

Pupil premium strategy statement – Denham Village School

This statement details our school’s use of pupil 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	98
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)	2024/2025 to 2026/2027
Date this statement was published	October 2024
Date on which it will be reviewed	June 2025
Statement authorised by	Mrs S Sharma
Pupil premium lead	Mrs E Harrison
Governor / Trustee lead	Mr. Ford

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£22,200.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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>	£22,200.00

Part A: Pupil premium strategy plan

Statement of intent

At Denham Village our vision is to create a learning environment that inspires and supports our children in developing the values, skills, knowledge, vocabulary and understanding to enable them to be the best they can be and to continually strive to improve themselves. We want our children to thrive, to have confidence and ambition to learn. We will provide a safe working environment that enables our children to take calculated risks, make decisions, ask questions and to be independent individuals.

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.

The key principles of our strategy are:

- Promote an ethos of attainment for all
- Individualised approach to address barriers
- High quality teaching
- Focus on outcomes for individuals
- Setting high aspirations and responsibility for raising attainment to all staff.

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 approach is based on the identified common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions. 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
- ensure that teaching and learning opportunities meet the needs of all of the pupils.

At Denham Village, we work collaboratively to ensure all children reach their full potential regardless of the barriers to their learning. At the end of their time at Denham Village we endeavour to fully prepare the learners to meet the challenges of the next part of their educational journey.

Challenges

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

Challenge number	Detail of challenge
1	Many pupils eligible for Pupil Premium also have other factors such as SEND, EAL and issues associated with attachment and trauma.
2	Our attendance data over the years of 2022/23/24 indicates that 69% of our disadvantaged pupils are persistent absentees. Many pupils have low confidence, which impacts negatively upon their motivation levels.
3	Many disadvantaged pupils have limited access to technology and appropriate support in their home environment. Many of these families do not attend parental workshops or school meetings, through lack of confidence.
4	Through assessing, observing and discussions with pupils, oral language skills are lower for pupils eligible for PP than for other. This is evident from Reception through to KS2.
5	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 and the ability to access the wider curriculum. Therefore, the gap of PP and Non-PP remains greater in core curriculum areas.

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
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils – reduce the gap between PP and Non-PP.	Sustained high attendance demonstrated by: <ul style="list-style-type: none"> • For PP pupils to have an overall absence rate in line with the National average • To lower the number of PP pupils with an attendance of less than 90% - therefore a persistent absentee • To close the gap between the attendance of PP and Non-PP pupils.
To achieve high quality learning experiences for all pupils, with a particular focus on disadvantaged pupils, through quality first teaching, considering principles of effective classroom practice.	Outcomes for all pupils too improve with, ensuring that disadvantaged pupils make at least good progress in Reading, Writing and Maths.

Improved oral language skills and vocabulary among disadvantaged pupils.	Pupils from disadvantaged backgrounds will hear and understand a greater variety of vocabulary, which can be used in the written form and used as a means of communication.
Improved reading attainment among disadvantaged pupils.	Pupils eligible for Pupil Premium make as much progress as other pupils at the same starting points, by the end of a key stage in reading.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Screen all Reception children on Language Link to assess tests and pupils requiring receptive language support.	On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress. Training can support adults to ensure they model and develop pupils' oral language skills and vocabulary development.	4, 5
Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils. (Little Wandle)	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/	4, 5
PP Co-ordinator to take part in workshops. To support efforts to build system wide expertise,	The programme was developed in partnership with the EEF (Unity Research School and Essex Research School).	1, 2, 3, 4, 5
Purchase a year's subscription to	The aim is to proactively raise out-comes for vulnerable children.	4, 5

library boxes for all year groups.	Library book boxes allow all children to have access to high quality texts and develop their love of reading.	
<p>Whole class approach to reading and spelling across the school.</p> <p>New reading strategy introduced.</p> <p>DEAR and class readers introduced.</p> <p>Lowest 20% readers targeted and allocated a daily 1:1 reading with an adult.</p>	Reading comprehension strategies are high impact on average (+6months). Alongside phonics it is a crucial component of early reading instruction.	5

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

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of Language Link Programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.</p> <p>A TA to deliver the</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p>Oral language interventions EEF https://educationendowmentfoundation.org.uk</p>	4

programme to small groups and support in implementation in the classroom.		
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub.	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: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	4, 5
1:1 pupil progress meeting with class teacher and Headteacher.	Time for ongoing professional dialogues regarding further support for these children will help to keep this a priority. There is a collective responsibility for PP children's progress in order to make accelerated progress. Staff will know who they are, their barriers to learning and any strategies needed to meet their educational and emotional needs.	1, 4

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

Budgeted cost: £ [insert amount]

Activity	Evidence that supports this approach	Challenge number(s) addressed
Identified children for emotional and wellbeing to be given a key member of staff that they can go to when they need support.	Evidence suggests that children from disadvantaged backgrounds have on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment.	1
Parents of PP children and those identified as disadvantaged will be provided with a special	The average impact of the parental engagement approaches is about an additional four months' progress over the course of a year. There are also	3

invitation to workshops and parents evening to encourage attendance to such events.	higher impacts for pupils with low prior attainment.	
Core subject workshops held to support parents in supporting children at home.	By designing and delivering effective approaches to support parental engagement, schools and teachers may be able to mitigate some of these causes of educational disadvantage, supporting parents to assist their children's learning or their self-regulation, as well as specific skills, such as reading.	3, 4, 5
To support PP and disadvantaged children to apply for leadership roles in school.	Building confidence of PP pupils in giving them school responsibility as leaders.	1
Disadvantaged pupils are identified and supported to complete homework to consolidate learning.	Homework clubs can help to overcome these barriers by offering pupils the resources and support needed to undertake homework or revision.	3
Support for identified pupils as they transition to secondary education.	Pupils have increased confidence and are prepared to for the next part of their educational journey.	1
To support families with financial difficulties to ensure pupils are prepared for their school day and have the correct school uniform.	Pupils will have all the equipment needed will ensure full access the curriculum.	3, 2
Intervention to support self-esteem building and positive behaviour: Growth Mindset Resilience Zones of Regulation	Pupils with identified social or emotional needs are supported by school staff so that the needs are removed or alleviated, and this results in improved self-esteem. Children are emotionally ready to learn	1, 2, 3, 4, 5

Total budgeted cost: £22,200.00

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Sustained high attendance demonstrated by:

- For PP pupils to have an overall absence rate in line with the National average
- To lower the number of PP pupils with an attendance of less than 90% - therefore a persistent absentee
- To close the gap between the attendance of PP and Non-PP pupils.

We have a more robust approach to attendance. Weekly attendance meetings to look discuss individual pupils' attendance, reasons and support than we can offer.

Eligible pupils received 1:1 tuition from a higher-level teaching assistant, enabling them to not only make accelerated progress but also developing their self-esteem.

Objectives of individual tutoring sessions and formative / summative attainment of benefiting pupils were tracked by teachers. Maths tutoring took the form of 'keep up' interventions with tutoring staff liaising directly with class teachers to ensure areas of misunderstanding or weakness were covered in twilight sessions so that children did not fall behind.

We noted improved oral language skills and vocabulary among disadvantaged pupils. Pupils from Disadvantaged backgrounds will hear and understand a greater variety of vocabulary, which can be used in the written form and used as a means of communication. All children were screened during their first term at school using Language Link. Children targeted within the classroom environment to develop vocabulary.

Our Nurture Practitioner worked closely to monitor and support pupils with SEMH difficulties. The ongoing interventions were key to their emotional wellbeing and helped pupils develop and progress personally and academically.

Disadvantaged pupils participated in co-curricular events and extra-curricular activities.

Uniform, PE kit and resources were purchased for disadvantaged pupils.

Externally provided programmes

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

Programme	Provider
N/A	N/A