

# Denefield 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	Denefield
Number of pupils in school	1177 - (975 = Y7-Y11)
Proportion (%) of pupil premium eligible pupils	Y7-11 = 17.54% (171 children)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2025-2028
Date this statement was published	November 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Edwin Towill
Pupil premium lead	Sarah McHugh
Governor / Trustee lead	

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£196,906
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>	<b>£196,906</b>

## Part A: Pupil premium strategy plan

### Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum.

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. We will also consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is intended to support their needs, regardless of whether they are disadvantaged or not.

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 will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. 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

### Challenges

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

Challenge number	Detail of challenge																																																															
1	<p>PP students attain and achieve less well. The A8 score for the PP cohort is nearly 10 points lower than the cohort as a whole. They make around one grade less progress than the cohort as a whole.</p> <p>This difference is evident at Ks3 with PP students being under-represented in the top attainment category in Year 7 and in the top two by the end of Year 9.</p> <p>There is also a difference on entry.</p> <table border="1" data-bbox="368 719 1406 1218"> <thead> <tr> <th></th> <th></th> <th>Count with scores</th> <th>Count without scores</th> <th>Reading</th> <th>Maths</th> <th>Average Scaled Score</th> </tr> </thead> <tbody> <tr> <td>Year 7</td> <td>ALL</td> <td>207</td> <td>3</td> <td>105.0</td> <td>104.2</td> <td>104.8</td> </tr> <tr> <td></td> <td>PP</td> <td>37</td> <td>1</td> <td>100.7</td> <td>99.9</td> <td>100.6</td> </tr> <tr> <td>Year 8</td> <td>ALL</td> <td>192</td> <td>7</td> <td>105.1</td> <td>102.7</td> <td>104.4</td> </tr> <tr> <td></td> <td>PP</td> <td>37</td> <td>3</td> <td>102.7</td> <td>100.1</td> <td>101.6</td> </tr> <tr> <td>Year 9</td> <td>ALL</td> <td>189</td> <td>5</td> <td>105.4</td> <td>104.1</td> <td>105.0</td> </tr> <tr> <td></td> <td>PP</td> <td>34</td> <td>3</td> <td>103.2</td> <td>100.9</td> <td>102.3</td> </tr> <tr> <td>Year 10</td> <td>ALL</td> <td>190</td> <td>3</td> <td>103.3</td> <td>102.1</td> <td>103.7</td> </tr> <tr> <td></td> <td>PP</td> <td>28</td> <td>1</td> <td>101.1</td> <td>98.2</td> <td>99.9</td> </tr> </tbody> </table>			Count with scores	Count without scores	Reading	Maths	Average Scaled Score	Year 7	ALL	207	3	105.0	104.2	104.8		PP	37	1	100.7	99.9	100.6	Year 8	ALL	192	7	105.1	102.7	104.4		PP	37	3	102.7	100.1	101.6	Year 9	ALL	189	5	105.4	104.1	105.0		PP	34	3	103.2	100.9	102.3	Year 10	ALL	190	3	103.3	102.1	103.7		PP	28	1	101.1	98.2	99.9
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2	<p>Assessments, observations and discussion with KS3 pupils indicate that a proportion of disadvantaged pupils have lower levels of reading comprehension than peers. This impacts their progress in all subjects.</p> <p>E.g. Current Y7, disadvantaged students have a reading age score of 100.7 (nat. Av is 100) and non-disadvantaged have a reading score of 108.9 which equates to about a two-year difference (13y8m to 11y7m).</p>																																																															
3	<p>Our Internal data and observations show that many disadvantaged students lack the knowledge, vocabulary and the metacognitive strategies to support the production of extended writing. This is indicated across the curriculum.</p> <p>Many of the lower and middle ability students also lack the resilience to monitor and regulate their learning and this is evident in lower participation in lessons and less homework completion.</p>																																																															
4	<p>Our data identifies behavioral, social and emotional issues for many pupils, including anxiety, depression, low self-esteem, problems</p>																																																															

	<p>accepting authority and limited ability to self-regulate negative emotions. These challenges disproportionately impact disadvantaged students.</p> <p>The first level of support for all students are their tutors and teachers. The second level is the welfare managers of which there are three – one of whom is in charge of supporting the 15% of the cohort who are PP.</p>
6	<p>Our data demonstrates that PP students attend less well than other students – only 20% of the cohort in 24-25 hit the 90% benchmark with 70% hitting 50%+. It is the 30% of PP students who are severely absent who have the biggest impact on progress scores.</p> <p>The PP welfare officer supports PP attendance.</p>
7	<p>Our internal data shows that students are more likely to be suspended if they are disadvantaged.</p> <p>Exclusions of PP students across the academic year 2024-25 (where 17% of the school was PP) accounted for 49% of exclusions (33% in 2023-24 and 44% in 2022-23)</p> <p>The top 3 reasons for exclusion (for all students) are:</p> <ul style="list-style-type: none"> <li>• Persistent disruptive behaviour</li> <li>• Verbal abuse or threatening behaviour towards an adult</li> <li>• Physical assault on another pupil</li> </ul>

## 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
Improved achievement among disadvantaged pupils across the curriculum at the end of KS4.	By the end of our current plan in 2027/28 PP students achieve an average P8 score of 0 or greater
Improved reading comprehension among disadvantaged pupils across KS3.	Skill level in English should be in line with the performance of non-disadvantaged students (over three years).
Improved literacy, metacognitive and self-regulatory skills among disadvantaged pupils across all subjects.	Teacher reports and class observations suggest disadvantaged pupils are more able to monitor and regulate their own behaviour and learning. This finding is supported by: outcomes, behaviour data, homework completion rates across all classes and subjects and increased scores in knowledge recall tests.
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged – with a focus on a standardised behaviour curriculum to ensure happiness, safety and progress for all.	Sustained high levels of wellbeing from 2027/28 demonstrated by: <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations.</li> <li>• a significant increase in participation in enrichment activities for PP students</li> </ul>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2027/28 demonstrated by: <ul style="list-style-type: none"> <li>• the overall absence rate being reduced with no gap between disadvantaged and all students</li> </ul>

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: £66,885

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ensure that high quality teaching and learning is the routine day-to-day experience of our disadvantaged students to support improving students' engagement: <i>know students well, teach them well and have the highest expectations.</i></p> <p>Focus on:</p> <ul style="list-style-type: none"> <li>Lesson delivery (Lesson on a Page) - focussing on questioning, modelling and high-value tasks</li> <li>Standardised curriculum materials</li> <li>Targeted support (following the wave model) for more vulnerable learners</li> </ul>	<p><a href="#">Pupil_Premium_Guidance.pdf (educationendowmentfoundation.org.uk)</a></p> <p><a href="#">EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf (d2tic4wvo1iusb.cloudfront.net)</a></p> <p><a href="#">Against_the_odds_report.pdf (publishing.service.gov.uk)</a></p>	<p>1,2,3,4</p>
<p>Improve middle leadership impact in order to raise the attainment and progress of disadvantaged students</p>	<p><a href="#">Against_the_odds_report.pdf (publishing.service.gov.uk)</a></p> <p>Improve the culture of teachers and leaders to ensure responsibility for improving experiences for</p>	<p>1,2,3,4</p>

<p>HOFs and TLR holders to ensure that seating, checking for understanding and circulation strategies in lessons focusses on PP/SEND students and is consistent from teacher to teacher. CORE DHOFs to drive this.</p>	<p>disadvantaged students is always a priority.</p>	
<p>Priority focus on an enhancement of our maths teaching and curriculum planning in line with DfE KS3 and EEF guidance.</p> <p>We fund teacher release time if necessary to embed key elements of the guidance in school, and to access The MathsMorbis Hub at Willink school CPD offer (including Teaching for Mastery training).</p>	<p>The DfE non-statutory KS3 guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p><a href="http://www.gov.uk">Teaching mathematics at key stage 3 - GOV.UK (www.gov.uk)</a></p> <p>To teach maths well, teachers need to assess pupils' prior knowledge and understanding effectively, employ manipulatives and representations, teach problem solving strategies, and help pupils to develop more complex mental models:</p> <p><a href="http://educationendowmentfoundation.org.uk">KS2_KS3_Maths_Guidance_2017.pdf (educationendowmentfoundation.org.uk)</a></p>	<p>1,3</p>
<p>Improving literacy in all subject areas in line with recommendations in the EEF <a href="#">Improving Literacy in Secondary Schools</a> guidance.</p> <p>Embed <b>disciplinary Literacy</b> across the curriculum in all Faculty Areas with a clear focus on language acquisition,</p>	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject:</p> <p><a href="#">Improving Literacy in Secondary Schools</a></p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English:</p> <p><a href="http://oup.com.cn">word-gap.pdf (oup.com.cn)</a></p>	<p>2,3</p>

<p>the language of scholarship and verbal articulacy.</p> <p>Whole school strategies:</p> <ol style="list-style-type: none"> <li>1. Targeted Vocabulary acquisition – explicit direct instruction of vocabulary in lessons and focussed homework from Y7</li> <li>2. Structured talk in the classroom.</li> <li>3. Breaking down complex writing tasks (modelling).</li> </ol>		
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### Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £62,048

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Develop impactful Alternative Provision that supports students to improve their confidence, self-esteem, <i>pro-social</i> behaviours and attitudes to</p>	<p><a href="https://educationendowmentfoundation.org.uk">New EEF trial: can adventure learning improve students' skills,...   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>6,7</p>

<p>school/learning in order to support avoiding/reducing exclusions.</p> <p>This includes our inclusion manager, SLP, ICE and ACE provision.</p>		
<p>Implement and further develop a behaviour strategy based on “care” to ensure that disadvantaged students are supported to meet expectations in order to ensure the best possible life opportunities.</p>	<p><a href="https://www.educationendowmentfoundation.org.uk">Improving Behaviour in Schools   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>3,4</p>
<p>Literacy intervention students identified as having low literacy levels at KS3 using Literacy Assessment tools to assess progress – delivered through Edison small group teaching. Focus resources Y7-9</p> <p><b>Implement targeted reading intervention with identified Y7-8 using Fresh Start.</b> Measure students’</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p><a href="https://www.educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="https://www.educationendowmentfoundation.org.uk">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>2,3</p>

<p>reading ages every 6 weeks to show impact. KRN/HOL</p> <p>Utilise specialist Literacy teachers to deliver Fresh Start.</p>		
<p>Improve Aspirations for disadvantaged students by ensuring teachers expectations remain high</p>	<p><a href="#">Pupil_Premium_Guidance.pdf (educationendowmentfoundation.org.uk)</a></p> <p><a href="#">EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf (d2tic4wvo1iusb.cloudfront.net)</a></p> <p><a href="#">Against_the_odds_report.pdf (publishing.service.gov.uk)</a></p>	4,5

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

Budgeted cost: £67,973 (£ 45,453 attendance and behaviour, £12,361 financial assistance, £10,159 enrichment and school trips)

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<p>Provide financial/other assistance to students from disadvantaged backgrounds to support aspiration and inclusion.</p> <p>Hold a contingency fund for acute issues which may arise.</p>	<p>Inter-school and our own professional observations of how important providing experiences and resources to “level up” for disadvantaged students.</p>	4,5

<p>Embedding principles of good practice set out in DfE's <a href="#">Improving School Attendance</a> advice.</p> <p>Staff will get training and release time to develop and implement new procedures. Attendance/support officers will be appointed to improve attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.</p> <p><a href="#">Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk)</a></p>	<p>6</p>
<p>Develop extra-curricular experiences that support students to improve their confidence, self-esteem, <i>pro-social</i> behaviours and attitudes to school and learning.</p>	<p><a href="#">EEF and Sutton Trust respond to Government's new Covid-19...   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="#">Ofsted Annual Report 2020/21: education, children's services and skills - GOV.UK (www.gov.uk)</a></p> <p><i>"Schools must once again become places where children can enjoy a rounded experience: a rich and broad curriculum, sport and physical activity, and extra-curricular opportunities that broaden their horizons."</i></p>	<p>4,5</p>
<p>Adoption of a cognitive behavioural therapy (CBT) intervention for specific pupils who require support with regulating their behaviour and emotions in a Therapy venue.</p>	<p>There is evidence to suggest that CBT can have a high impact on risk behaviours and behavioural difficulties:</p> <p><a href="#">Cognitive Behavioural Therapy - Youth Endowment Fund</a></p> <p>EIF's report on adolescent mental health found good evidence that CBT interventions support young people's social and emotional skills and can reduce symptoms of anxiety and depression:</p>	<p>5,6,7</p>

<p>This includes training for school staff, collaboration with our local behaviour hub and teacher release time.</p>	<p><a href="#">Adolescent mental health: A systematic review on the effectiveness of school-based interventions   Early Intervention Foundation (eif.org.uk)</a></p>	
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**Total budgeted cost: £196,906**

## 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 2023 to 2024 academic year.

#### Outcomes Ks4 (2025)

A8 for disadvantaged is 28.4 (nat 37.6). Nearly 80% of this cohort were PA or SA. P8 for this group is +0.06 if we exclude the 5 students who were SA.

#### Outcomes Ks3 (2024)

Year groups are roughly 200 students.

1 Exceeding the standard for the year group, 2 meeting the standard, 3 close to the standard 4 Far below the standard.

Year 7	Students / %	1	2	3	4	KS2
All students	200	24	50	21	4	102
Disadvantaged	44	15	52	23	8	102

31% of PP students do not make the standard which is 8% more than all students. Fewer PP students exceed the standard. This is a big improvement on last year where the percentage of PP students not making the standard was double all students. However, for this cohort the average starting point was the same.

Year 8	Students / %	1	2	3	4	KS2
All students	200	20	53	19	6	105
Disadvantaged	37	11	45	26	14	102

56% of PP students made the standard – a 7% increase from the end point in Y7. There is also an 8% point increase in students exceeding. However, 11% point more PP students are now well below.

Year 9	Students / %	1	2	3	4	KS2
All students	197	18	42	26	6	104
Disadvantaged	35	7	39	35	10	101

45% of PP students do not make the standard, it is 32% for all students.

## **Behaviour**

PP students get proportionately more behaviour points and fewer achievement points than their more advantaged peers. However, the number of achievement points has increased significantly for all students. All students (including PP) get fewer behaviour points between Year 8 and Year 11 which is indicative that the behaviour curriculum and clarity, consistency and certainty of the responses to behaviour is working.

Exclusions of PP students across the academic year 2023-2024 (where 15% of the school was PP) accounted for 33% of exclusions. However, this is a reduction of - 11% points on the previous academic year's figure of 44%.

## **Attendance**

PP students do not attend as well as other students.

Whole school attendance was 91% for last year and PP attendance was 85%. This mirrors the national data.

In 24/25 attendance for PP children was sig- overall (and sig- in Y9, 10 and 11). Attendance for all students was also sig- in Y9 and Y10.

58% of Y11 in 24/25 had attendance below 90% with 6% being severely absent. 27% of the PP students had 90%+ attendance, 23% were severely absent.

## Further information (optional)

*The research below was also used to support the development of this strategy:*

- EEF Toolkit and Sutton Trust evidence on what creates the greatest amount of education for students and students from disadvantaged backgrounds including: EEF Guide to The Pupil Premium 2019 and EEF The Attainment Gap Report 2018
- Up-to-date educational research based upon cognitive science.
- 'Visible Learning' by John Hattie
- 'Teach Like A Champion', 'Teaching in the Online Classroom' and 'Practice Perfect' – Doug Lemov
- Michaela School and their book 'Battle Hymn of the Tiger Teachers'
- Mossbourne Academy and the evidence in the book 'Education, Education, Education' by Lord Adonis.
- Cabot Learning Federation
- River Learning Trust PP and Intervention Plans
- Greenshaw Trust MAT
- Maiden Erleigh School
- ASCL advice and guidance
- Further studies to demonstrate that reading fiction improves students' outcomes: Westbrook et al 2018, Clark and Rumbold 2016/2006 and Sullivan and Brown 2013
- "Getting Evidence into Education" Edited by Stephen Gorrard 2020
- Running The Room Tom Bennett