



# Denton CE Primary School

## Pupil Premium Strategy Statement

### 2025-2027





## Denton CE Primary School Pupil Premium Strategy Statement 2025-27



This statement details our school's use of the funding for Pupil Premium and Recovery Premium to help improve the attainment of our disadvantaged pupils. It outlines 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 CE Primary School
Number of pupils in school	66
Proportion (%) of pupil premium eligible pupils	10% DPP (National 25.7%) 6% SCP
Academic year/years that our current pupil premium strategy plan covers	2025-2027 (two academic years)
Date this statement was published	October 2025
Date on which it will be reviewed	May 2026
Statement authorised by	Sheriden Edwards Executive Headteacher
Pupil premium lead	Rachel Harper SENDCo
Governor / Trustee lead	Cherry Edwards and Matthew Game Lead Governors for Vulnerable Children

### Funding overview 2024-25

Detail	Amount
Pupil premium funding allocation this academic year	£12,120
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£12,120



## Statement of Intent

Denton CE School ensures that teaching and learning opportunities meet the needs of all the pupils within the school community irrespective of their background. We strive to promote growth for all pupils supporting them to become well-rounded, positive leaders by using our values developed by Steven Covey principles to promote well nurtured individuals. Expressing our Christian Vision, **"Together we can"** to all pupils, staff and the wider community helps lead us to *Learn, Encourage, Aspire, Respect and Nurture*.

We aim to give all children a broad and balanced creative curriculum and opportunities to succeed in line with their peers. We offer quality texts and literature to be shared both at school and at home. Authentic outcomes are used to enhance learning for a range of opportunities, using Project Based Learning to support delivery of the high-quality teaching. We use visiting speakers in school to engage and capture thoughts as well as invaluable school visits and trips each term to extend and further life experiences, skills and knowledge.

Quality First teaching and learning will be at the heart of our approach, giving children good quality learning opportunities. Using Rosenshine's Principles we demonstrate the Sequencing Concepts Modelling of small steps, provide models and scaffolds to support success to achieve; including those who are already high attainers. Small class sizes enable children a higher ratio of adult support and guidance. This is proven to have the greatest impact upon raising attainment and narrowing the disadvantaged attainment gap and at the same time, will have a positive impact upon all learners.

We will consider the challenges faced by vulnerable pupils and ensure that appropriate provision is made for pupils who belong to deprived groups; this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed, addressed and monitored to enable accelerated learning. When making provision for disadvantaged pupils, we recognise that not all pupils who receive free school meals will be disadvantaged and will ensure their learning is challenged and supported. We also recognise that not all pupils who are disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.

As a small school, pupil premium allocations can fluctuate year on year. The challenges faced by our vulnerable pupils include gaps in their academic learning, low attendance, mental health and often, Special Educational Needs or Disabilities. These challenges have been identified by using a range of information including research information from the DfE and Education Endowment Fund, internal school data, professional conversations with teachers, the SEND Team and liaising with children, families and further professionals to provide good quality support





## Challenges

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

Challenge number	Detail of challenge
1	Developing the provisions in EYFS to widen and encourage opportunities for support and challenge.
2	Assessments, observations, and pupil discussions indicate that disadvantaged pupils typically experience further challenges and lack of engagement in reading than their non-disadvantaged peers.
3	Data from assessments suggests that disadvantaged pupils tend to have lower spelling and writing than their non-disadvantaged peers.
4	Promote mental recall and speed with basic number and calculations to remain inline with peers.
5	Some pupils face challenges to fully participate in wider school activities, such as trips, visits, and extra-curricular clubs which can contribute to a gap in both their educational experience and personal development.
6	Some pupils and families are facing financial difficulties and encounter barriers to accessing essential resources and opportunities, as they lack the financial means to do so.
7	A noticed increase in mental health challenges amongst children which has been demonstrated through behaviour choices, low mood and discussions with parents.



## 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
High quality teaching and learning in all classrooms, allowing children to learn and thrive and achieve, meeting their potential.	The gap between pupils eligible for pupil premium and their peers is diminished or closed as they progress through Key Stage 2. The attainment is closer to other pupils in their school and nationally. Writing, Reading and Maths outcomes show an increase in percent of pupils meeting expected standard or above. The needs of SEND pupils who are also eligible for pupil premium are met and learning adapted to suit their learning style. Training and CPD is relevant and up to date enabling high skilled staff.
Children exposed to a variety of learning opportunities and experiences in EYFS both inside and outside within the provision.	Success from the EYFS Lead training the EYFS Practitioner. Well planned and delivered curriculum with clearly modelled steps and use of vocabulary. Enhanced learning environment to provide rich and welcoming activities that stimulate and challenge.
Additional reading support to encourage a love for reading	Children to have access to good quality literature, books that are of an interest to engage and opportunities to share books with families. Children self-motivated to read and share a range of literature. Regular reading opportunities are observed in all classes. Promote reading to families and communities to extend the enjoyment and sharing of stories and good quality literature.
Improved mental health and wellbeing within the school for all pupils through whole class, small group and 1:1 opportunity.	Whole school approach following the Mind Up Curriculum for Key Stage 1 and Key Stage 2. Take part in daily Core Practice. Offer a variety of pastoral support opportunities to express and share worries and thoughts in a safe environment. Lunch time opportunities for chance to explore and discuss wellbeing/emotions and interact with their friends.
Families feel well supported and aware of who to and where to access help and guidance.	Learning Mentor to share information with parents allowing access to a range of services and support for the home, encouraging happier families. Family workshops and collaborative sessions to support, guide and offer strategies for the home. Update the school website, wellbeing display for parents as well as parentmail information.
Ensure all children feel included and have equal opportunities to represent the school, attend clubs, and participate in school visits.	All children have access to school uniform and have the resources needed. All disadvantaged children to access at least one enrichment opportunity throughout the year – representing their school at an event or celebration. Hi Children attend clubs of an interest – a wide offering is given each term, both at lunch and after school. School visits are funded/subsidised to support with classroom learning and widen experiences.



## 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: £6,890

Outcome / Activity	Evidence & <i>Strategy that supports this approach</i>	Challenge number(s) addressed
Vulnerable pupils will meet their personal targets and full educational potential in Reading, Writing and Maths.	<p><i>The <a href="#">EEF Guide to Pupil Premium</a> states, 'good teaching is the most important lever schools have to improve the outcomes for disadvantaged pupils'. <a href="#">High quality teaching</a> has the best outcomes for building firm foundations and retention of knowledge.</i></p> <p>'Good teaching is the most important lever schools have to improve the outcomes for disadvantaged pupils'. High quality teaching has the best outcomes for building firm foundations and retention of knowledge.</p>	1, 2, 3, 4
Whole school training and CPD for all staff	<p><a href="#">EEF: High-Quality Teaching</a> High quality teaching has a significant impact on pupil outcomes and attainment, strong subject knowledge and collaboration with other professionals and colleagues. adapting a range of schemes to enhance and support learning.</p> <p><a href="#">Effective Professional Development</a> External CPD and personalised development is pivotal in improving children's outcomes. Evolving and changing to the diverse needs of children and learning styles.</p> <p>In-house coaching and support across phase teams, subject leads to ensure consistency.</p>	1, 2, 4
Training for staff to develop and enhance Talk for Writing strategies in EYFS and KS1.	<p><a href="#">The Power of Pre Writing</a> Oracy and formulating ideas expands vocabulary and enables essential skills for writing. Children should not be hindered by handwriting and spelling. Oral re-tell supports practice and re-drafting.</p>	1, 3,4
Additional support in EYFS to support children across the curriculum, phonics and early writing skills	<p><a href="#">Phonics</a> Systematically teaching relationships between sounds, patterns and graphemes is a proven, effective method. Whole class teaching ensures strong foundations for reading are established. Intensive, personalised interventions can have a positive impact on average.</p> <p><a href="#">Early Literacy Approaches</a> Early phonics, stories develop better knowledge of letters, sounds and writing as well as reading.</p>	2, 3



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<p>Develop and promote mental recall and speed of basic calculations skills.</p>	<p><a href="#">Mathematical Manipulatives: From familiarity to fluency</a> Fluency through repetition, oracy, visual representations enables rapid recall in young children. Promoting short bursts of mental recall will help and aid arithmetic skills. Vulnerable pupils may have less opportunities at home through opportunities and resources. Offer frequent taught fluency lessons, focussing on skills, retention and speed. Interventions using programmes such as Nessy Number, White Rose 1 Minute App and TTRS.</p>	<p>3, 4</p>
<p>Additional support alongside the Class Teacher to support Quality First Teaching</p>	<p><a href="#">Deployment of Teaching Assistants</a> Supplement and enhance the teaching makes an effective support and resource for children. <a href="#">Feedback</a> Effective feedback in all subjects enables pupils to learn and progress at a low cost as identified within the EEF. Provide further resources to enhance the learning environment and teaching facilities.</p>	<p>1, 4, 7</p>
<p>Teaching the understanding behind brain development to support wellbeing through mindful activities</p>	<p><a href="#">Improving Social and Emotional Wellbeing</a> EEF recognises children from disadvantaged backgrounds may face challenges with their social and emotional wellbeing. <a href="#">Mind Up</a> This Programme is a unique evidence-based framework that teaches social and emotional learning skills, linking cognitive neuroscience, positive psychology and mindful awareness. Research shows, teaching children about their brain development, helps to understand their mental health.</p>	<p>7</p>



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

Budgeted Cost: £3,458

Outcome / Activity	Evidence & Strategy that supports this approach	Challenge number(s) addressed
Additional RWI Fasttrack Phonics sessions targeted at disadvantaged pupils to accelerate progress in line with national standards	<a href="#">Read Write Inc. Phonics</a> Effective Phonic and Spelling intervention has an impact on pupils eligible for free school meals, making an average of 3 months progress	2, 3
Increased attainment and further success in Maths, GAPS and Reading in KS2	<a href="#">Small Group Tuition</a> Effective to specific needs and personalised to support those falling behind. Teacher-led booster focussing on the skill set needed to succeed.	2, 3, 4
Develop early language skills and communication	<a href="#">Communication and language Approaches</a> Language Link in EYFS and Key Stage 1. Supporting early communication through verbal and non-verbal approaches.	1, 7
Promote reading for pleasure through literature and adults modelling	<a href="#">Reading Framework</a> , Highlights the importance of reading but also talking, widens their experience to stories and texts but also conversations and discussions. Comparisons, similarities, likes and dislikes.	2, 6
Promote emotional regulation and wellbeing among pupils by a trained Emotional Literacy Support Assistant (ELSA)	<a href="#">Improving Social and Emotional Learning</a> Emphasis is especially important for children from disadvantaged backgrounds and other vulnerable groups, who, on average, have weaker social and emotional skills.	7
Support for families in managing children's needs	<a href="#">Working with parents to support learning</a> Offering a range of opportunities through Parent Consultations, coffee mornings, drop-in sessions, bookable meetings, training and webinars, encourage and support families. Some families need specific support, and Early Help can be offered.	6



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

Budgeted Cost:£2,632

Activity	Evidence & <i>Strategies</i> that supports this approach	Challenge number(s) addressed
Promote and encourage attendance through pastoral support to support children and working closely with families.	<a href="#">Improving School Attendance</a> Developing relationships and working alongside families struggling can promote arriving to school on time and persistent absence.	7
Offer a wide range of extra-curricular activities for the interests and needs of the children to promote wider opportunities and experiences.	<a href="#">Physical Activity</a> Enrichment, wellbeing and physical activity can promote academic attainment. Personalising activities to their interests also drives attendance in clubs and activities. Using school staff for relationship links as well as specific trained coaches gives depth for the needs of vulnerable pupils.	5, 6
Provide consistent ELSA (Emotional Literacy) and Pastoral support at times of need and at lunchtimes to support the increasing mental health issues.	<a href="#">Social and Emotional Learning</a> Pastoral support has proven beneficial for our children, giving positive outcomes. Being emotionally regulated, enables children to remain in class and develops resilience for learning. Offering drop-in sessions at lunchtimes supports children that have had previous sessions to check-in, but also all children to access and share their concerns or receive advice.	5, 7
Provide resources and uniform to feel united within the school community	<a href="#">School uniform</a> Evidence suggests wearing a uniform supports discipline, motivation and links communities together. Supporting families with uniform helps the children feel part of our school community.	6
Provide wrap around care and meal provision	<a href="#">Breakfast Club</a> Supporting families with work commitments, providing food can support families	5, 6
Allow all children access to hands-on wider curricular activities, visitors and visits to enhance their learning and personal experiences	Termly visits, trips and visitors to enhance the creative curriculum. Offering opportunities and experiences that they may not have the opportunities for.	7



## Service pupil premium funding

Measure	Details
How did you spend your Service Pupil Premium allocation last academic year?	<p>Last year we ran multiple clubs at lunch time and after school. All children in receipt of Service Premium attended these. Club offers were opened to siblings to support with child care and picking up.</p> <p>PSHE and wellbeing opportunities were shared. Leadership roles such as School Council and Play Leading was taken on and embraced.</p> <p>Children were given opportunities for ELSA whether 1:1, small group or drop-in at lunch time. This was positive and taken up by many children as well as targeted support to meet mental health needs.</p>
What was the impact of that spending on service pupil premium eligible pupils?	<p>Children were happy and had successful year in education. Progress was made and end of years expectations were met or exceeded.</p> <p>Regular communication with families discussing progress and wellbeing was shared and families satisfied with the outcomes of their education and support offered.</p> <p>ELSA drop in sessions were available at lunch time with some attendance in the club and activities participated in.</p>



## Review of outcomes in the previous academic year

### Attendance

Attendance has been managed well this year, the Head of School communicates with families and shares this information with class teachers. Some attendance improved through these regular discussions and support offered. This was managed alongside the Learning Mentor and Early Help.

### Wellbeing

All children had access to wellbeing support at lunchtimes. Having a familiar face was recognised to be helpful as the children could share their thoughts as 'she knows us'. External support was sourced through Casy and BOSS which proved beneficial and improvements were seen in resilience and a positive attitude.

All children in receipt of Pupil Premium attended extra-curricular clubs last year. A variety of sports, crafts, computing were successful, although the children were keen to express their interest in Book Club. Teachers are offering a variety of more clubs and this is proving to be taken up by a significant number of pupils who wouldn't have attended before. Pupil Voice indicates this is due to the variety and different clubs on offer than before.

### Wider Opportunities

All children had access to a range of visits, trips and visitors this year. Being federated with Harlaxton supports in space of their school hall to host experience days but also allows children opportunities to meet and work alongside other children. All Key Stage 2 children experienced swimming with ...% able to swim at least 25m and meeting the standard. Children have enjoyed the various visits, with Yorkshire Wildlife Park in Year 3 and 4 being a success. One child reported they saw so many animals they hadn't seen before but was disappointed he couldn't see the tiger as it was hiding due to the cold weather.



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### Attainment

Due to small class sizes and a limited number of pupil premium the assessment data heavily varies. However, all children in receipt of Pupil Premium made progress to their personal target. Vulnerable pupils progress well during their education at Denton, and when they leave, they meet the standard. This year, 90% achieved the standard at the end of Key Stage 2.