging behaviour. In order to successfully integrate them into class-based learning they require additional support above that provided by the class teacher and not funded/totally funded by the SEND

budget. We have additional highly trained TAs in the school who work flexibly and successfully support individuals when needed.

IMPACT: -

The Inclusion Team alongside the Deputy Head has continued to lead this important aspect of work. Strong links have been established with the Mental Health in Schools Support Team and this has benefitted a number of PP children. The Inclusion Team has continued to provide individualised support for 32 children in varying degrees, either personally or through working with teaching assistants to support provision. As a result of this, preventative work for this group of pupils has led to better engagement from families and impact is also seen on attendance and also attitudes to learning.

Last year, there were 5 PP children in receipt of intensive provision either within the Life Skills group or individualised support. Provision has been constantly reviewed and following a re-organisation in February, all pupils have shown improvements in learning behaviour, particularly willingness to engage. By the end of the Summer term, the majority of this group were spending increasing amounts of time engaged within the classroom. This has also impacted positively on self-regulation at playtimes and lunchtimes.

A small number of children had issues coming to school each day because of various issues including anxiety. Careful planning and targeted work saw attendance and lateness improve and as a result, pupils progress.

Reception Class Lunch

In order to ensure gaps are narrowed at the earliest opportunity, children in Rainbow class have their lunch in the classroom as part of the curriculum. There are additional adults who model language, social interaction and healthy eating. Whilst all children will benefit from the additional adult support those at risk of underachievement, particularly those in the PPG group will be targeted for additional support.

IMPACT: -

All 30 of the pupils with the Rainbow class benefit from this intervention. Not only is there strong evidence witnessed by staff in pupils' development of social and communication skills but also in the pupils' fine motor control when using knives and forks as well as independence skills. Some children do not have the opportunity to sit around a table and eat with family so this "simple" intervention provides them with the benefits of "social time". The focus for the PP group at this time is very much about providing relaxed opportunities to talk and listen to positive role models of language. The group also learned about healthy eating and the intervention saw an increase in the number of children in the PP group eating a much wider range of vegetables and fruit.

Enrichment Activity

Children with a wider experience base are often more able to apply their learning in different contexts, have a wide vocabulary and are able to use their

imagination. All these different skills have a significant impact on children's progress and lifting the barriers identified above. As a result of this the school funds/subsidises a number of enrichment activities targeted at those in eligible for PPG.

These included: -

- Leasing of the mini bus for regular trips including music events
- Instrumental Lessons from Y4 onwards
- Subsidies/funding for class curriculum trips
- Subsidies/free places for external after school clubs and holiday clubs

IMPACT: -

- *The funding was used to support a range of activities including, attendance at enrichment events organised by Southampton Football Club, Cross Country Competition, residential trip to Fairthorne Manor, enrichment trips, Longdown dairy Farm, Southampton Common, outdoor activities, . As a result of the subsidies applied and opportunities taken up, many more children were able to access enrichment activities than without the funding. The impact was increased cultural capital and enthusiasm for learning which impacted positively in class- room learning as well.*

Active Parental Engagement –

To support this area, the funding was used to: -

- provide support and signposting additional support for those in crisis
- supporting parents/carers where attendance is an issue and again signposting support
- supporting parents/carers to access or support learning at home, particularly reading

IMPACT: -

- *The parents/carers of 22 of the Pupil Premium group of parents and carers were supported during the year. In a number of cases, additional support was sign- posted including financial.*
- *Of those families supported, there was an increase in attendance for some and also the support given by parents at home, particularly with reinforcing school learning.*

The impact was also seen improved attendance for a number, a reduction in persistent absence.

