

Pupil Premium Strategy Statement



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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	St Dennis Primary Academy
Number of pupils in school	159 + 34 Nursery
Proportion (%) of pupil premium eligible pupils	47% (September 2024)
Academic year that our current pupil premium strategy plan covers (3-year plans are recommended)	2022 -2023 2023 - 2024 2024 – 2025
Date this statement was published	September 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Mrs Cathy Brokenshire
Pupil Premium Lead	Mrs Cathy Brokenshire
Local Monitoring Committee Lead	Mrs Liz Bradbury and Mrs Tanya Edmunds

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£111,189.12
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	£111,189.12

Part A: Pupil premium strategy plan

Statement of intent

Our main aim for disadvantaged pupils reflects our objectives for all pupils.

At St Dennis Primary Academy, we are passionate about ensuring our curriculum is designed to broaden horizons. We intend to provide a wealth of opportunities and engage and motivate our children so that by the time they leave, they have the greatest number of choices and options open to them. (Curriculum Intent Statement)

At St Dennis Primary Academy, we are committed to meeting children's pastoral, social and academic needs in a nurturing environment. As with every child in our care, a child who is in receipt of the pupil premium is valued, respected and entitled to develop to their full potential.

Our objectives are to:

- To narrow the attainment gap between disadvantaged and non-disadvantaged children.
- For all disadvantaged children to make or exceed nationally expected progress rates.
- For children's mental health and wellbeing to be supported enabling them to be ready to learn.

In order to achieve this:

- All school staff are aware of their role in raising the attainment of disadvantaged pupils and supporting pupils with parents in the armed forces and are provided with relevant training on supporting disadvantaged pupils and raising attainment.
- The planning of pupil premium spending and keeping this under constant review, using an evidence-based approach and working with virtual school heads where appropriate.
- We monitor the attainment and progress of pupils eligible for the pupil premium to assess the impact of the school's use of the funding through wider school data.
- We report on the impact of pupil premium spending to the governing board on an ongoing basis.
- We publish information on our use of the pupil premium on the school website, as required by our funding agreement and in line with guidance from the DfE.

Following the guidance produced by the Education Endowment Foundation (EEF), St Dennis Primary Academy uses a tiered approach to Pupil Premium which focuses on improving teaching, targeted academic support and other wider strategies.

Teaching - This is our top priority for Pupil Premium spending and includes professional development to ensure that every teacher is supported to keep improving.

Targeted academic support - Linking structured one-to-one or small group intervention by teachers and teaching assistants to classroom teaching is a key component of our Pupil Premium strategy.

Wider strategies – Ways to support and overcome the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support are also targeted through our Pupil Premium strategy.

Strategies we use include:

- Training to ensure Quality First Teaching
- Small group and individual interventions with trained adults
- Additional learning support
- High quality resources
- Funding visits and residentials

Challenges

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

Challenge number	Detail of challenge
1	Pupils in receipt of pupil premium who enter school with lower starting points and require individualised provision.
2	Unmet personal, social, emotional and developmental needs, particularly for children on entry to EYFS.
3	Emotional and social needs that impact on learning including mental health and wellbeing.
4	Establishing consistent high-quality interventions that are delivered at a time so they do not impact on children's learning on the wider curriculum.
5	Delayed language skills on entry make it difficult for children to articulate sounds which impacts on their reading and understanding. This also makes it more difficult for them to express their views and opinions.

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 first teaching of reading, writing and maths	<ul style="list-style-type: none"> Phonics outcomes show that children are accelerating through RWI at a rate which is at least expected. Vast majority of children at green (or purple) level at the end of Reception Vast majority of children at blue level at the end of Year 1 At least 80% at expected level for PSC at the end of Year 1 Children in all year groups make at least expected levels of progress in reading, writing and maths Attainment at end of KS2 at least in line with national average
Delivery of high quality, responsive interventions	<ul style="list-style-type: none"> Tracking of individuals indicates that children have either accelerated their learning, caught up or are achieving at a higher level as a result of interventions
Development of visits and opportunities to develop cultural capital	<ul style="list-style-type: none"> Outcomes in wider curriculum are improved due to enrichment (pupil voice) Children enjoy enrichment experiences and they are able to reflect about how these experiences can be built upon in their future (pupil voice)
Promotion of wellbeing and readiness to learn	<ul style="list-style-type: none"> Impact on positive behaviour and attitudes to learning Improved levels of attendance with good attendance for disadvantaged children

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:

Writing Training and purchase of Get Writing books - £5,000

RWI online subscription – £2,240

RWI Spelling books - £1,200

Further purchase of RWI resources - £500

Teaching and Learning Lead – 1 day per week to monitor, create plans and training for staff including implementing TPAT Teaching and Learning plan – £9,250

Maths Lead – 2 days per half term to monitor, create plans and training for staff – £2160

RWI Lead – 2 hours per week for training, monitoring and assessment - £960

Reading Champion role - £15,000

TOTAL - £36,310

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of INSET days and training in staff meetings including TPAT training on Walkthrus	EEF guide to pupil premium (tiered approach – teaching top priority) (Sep 24)	1, 2, 3, 4, 5
Teaching and Learning Lead / Maths Lead with regular release time to monitor, lead coaching and deliver training.	Sutton Trust – Quality First Teaching has direct impact on outcomes	1, 2, 3, 4, 5
Training plan created to ensure training is targeted. This is to include self-evaluation which links to the performance management process.	EEF – Improving Mathematics in Early Years and Key Stage 1 (Oct 21) EEF – Improving Mathematics in Key Stage 2 and 3 (Aug 21)	1, 2, 3, 4, 5
Assign experienced HLTA to class to cover for teachers to carry out writing clinics to personalise targets.	EEF – Improving Literacy at Key Stage 1 (Oct 21)	1, 5
Release time for English Lead to coach and QA new writing clinics and assess quality of impact without impacting negatively on their own class.	EEF – Improving Literacy at Key Stage 2 (Nov 21) RWI – Research and Evidence	1, 5
Spelling and SPaG long term plan to ensure no content missed and gaps filled.	https://www.ruthmiskin.com/media/filer_public/9c/b5/9cb53f78-7520-453e-a434-2bac77df09c7/ruth_miskin_literacy_inc_-_read_write_inc_research_and_evidence_xbviihb.pdf	1, 4, 5
School has established a curriculum assigning more time to phonics, reading and declarative knowledge in maths.	Great Teaching Toolkit (June 20)	1, 5

	Ofsted Curriculum Research Reviews https://www.gov.uk/government/collections/curriculum-research-reviews	
	School based monitoring and evaluation	

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

Budgeted cost:

RWI Lead – 2 hours per week for training, monitoring and assessment - £480

TA interventions - £35,000

Additional Reception Staffing - £6,000

TOTAL - £41,480

Activity	Evidence that supports this approach	Challenge number(s) addressed
Weekly timetabled slot for RWI training and development through practice sessions.	EEF – Improving Literacy at Key Stage 1 (Nov 21)	1, 4, 5
Phonics Lead monitoring daily to ensure quality of implementation and review.	EEF – Improving Literacy at Key Stage 2 (Oct 21)	1, 3, 4, 5
Interventions managed and monitored by subject leaders and SENCo.	RWI – Research and Evidence	1, 3, 4, 5
Additional TA appointed as Reading Champion to target reading interventions and listen to children reading every day.	School based data re: reading at home NELI - EEF University College London and ICAN	1, 2, 4, 5,
Additional staffing hours in Reception to deliver NELI to all children who need it following screening of whole class on entry.		1, 2, 3, 4, 5

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

Budgeted cost:

Mental Health Lead - 1 days per half term to work with staff to create plans – £1080

Purchase of breakfast – £2,000

Budget for visits for PPG - £5,000

Subsidy for funding towards residentials - £2,000

Extra-curricular high-quality resources and experiences - £5,000

TIS Practitioner - £10,000

Half a day a week for Attendance Lead to implement TPAT Policy - £3,700

Attendance prizes - £1000

TOTAL - £34,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of artefacts loans and online workshops delivered by museums and galleries utilised to develop interaction and communication with high levels of vocabulary.	EEF Toolkit – Parental engagement One person dedicated to attendance has shown increased levels and further engagement with families	1, 5
Use of local environment encouraged as a curriculum driver.	Pupil survey (June 24)	4, 5
Breakfast for children.		2, 3
Mental Health Lead in place with whole school strategy embedded.	Parental survey (June 24)	2, 3, 4
Wider experiences through visits and visitors to develop cultural capital – development of passport to support this.	EEF – sports participation increases educational engagement and attainment EEF – outdoor learning shows positive benefits on academic learning and self-confidence EEF – Improving Behaviour in Schools (Oct 21)	2, 3, 5

Total budgeted cost: £111,890 (overspend to be funded from other budget lines)

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 2024 to 2025 academic year. **(Review for this year as new document written for a new 3-year plan)**

Aim	Outcome
High quality first teaching of reading, writing and maths	<p>Reading:</p> <ul style="list-style-type: none"> • KS2 reading outcomes improved to 70% overall and 60% for PPG, narrowing the gap significantly. • Whole-school reading fluency approach embedded, with daily stamina reads and systematic phonics (RWI) coaching. • Phonics screening success: 85% met expected standard, reflecting strong early reading provision. <p>Writing:</p> <ul style="list-style-type: none"> • KS2 writing outcomes are a strength: 80% overall and 70% for PPG, exceeding national expectations. • Progressive writing expectations mapped across the wider curriculum; handwriting and presentation prioritised. <p>Maths:</p> <ul style="list-style-type: none"> • KS2 maths outcomes improved to 75% overall and 60% for PPG, now above national. • Arithmetic programme and Mastering Number introduced; however, Year 4 MTC results (19%) highlight a continued focus needed.
Delivery of high quality, responsive interventions	<p>Targeted interventions included:</p> <ul style="list-style-type: none"> • Precision teaching, sensory circuits, targeted phonics groups for SEND and disadvantaged pupils. • One-to-one provision for pupils with EHCPs and bespoke plans for gaps in learning, • Use of Insight assessment tool and Venn diagrams in pupil progress meetings to identify combined gaps. <p>Impact:</p> <ul style="list-style-type: none"> • KS2 results improved despite high vulnerability (65% SEND, 75% disadvantaged in cohort). • EYFS outcomes exceeded predictions: 79% achieved self-regulation goals; 68% reading; 89% number.
Development of visits and opportunities to develop cultural capital	<p>Enrichment embedded through:</p> <ul style="list-style-type: none"> • Experience roadmaps and enrichment passports for every child.

	<ul style="list-style-type: none"> • Regular visits to local industries, inspirational visitors and residential. • Wide range of extra-curricular clubs monitored for engagement, with targeted strategies for disadvantaged and SEND pupils. • Curriculum prioritises oracy and vocabulary development, supported by explicit teaching and marking strategies.
Promotion of wellbeing and readiness to learn	<ul style="list-style-type: none"> • Relational approach to behaviour embedded; suspensions reduced from 15 (Autumn) to 3 (Summer). • Attendance improved to 93.5% overall (+1.3%) and 93% for PPG (+1.4%), supported by assemblies, incentives, and targeted family engagement.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
RWI Online Portal	Ruth Miskin
Accelerated Reader	Renaissance
Nessy	Nessy Learning
TT Rockstars / Numberbots	Maths Circle
White Rose	White Rose