

# Denver VC Primary School

## Pupil Premium Strategy Statement

This statement details our school's use of pupil premium for the 2025 to 2026 academic year 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	109
Proportion (%) of pupil premium eligible pupils	17%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2025 2025-2026 2026-2027
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Mrs L Jones
Pupil premium lead	Mrs L Jones
Governor lead	Mrs J Wilde

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£27,620
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b> <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>	£27,620

# Part A: Pupil premium strategy plan

## Statement of intent

At Denver VC Primary we believe that all children have the right to an excellent education underpinned by quality first teaching with high expectations. We aim to ensure that all of our children aim high and are given the chance to 'Let their light shine' (Matthew 5:16) and reach their full potential.

We also aim to provide children with a rich curriculum and a range of opportunities they may not have experienced before, particularly for those who are vulnerable or socially disadvantaged.

Even with good quality first teaching, which we aim to deliver, we recognise that individual pupils have different barriers to learning - these include SEND, learning difficulties, communication difficulties, confidence and resilience, and social and emotional wellbeing. At Denver VC Primary we identify what the barriers are for each child and put in strategies to address and overcome these.

We analyse pupil progress, attainment and wellbeing to determine the impact of the support we offer. Data collected (both qualitative and quantitative) is analysed by the Headteacher and Governors to assess the impact of strategies in place. The Pupil Premium Strategy is reviewed during Governing Body meetings.

Objectives of our Pupil Premium spending:

- To close the gaps between Pupil Premium pupils and their peers in reading, writing and maths across the school for both progress and attainment.
- To provide and engage in high quality CPD to ensure staff are equipped to support pupils appropriately.
- To ensure that Pupil Premium children are challenged and able to achieve mastery in their learning.
- To intervene early when a need is identified.
- To provide high quality targeted interventions, tutoring and booster sessions.
- To provide curriculum enrichment opportunities.
- To further promote and develop social and emotional wellbeing.
- To further develop confidence, independence and resilience.
- To develop greater engagement and positive attitudes to learning.
- To improve Pupil Premium attendance.
- To increase parental engagement in children's learning.

We recognise that each pupil is individual and unique, therefore this strategy has been developed to help us to identify and respond to every child's needs.

We aim to work closely with our families and external agencies to overcome identified barriers.

## Challenges

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

Challenge number	Detail of challenge
1	Some disadvantaged pupils are not achieving the expected standard or greater depth in reading, writing or maths by the end of Y6.
2	Writing identified as a whole school area for development. Some disadvantaged pupils are working below the expected standard.
3	Some disadvantaged pupils are not achieving high enough scores in the Multiplication Tables Check.
4	Some disadvantaged and vulnerable pupils are not equipped with the skills and attitudes to be effective learners. They have low self-esteem and lack the skills of resilience, independence and perseverance. This is impacting their readiness to learn.
5	Some disadvantaged pupils have poor attendance or persistent absence which is negatively impacting on their learning.
6	Some disadvantaged children have limited life and cultural experiences which has an impact on their learning and outcomes.
7	Parental engagement in learning for some disadvantaged learners.

## 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
Disadvantaged pupils to maintain or make accelerated progress in line with their peers.	High quality first quality teaching for all children. Targeted interventions, classroom-based support and school led tutoring in place to support Pupil Premium children and help them to make accelerated progress, leading to improved attainment and outcomes.
To improve writing progress and attainment of disadvantaged pupils.	Disadvantaged children making accelerated progress and attainment in their writing.
To improve average MTC scores and those achieving full marks for disadvantaged pupils.	More disadvantaged children achieving full marks or scores over 20.
To support and enhance the wellbeing of vulnerable pupils.	Pupils are well supported in school, with appropriate wellbeing and emotional

	support (Wellbeing Gardening Group, Nurture Group, Talk and Toast, Young Carers, Wellbeing Ambassadors, PATHS, Wellbeing Worship etc.). They have ready to learn, have positive attitudes and increased engagement in their learning.
To achieve and sustain improved attendance for all pupils across the school, particularly for Pupil Premium children.	Overall attendance for disadvantaged pupils to be at least 96%. Fewer children with persistent absence.
To engage and support disadvantaged pupils in curriculum and enrichment opportunities.	Greater engagement with enriched learning experiences through increased opportunities for cultural and curriculum visits and experiences.
New opportunities/strategies to encourage parents to positively engage in children's learning.	Increased parental engagement in children's learning.

## 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: £12,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff have training to effectively teach the new Languagenut curriculum.	EEF- Tiered approach to improving teaching by supporting professional development.	6
Writing training through Norfolk Writing Project  Writing moderation.	EEF- Tiered approach to improving teaching by supporting professional development.	1 and 2
Ongoing/refresher training and coaching to deliver the phonics SSP, Little Wandle Letters and Sounds Revised, effectively.	EEF- Tiered approach to improving teaching by supporting professional development.	1

Teaching Assistant support in class for specific children.	EEF- Tiered approach to improving teaching by supporting professional development.	1 and 2
Curriculum release time to support CPD/coaching.	EEF- Tiered approach to improving teaching by supporting professional development.	1, 2 and 3
Training to support Young Carers.	EEF- Tiered approach to improving teaching by supporting professional development.	1, 2, 3, 4, 5, 6 and 7
Access to Times Tables Rock Stars for all children	EEF- Tiered approach to improving teaching by supporting professional development.	3

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

Budgeted cost: £8,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching Assistant support for targeted phonics interventions.	EEF - Tiered approach by providing targeted academic support and structured interventions. EEF - TA support shows a positive benefit. Where tuition is delivered by TAs, there is evidence that training and use of a specific programme is beneficial.	1 and 2
Teaching Assistant support for targeted interventions in English and maths.	EEF - Tiered approach by providing targeted academic support and structured interventions. EEF - TA support shows a positive benefit. Where tuition is delivered by TAs, there is evidence that training and use of a specific programme is beneficial..	1 and 2
Mastering Number for Y4/Y5.	EEF - Tiered approach by providing targeted academic support and structured interventions. EEF - TA support shows a positive benefit. Where tuition is delivered by TAs, there is evidence that training and use of a specific programme is beneficial.	1 and 3

Booster groups for Y6.	EEF - Tiered approach by providing targeted academic support and structured interventions. EEF - TA support shows a positive benefit. Where tuition is delivered by TAs, there is evidence that training and use of a specific programme is beneficial.	1 and 2
School led tutoring providing targeted support.	EEF - Tiered approach by providing targeted academic support and structured interventions. EEF - TA support shows a positive benefit. Where tuition is delivered by TAs, there is evidence that training and use of a specific programme is beneficial.	1 and 2
To prioritise support for less able readers.	EEF - Tiered approach by providing targeted academic support and structured interventions. EEF - TA support shows a positive benefit. Where tuition is delivered by TAs, there is evidence that training and use of a specific programme is beneficial.	1
Times tables interventions	EEF - Tiered approach by providing targeted academic support and structured interventions. EEF - TA support shows a positive benefit. Where tuition is delivered by TAs, there is evidence that training and use of a specific programme is beneficial.	3

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

Budgeted cost: £6,420

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
Wellbeing Gardening Group	EEF- Tiered approach- wider strategies to support children in attending school.	4, 5 and 6
Wellbeing Worship	EEF- Tiered approach- wider strategies to support children in attending school.	4

Nurture Group	EEF- Tiered approach- wider strategies to support children in attending school.	4 and 5
Daily Talk and Toast	EEF- Tiered approach- wider strategies to support children in attending school.	4 and 5
Young Carers' Group	EEF- Tiered approach- wider strategies to support children in attending school.	4, 5 and 6
Forest school activities	EEF- Tiered approach- wider strategies to support children in attending school.	4 and 6
Sensory Circuits	EEF- Tiered approach- wider strategies to support children in attending school.	4
Subsidies for wrap around care – Before and After School Club	EEF- Tiered approach- wider strategies to support children in attending school.	4 and 6
Subsidies for vulnerable families in accessing activities, trips, residential visits etc.	EEF- Tiered approach- wider strategies to support children in attending school.	4 and 6
Subsidies for school uniform for PP pupils	EEF- Tiered approach- wider strategies to support children in attending school.	4
Transport costs for PP pupils	EEF- Tiered approach- wider strategies to support children in attending school.	6
Attendance monitoring time	EEF- Tiered approach- wider strategies to support children in attending school.	5

**Total budgeted cost: £27,620**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

Pupils were assessed using a range of measures including formative and summative assessments.

Here are some examples of the impact of Pupil Premium spending:

- Engagement in high quality CPD for all staff.
- Coaching accessed for the Headteacher.
- All teachers trained to deliver the PKC, Get Set for PE and Teach Computing curriculums.
- Pupils are well supported in their learning, and this is having a positive impact on self-esteem and resilience. This is reflected in the good progress overall shown through internal tracking.
- Staff are trained to deliver phonics SSP and feel confident in their delivery of the scheme.
- New fluency phonics books purchased have helped to improve reading fluency.
- Engagement in Reading Fluency Project has positive results, particularly with Pupil Premium children.
- Our phonics SSP, Little Wandle Letters and Sounds Revised, is delivering positive outcomes – 93% of children reached the expected standard in the Phonics Screen in Y1.
- Targeted phonics interventions are helping children to catch up.
- All children in YR and KS1 read fully decodable books. These books are engaging and have increased children's confidence.
- Targeted booster groups have been offered and helped children to make valuable progress.
- A range of interventions are implemented to narrow the gap for disadvantaged pupils in reading, writing, maths and phonics. Good progress is generally made from starting points.
- Children have access to high quality resources e.g. maths mastery, PKC, Power Maths and phonics.
- Mastering Number has had a positive impact on overall maths results.
- Pupil Premium children have greater access to technology support.
- Music specialists deliver high quality music which is accessed by all to develop the whole child.

- All children have access to a range of sporting opportunities to develop the whole child. All Pupil premium children have engaged in intra or inter sports festivals.
- All pupils have access to a broad curriculum and a range of educational opportunities.
- Improved communication with parents. Very good attendance at Learning Cafés.
- All pupils have access to a range of educational visits. All children attended at least one school visit. Most visits were free.
- A range of extra-curricular opportunities and clubs have been offered to support mental health and wellbeing. Most clubs have been free. A high number of Pupil Premium children attend extra-curricular activities.
- Good support has been provided for pupils' mental health and wellbeing, particularly through the wellbeing gardening and nurture group. This support has had a positive impact on those who have participated.
- Pupils feel supported and are better equipped with coping strategies. Resilience and confidence have improved as a result.
- The school has strategies in place to identify emerging mental needs and signpost families to support.
- Yoga and Mindfulness sessions have been offered and were very beneficial for those who attended.
- Children continue to value weekly wellbeing worship.
- Increased outdoor learning opportunities have supported children's mental health and wellbeing.
- Good support has been offered to families to support mental health and wellbeing. Good engagement with external agencies (e.g. Schools and Community Team) for emerging mental health needs.
- The Headteacher works closely with the School Secretary to monitor attendance and intervene early to improve attendance. We continue to work hard to improve attendance and reduce persistent absence. Communication with parents regarding attendance has improved through Support First Approach.
- Our wraparound care offer has been extended, with many Pupil Premium children attending the Before and After School Club. Subsidies have been offered for Pupil Premium children.
- We have taken part in the Active Travel programme and encouraged all children to actively travel to school.

## Externally provided programmes

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

Programme	Provider
Times Tables Rockstars	Maths Circle
Letter and Sounds Revised	Little Wandle
Primary Knowledge Curriculum	PKC

## Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: <b>How our service pupil premium allocation was spent last academic year</b></i>
<b>The impact of that spending on service pupil premium eligible pupils</b>