



Pupil Premium Strategy Statement

2025 - 26

This statement details our school's use of pupil premium (and recovery premium for the 2025-26 academic year) 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	Danegrove Primary School
Number of pupils in school	588
Proportion (%) of pupil premium eligible pupils	31% (180)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025 - 2028 (3 years)
Date this statement was published	28/02/26
Date on which it will be reviewed	September 2026
Statement authorised by	L. Oliver
Pupil premium lead	L. Oliver
Governor / Trustee lead	E. Overland-Harper

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (25/26)	£314,739
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	£314,739

Part A: Pupil premium strategy plan

Statement of intent

Danegrove Primary School is committed to raising the attainment and progress of all our pupils by ensuring that every child receives the best possible education. To ensure that children can access learning - both at this stage of their education and in the future - it is essential that we empower our children to take ownership of their learning and life path by raising their aspirations and developing in them a belief of 'We can do this!' At Danegrove this is done by developing our pupils socially and emotionally, supporting their positive mental health and developing a built in resilience that enables our children to face head on any challenge that life may bring.

Our curriculum enables children to develop their knowledge, by making links from their current learning to both their past and future learning, they develop a contextualised understanding that enables them to apply both their knowledge and skills to real life. It gives our children access to a range of enrichment opportunities that encourage participation in the arts, language and sport, alongside introducing them to experiences that broaden their horizons.

At Danegrove, we do not believe that there are barriers to learning, just a set of hurdles that - with quality first teaching, the right educational guidance and support, plus an environment that is built around positive mental health - all our children can overcome.

We are aware that for some children these hurdles may appear higher than for others, therefore, we make every effort to identify the challenges that some of our disadvantaged pupils may face, such as: poorer attendance, punctuality concerns, limited access to an enriched language environment, lack of confidence and self-belief, limited parental support, lower aspirations, difficulties in accessing enrichment opportunities and possible complex family situations.

With this in mind we use educational research, predominantly evidenced from the Education Endowment Foundation (EEF), to ensure that our pupil premium strategy endeavours to address the imbalance by offering opportunities such as: targeted interventions, access to home technology, enrichment opportunities and a developing mental health and wellbeing programme. All with the aim to narrow the attainment gap, raise achievement, broaden children's cultural capital, maximise opportunities and encouraging all our children to look beyond their potential by championing them to reach heights that they may initially think are unattainable.

Challenges

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

Challenge number	Detail of challenge
1	Gaps in attainment for disadvantaged pupils at the end of KS2 for reading, writing and maths.
2	Writing across the school, with the application of grammar, particularly sentence construction, spelling and handwriting being a concern.
3	The acquisition of times tables for disadvantaged pupils, with the average mark score for Multiplication Timetable Check (MTC) is below (sig-) when compared to the national average mark. This further impacts on the application of mathematical knowledge as pupils move into Upper Key stage 2 (UKS2).
4	Regular attendance for disadvantaged pupils, and the high percentage of persistent absentee in relation to disadvantaged pupils.
5	Social, emotional and communication difficulties that impact on self-esteem, resilience and the ability to self-regulate. The data for reception pupils at the end of 2024-25 indicates that the areas of focus for the cohort are self-regulation, building relationships and managing self. This is further supported by observations as pupils move into year 1.
6	Access to enrichment opportunities.

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
Pupils apply their grammar knowledge (particularly sentence structure, spelling and handwriting) within all areas of writing, thereby supporting them to raise their attainment across the curriculum.	Pupils' books across the curriculum demonstrate accelerated progress in the application of grammar. Presentation in all books improves.
To improve the attainment and progress of PP pupils in reading, writing and maths at the end of KS2.	Increase in the % of PP children attaining at least age related expectations in reading, writing and maths, including a % increase in more able disadvantaged pupils attaining greater depth (GDS)/higher. All disadvantaged pupils make at least expected progress.
Pupils make rapid progress in phonics and reading fluency as a result of both quality first teaching in Read, Write Inc. (RWI) and having access to the FFT Lightning Squad reading program and RWI interventions.	The percentage of PP pupils passing the phonics test is at least 80%. A majority of PP pupils in y2 have successfully completed the RWI program by the end of the autumn term.
Effective adaptation across the curriculum improves disadvantaged pupils' engagement, self-confidence and progress/attainment outcomes.	Pupil voice, lesson drop ins, book looks and pupil progress meetings (PPMs) evidence engagement in the curriculum, leading to a higher percentage of pupils making accelerated progress from their starting point, with the age related expectations (ARE) percentage improving accordingly.
To improve the average score in the Y4 MTC for disadvantaged pupils.	The average score in the MTC check for disadvantaged pupils aligns with the average score for non-disadvantaged pupils nationally. The application of times tables' knowledge is evident across other areas of the maths curriculum, increasing the percentage of disadvantaged pupils at ARE in KS2 and the percentage of disadvantaged pupils achieving expected standard at the end of KS2.
Reading for Pleasure (including ERIC) continues to be embedded across the school, with pupils having access to a wide range of diverse text. Pupils have access to a wide range of appropriately challenging texts.	Pupil voice indicates that children opt to read for pleasure and can talk about books they enjoy both in school and at home. Observations of library sessions across the two sites indicates that children positively engage in the reading either independently or with their peers. Reading fluency and language acquisition improves, evidenced in reading assessments and in the end of KS2 tests.
To improve the attendance percentages of disadvantaged pupils across the school. To reduce the percentage of disadvantaged pupils as persistent absentees. Improved attendance of disadvantaged pupils impacts positively on curricular engagement and raises attainment and progress across all subjects.	The attendance percentage is at least the DfE Attendance Baseline Improvement Expectations (ABIE) percentage of 94.2%, with accelerated progress moving the percentage towards the national requirement of 96%. The persistent absentee rate for disadvantaged pupils falls and becomes at least in line with the local/national average. Community voice evidences a rise in positive engagement and pupil confidence, leading to

	accelerated progress and pupils moving towards ARE across the curriculum.
<p>Pupils are able to discuss their mental health, by recognising their feeling and the triggers/indicators that affect their thoughts and emotions.</p> <p>Pupils know how to ask for help, express their feelings and use taught strategies to self-regulate their emotions and support positive mental health.</p> <p>Staff can identify the link between the difficulties that some children face socially and emotionally to engagement and achievement, and can offer effective support to help mitigate the challenges faced.</p> <p>Pupils who require wellbeing support are identified quickly using recognised identification methods and relevant wellbeing programmes offered.</p>	<p>Pupil voice indicates that disadvantaged pupils feel safe, happy and well supported in school.</p> <p>Pupils self-regulate using taught strategies and further develop an understanding of social and emotional cues.</p> <p>Pupils are confident to discuss mental health and understand the impact it may have on both themselves and others around them.</p> <p>Disadvantaged children can articulate their growing self-awareness and understand how that positively impacts their friendships, relationships and social interactions.</p> <p>Triangulated data from parents, staff and pupils supports the impact of the wellbeing provision</p> <p>Participation in lessons improves, evidenced in PPMs, drop-ins and community voice, positively impacting on attainment and progress.</p>
<p>All pupils to have access to wider cultural and social experiences that foster both a love for the arts, sports etc. whilst enhancing learning and development.</p> <p>Opportunities experienced raise pupil aspirations, confidence and a sense of belonging.</p>	<p>Pupil voice demonstrates a positive view of accessed activities and opportunities</p> <p>A significant increase in the participation of enrichment activities from disadvantaged pupils.</p> <p>Children can talk about their experiences and make connections to both their learning and the future opportunities that may emerge.</p>

Activity in this academic year: 2025-2026

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £76,460

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>All pupils to receive quality first teaching, with teachers having the highest possible expectations for all pupils in their class.</p> <p>All lessons to be appropriately adapted to meet the needs of all children, ensuring that they can access the lesson, can fully participate and can show their learning in a variety of ways.</p> <p>Feedback and marking policy to be used consistently across the school, underpinned by effective questioning and live assessment for learning (AfL), with pupils understanding how to move their learning on.</p> <p>BPSI consultant/LNI to provide CPD on effective adaptation to support all learners.</p> <p>Additional teacher in year 6 to enable smaller class sizes for English and maths</p>	<p>The NFER Report 2015 (Supporting the Attainment of Disadvantaged Pupils) indicates that more successful schools have an ethos of high attainment for all pupils. They view each pupil as an individual and consciously avoid stereotyping disadvantaged pupils by referring to them as a group – they never assume that all disadvantaged pupils face similar barriers or have less potential to succeed.</p> <p>https://www.nfer.ac.uk/publications/supporting-the-attainment-of-disadvantaged-pupils-articulating-success-and-good-practice/</p> <p>The NFER Report 2015 also indicates that high quality teaching for all is fundamental to supporting the attainment of disadvantaged pupils.</p> <p>EEF - Target teaching & support by accurately assessing pupils' needs. High quality assessment and diagnosis should be used to target and adapt teaching to pupils' needs...</p> <p>EEF - Feedback studies tend to show very high effects on learning... In general, research-based approaches that explicitly aim to provide feedback to learners, such as Bloom's 'mastery learning', tend to have a positive impact. Feedback has effects across all age groups.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p> <p>What makes great teaching – October 2014, recognises that the strongest evidence of improving pupil attainment are:</p> <ul style="list-style-type: none"> • Teachers' content knowledge, including their ability to understand how students think about a subject and identify misconceptions. • Quality of instruction, which includes using strategies like effective questioning and the use of assessment. <p>https://www.suttontrust.com/our-research/great-teaching/</p> <p>The Pupil Premium – from the updated guide by Marc Rowland evidences that teaching quality counts most, and that the primary tool for narrowing the gaps for disadvantaged pupils is high quality teaching and learning.</p>	<p>1,2,3</p>
<p>Staff CPD and further evaluation and development of the curriculum both develops subject pedagogy</p>	<p>EEF – Effective professional development evidences that supporting high quality teaching is pivotal in improving children's outcomes and has been evidenced to narrow the gap in learning for disadvantaged pupils. Professional</p>	<p>1,2,3,6</p>

<p>and effective approaches to teaching across all subjects.</p>	<p>development should be targeted to ensure that it builds on existing knowledge, develops teaching techniques, embeds good practice and motivates staff to make the link with professional development and improved teaching and learning back in the classroom.</p> <p>Further access to a rich vocabulary further develops pupils' language development. Access to subject based vocabulary supports children to gain and retain knowledge across the curriculum.</p> <p>The Sutton Trust - What makes great teaching – October 2014 https://www.suttontrust.com/our-research/great-teaching/</p> <p>The Pupil Premium – from the updated guide by Marc Rowland</p>	
<p>Phase Leader and Subject Leader Development</p> <p>With a focus on pedagogy, curriculum development and adaptation. Subject leaders and phase leaders work with SLT, LNI and consultants to further develop within their role.</p>	<p>EEF – Effective professional development evidences that supporting high quality teaching is pivotal in improving children's outcomes and has been evidenced to narrow the gap in learning for disadvantaged pupils. Professional development should be targeted to ensure that it builds on existing knowledge, develops teaching techniques, embeds good practice and motivates staff to make the link with professional development and improved teaching and learning back in the classroom.</p> <p>The Sutton Trust - What makes great teaching – October 2014 https://www.suttontrust.com/our-research/great-teaching/</p>	1,2,3,6
<p>Access to RWI online training and resources for all staff to further support the effective teaching of RWI phonics and impact on decoding and fluency in reading across Foundation, KS1 and into early KS2.</p> <p>RWI writing books used across reception and KS1 (resource costs)</p> <p>Release time for the Early Reading Lead to support the effective teaching of RWI phonics across reception, KS1 and into early LKS2</p>	<p>EEF – Phonics: The use of phonics has a strong evidence base that indicates a positive impact (5+ months) on the development of early reading skills, particularly for disadvantaged pupils.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>Research suggests that phonics is particularly beneficial for younger learners (4-7 years) as they begin to read.</p> <p>Effective CPD ensures that staff have the knowledge and skills to fully support children in their early reading development.</p>	1,2
<p>Release time for the English lead to further support the teaching of Destination Reader and to support the teaching of writing, especially embedding grammar, across the school.</p> <p>All staff - Writing CPD Twilights – External consultant</p>	<p>EEF guidance on improving literacy indicates that schools should support children to develop reading fluency.</p> <p>Ensuring that children have a access to a wide range of reading materials that they can relate to and fosters their likes and interests supporting pupils to develop a love for reading which in itself can improve fluency.</p> <p>EEF – Improving Literacy in KS2 guidance report. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p>	1,2,6

<p>Colourful semantics to be used across the school to further support sentence construction and understanding.</p> <p>Library Service SLA to provide high quality books (class sets) across the school.</p> <p>Purchase of additional class sets – predominantly KS1 - to ensure access to a greater range of books.</p>	<p>EEF – From talk to text: integrating oral language within writing.</p> <p>Integrated Treatment Services – Why use colourful semantics.</p>	
<p>Dedicated training sessions for support staff to further develop their skills and knowledge across the curriculum</p>	<p>Whole school training ensures consistency of approaches. Staff improve teaching pedagogy which both increases their confidence and improves support for children.</p>	1,2,3
<p>Increased Reading for Pleasure Book Provision</p> <p>Ensuring that there are a wide variety of books available across the school for children to read.</p> <p>To further increase the diversity of book across the curriculum so that they better represent our community.</p>	<p>EEF guidance on improving literacy indicates that schools should support children to develop reading fluency.</p> <p>Ensuring that children have a access to a wide range of reading materials that they can relate to and fosters their likes and interests supporting pupils to develop a love for reading which in itself can improve fluency.</p> <p>DfE research evidence on reading for pleasure (Education standards research team) May 2012.</p> <p>Article (Teresa Cremin & Laura Scholes) from Language and Education 2024 , Vol. 38 – Reading for Pleasure: scrutinising the evidence base – benefits, tensions and recommendations <i>‘the OECD assert that engagement in reading is associated with increased confidence in reading, enhanced reading proficiency and better learning outcomes (OECD Citation2011, Citation2019; Mullis et al. Citation2017, Citation2023). They also recognise it as a mediator of gender and socio-economic status and argue that it can help leverage social change (OECD Citation2021, 28)’</i></p>	1,2,6
<p>Purchase of Times tables Rockstars to engage pupils in learning timetables – school/home use</p> <p>Purchase a stock of maths games (or games that develop maths) for Home learning</p> <p>Release time for the Maths leads to further support the teaching of times tables in LKS2 and teaching of maths across all phases.</p>	<p>National College – Improving Times Table Fluency webinar</p> <p>Learning, using and applying multiplication facts: Insights from research – Natasha Guy, Lucy Cragg and Camilla Gilmore, May 2025.</p> <p>https://my.chartered.college/impact_article/learning-using-and-applying-multiplication-facts-insights-from-research/</p> <p>EEF – Improving maths in the early years highlights the importance of exploring mathematics through different contexts, including books, puzzles, songs, rhymes and games.</p> <p>Teaching children mathematics Journal – Why play maths games? Kitty Rutherford – April 2017 cited that <i>‘Games support a school-to-home connection. Parents can learn about their children’s mathematical thinking by playing games with them at home.’</i></p>	1,3

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

Budgeted cost: £203,287

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted small group intervention programmes in reading:</p> <ul style="list-style-type: none"> • RWI Phonics • Lightning Squad • 1:1 reading • Forest phonics 	<p>EEF - Small group tuition can have 4 months impact. The smaller the group the better. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>EEF - Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average. Short, regular sessions (about 30 minutes, three to five times a week) over a set period of time (six to twelve weeks) appear to result in optimum impact. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>EEF - Studies consistently find that digital technology is associated with moderate learning gains: on average, an additional four months' progress.</p> <p>EEF – Teaching assistant Interventions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	<p>1,2</p>
<p>Targeted small group intervention programmes in writing and maths, including:</p> <ul style="list-style-type: none"> • Colourful semantics • First Class @number <p>Early morning intervention groups – maths and/or grammar</p>	<p>EEF - Small group tuition can have 4 months impact. The smaller the group the better.</p> <p>By focusing on specific objectives in reading, writing and maths, pupils will have the opportunity to close any gaps created by the lockdown in summer 2020 and Spring 2021.</p> <p>EEF - Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average. Short, regular sessions (about 30 minutes, three to five times a week) over a set period of time (six to twelve weeks) appear to result in optimum impact.</p> <p>EEF — 1stClass@Number (promising programme, small-group numeracy intervention)</p>	<p>1,2,3</p>
<p>Talk Boost intervention run across Foundation and KS1.</p>	<p>EEF - Oral language interventions. Such interventions emphasise the importance of spoken language and verbal interaction within the classroom. On average, oral language approaches have a high impact on pupil outcomes, with children making an additional 6 months progress over the course of a year. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	<p>1,2,5</p>

	Some studies have also reported an improvement in the classroom climate with reports of fewer behavioural issues.	
Year 6 Booster Sessions: <ul style="list-style-type: none"> • Reading comprehension • Maths • Grammar 	EEF - Small group tuition can have 4 months impact. The smaller the group the better. By focusing on specific objectives in reading, writing and maths, pupils will have the opportunity to close any gaps created by the lockdown in summer 2020 and Spring 2021.	1,2

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

Budgeted cost: £86,775

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Extensive Well-being programme, including interventions that support children with anxiety, anger management, confidence, forming positive friendships and developing resilience.</p> <p>Access to an extensive Well-being Library that contains a range of emotional literacy books for children, for adults to share with children and just for adults, The Well-Being library will be open to all children, families and staff.</p> <p>Support at lunchtime for children who find unstructured times difficult – interest club or playground support.</p> <p>Full time Learning Mentor to support identified pupils.</p>	<p>Supporting pupils’ mental health and wellbeing is essential to children settling into school and being ready to learn.</p> <p>Children having positive mental health is known to support attainment and progress in the classroom.</p> <p>EEF - on average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>Our wellbeing programme will help us to identify some children’s obstacles to learning and then identify strategies that can support them to fully access education and therefore raise attainment.</p> <p>Wellbeing work develops pupil confidence, self-esteem and resilience, essential for positive behaviour for learning.</p> <p>Access to relevant well-being literature and emotional literacy supports mental health across our school, children staff and families alike. An understanding of self and how mental health can impact on social and emotional development and access to education can support our staff both personally and in their support of our children.</p>	4,5,6
Introduce the Muddy Boots Club for identified pupils in reception and	Early Development and Care journal: The Hare and the Tortoise go to Forest School, taking the scenic route to academic attainment via	4,5,6

<p>year 1 to support social and emotional development and increase engagement across the curriculum</p> <p>Introduce Forest School sessions across the school: Rec/Y1 – weekly Y2-Y6 – one week over the year</p> <p>Free Forest School Holiday Club – summer half term</p>	<p>emotional wellbeing outdoors – Mel McCree, Roger Cutting & Dean Sherwin https://www.transformingfutures.org.uk/_site/data/files/comms-docs/16F8747C10C07F9B04205A3ACBCAE428.PDF</p> <p>Forest Research - A marvellous opportunity for children to learn, Liz O'Brien and Richard Murray https://cdn.forestresearch.gov.uk/2022/02/fr0112forestschooolsreport.pdf</p> <p>Natural England Access to Evidence Information Note EIN017 Links between natural environments and learning: evidence briefing https://publications.naturalengland.org.uk/publication/5253709953499136</p> <p>Naturalengland.blog.gov.uk – Busting the myths on outdoor learning in schools https://naturalengland.blog.gov.uk/2016/07/21/busting-the-myths-on-outdoor-learning-in-schools/</p>	
<p>Identified Persistent Absentees and families offered support</p> <p>Dedicated Attendance Officer employed to improve persistent absentees and attendance of disadvantaged pupils.</p> <p>Attendance Officer to facilitate first day contact and challenge, monitor patterns in absence and identified casework for in school and EWO support</p> <p>Additional EWO SLA to support the improvement of attendance across the school.</p> <p>Attendance awards to celebrate and encourage good attendance</p>	<p>Pupil progress and attainment impacted by poor attendance – EEF EEF - Attendance Interventions rapid evidence assessment https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment</p> <p>DfE report: link between attendance and attainment at KS2 and KS4 - March 2016 ...in general, the higher the overall absence rate across the KS, the lower the likely level of attainment at the end of KS4.</p> <p>Parental engagement supports both the parent and their child to engage with school, which supports the ongoing wellbeing, progress and attainment of children.</p> <p>EEF – Parental engagement +3 month impact https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	1,4,5
<p>Free Breakfast Club for disadvantaged pupils from Summer 2026 (staff and food costs)</p>	<p>EEF – Magic Breakfast – trail https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast</p> <p>IFS - Breakfast clubs work their magic in disadvantaged English schools</p>	1,4,5

	<p>https://ifs.org.uk/articles/breakfast-clubs-work-their-magic-disadvantaged-english-schools</p> <p>Case study: The benefits of breakfast clubs https://www.gov.uk/government/case-studies/benefits-of-breakfast-clubs</p>	
<p>Enrichment Activities</p> <p>Access to extra-curricular clubs offered by the school and by external providers</p> <p>Support to enable pupils to attend school trips, giving children opportunities beyond the classroom</p> <p>Selection of Workshops to further inspire, engage and give children the opportunities beyond the classroom – will include artist lead workshops in ‘Lets Get Messy Week’</p> <p>Instrumental music tuition – identified PP children to have access to individual music tuition – provided by the Barnet Music service peripatetic teachers</p>	<p>EEF toolkit – enrichment in the form of; sports, arts, outdoor adventure learning are shown to have +2 or +4 months impact. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p> <p>EEF states that wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.</p> <p>Research by the Sutton Trust indicates that the wealthiest families are able to spend more than seven times the amount on out of school enrichment than most disadvantaged families. The Sutton Trust recommends that schools use their Pupil Premium Grant (PPG) to develop children’s cultural capital by giving children access to museums, galleries, theatres etc. to enrich their learning.</p> <p>Progression in instrumental music making for learners from disadvantaged communities – A Literature Review (2017) - Involvement in music projects have shown that music can provide opportunities for vulnerable young people to acquire a range of transferable skills and enhance their confidence and aspirations. https://www.artscouncil.org.uk/sites/default/files/download-file/In_harmony_Literature_review.pdf</p>	1,4,5,6
<p>Parental Engagement</p> <p>Provide parent information sessions and workshops on a variety of themes and activities.</p>	<p>EEF- Parental engagement has a positive impact on average of 4 months’ additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	1,4,5

Total budgeted cost: £ 366,522.00

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 2024-25 academic year.

Support across reception resulted in 60% of PP pupils achieving GLD, which is 8.6% higher than the NCER national average for PP pupils nationally.

Targeted RWI interventions, from EYFS to Y2 has supported PP pupils to achieve 'working at' in the phonics assessment, with 76.2% of year 1 pupil premium pupils achieving working at, 10.6% higher than the NCER national average for year 1.

At the end of key stage 2 the gap for disadvantaged pupils in reading at Danegrove versus non-disadvantaged nationally had narrowed by 28% (three year average). Bringing the gap from below (sig-) to close to average (non-sig). In 2025, PP pupils at Danegrove had a higher percentage of pupils achieving the expected standard than PP pupils nationally - 66% v 63% respectively.

In maths (end of KS2), a higher percentage (69%) of PP pupils achieved expected standard at Danegrove when compared to PP pupils nationally (61%). The data also indicates a narrowing of the gap when Danegrove disadvantaged pupils are compared to national non-disadvantaged pupils, with the gap narrowing from 2023 to 2025, giving a 3 year average of 18%.

The trend for improvement in PP pupil achieving expected standard is also seen in grammar, punctuation and spelling (GP&S), with the Danegrove PP pupils being at 69% (EXS) compared to the PP national average of 60%. Again there is a narrowing of the gap from 2023 and 2024 in comparison to non-disadvantaged pupils nationally (3 year average of 20%).

Part of the PP funding has been used to support pupils with social, emotional needs, who have worked with our Mental Health & Wellbeing Lead and Learning Mentor. This includes 1:1 sessions, group activities and lunchtime support. All classes receive whole class wellbeing sessions, with a structured wellbeing curriculum across the school. Our mental health and wellbeing work is strong in school and has a substantial impact on the wellbeing of our pupils.

We ran a full programme of extra-curricular activities in 24-25. Before school clubs include: table tennis, running club, hockey and pupil choice (basketball, tag rugby & cricket). At lunchtimes, clubs included chess club, choir, various sports (Gifted & Talented). After-school clubs offered included: multiple football clubs, athletics, netball, tennis, gymnastics, boxercise, dance and multisports. Attendance at some activities was subsidised for some PP children, with certain clubs having a minimal charge so that all children were able to access them. To support families, free places were offered to some PP children at our Breakfast Club/ After School club.

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