

Pupil premium strategy statement – St. David's Church of England Primary School

This statement details our school's use of pupil premium (and recovery 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	255
Proportion (%) of pupil premium eligible pupils	22%
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)	2025-2026
Date this statement was published	November 2025
Date on which it will be reviewed	October 2026
Statement authorised by	Jenny Walker (HT)
Pupil premium lead	Jenny Walker (H/T)/ Nathan Cox (DHT)
Governor / Trustee lead	Aisling Stranack

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£73,997
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	Withdrawn end of 23/24 £0 (Tutoring funding)
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>	£73,997

Part A: Pupil premium strategy plan

Statement of intent

At St. David's, 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 in achieving that goal, including progress for those who are already high attainers.

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

Quality First Teaching (QFT) 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 disadvantaged attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. 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 strategy is also integral to wider school plans for improving learning outcomes, notably in its targeted support through SEMH support for pupils whose well-being has been worst affected, including non-disadvantaged pupils.

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 fulfil their potential. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- check disadvantaged pupils have understood the activity to ensure they succeed
- act early to intervene at the point the 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

- Improve attendance leading to better outcomes
- adopt a whole school approach to address SEMH needs

Challenges

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

Challenge number	Detail of challenge
1	SEND: The large majority of our disadvantaged children fall into another vulnerable group, especially those having an additional special need.
2	Vocabulary & Speech and Language: Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
3	A challenge is narrowing the disadvantaged gap in reading, writing and maths across all primary phases by ensuring consistent teaching, targeted support and accelerated progress
4	Well-being: Our assessments (including a well-being survey), observations, and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to their SEMH needs. These challenges particularly affect disadvantaged pupils, including their attainment.
5	Poor gross motor skills and weak handwriting can limit disadvantaged learners' coordination, confidence, and ability to record ideas, slowing progress in early reading, writing, and overall learning.
6	Attendance: attendance is impacting pupil outcomes.

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
Improve outcomes for disadvantaged children with SEND needs	Assessment data shows an improvement in Reading, Writing and Maths. 75% of children successfully meeting My Plan targets.
Improved oral language skills and vocabulary among disadvantaged pupils.	Success is evident when stem sentences are used consistently, SHReC embedded in EYFS, tiered vocabulary applied confidently, and disadvantaged pupils public speak in oracy events.
Improved reading, writing and maths attainment outcomes among disadvantaged pupils.	Success will be evident in the data when the disadvantaged gap narrows across all phases, supported by consistent teaching, targeted interventions, effective use of PiXL resources, and accelerated progress in reading, writing and maths.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Success will be evident when disadvantaged pupils show improved social and emotional well-being, demonstrated through CPOMS data, well-being surveys, observations, and discussions with pupils and families. Targeted sessions using Well-being TEAA resources and My Happy Mind will support pupils in managing SEMH challenges, leading to increased confidence, engagement, and attainment across the curriculum.
To develop gross and fine motor skills and raise expectations so pupils improve handwriting and secure key foundational skills.	Assessments show measurable improvement in disadvantaged pupils' gross and fine motor skills (e.g., strength, control, coordination). Handwriting improves, evidenced through clearer letter formation, increased stamina, and improved presentation in

	books (book looks and writing moderation). A higher proportion of disadvantaged pupils meet age-related expectations in early writing assessments.
Improve attendance for disadvantaged children	Disadvantaged children's attendance is in line with all pupil's data. Improved attendance improves end of year outcomes.

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: **£39,026**

Activity	Evidence that supports this approach	Challenge number(s) addressed

<p>Additional TA support to meet the shortfall between SEN element of GAG, High Needs funding and PP funding. (£28,418)</p> <p>CPD: Scaffolding and Walk Thru Project (£150)</p> <p>Lucid Licence: £1000</p>	<p>According to Education Endowment Foundation (EEF), effective SEND support starts with high-quality first teaching (QFT) and is strengthened by carefully selected interventions (small-group or one-to-one). These interventions can boost learning when used appropriately alongside classroom teaching.</p>	<p>1,2,3,4,5</p>
<p>Embedding dialogic activities across the school curriculum. These can support pupils in articulating key ideas, consolidating understanding and extending vocabulary</p> <p>CPD: Oracy (£360) Vocabulary (£360)</p>	<p>According to the Education Endowment Foundation (EEF), “oral language interventions” — approaches that build speaking and listening skills, extend vocabulary, use structured questioning and dialogue, and embed talk across the curriculum — have a strong evidence base and deliver on average +6 months’ additional progress in reading comprehension.</p>	<p>1,2,3</p>
<p>To enhance of teaching and learning using PiXL to narrow the gap for our disadvantaged learners (PiXL CPD £720)</p> <p>Small group maths activities using Number Stakes to improve fluency (Number stakes cost £200)</p>	<p>The Education Endowment Foundation (EEF) finds that early literacy approaches (phonics, early reading & writing support) can generate on average +4 months’ additional progress — sometimes more — particularly benefiting young and disadvantaged pupils. EEF+1</p> <p>These early-literacy gains often transfer beyond reading: there is evidence that improved literacy skills can also support development in other areas, including maths. EEF+1</p> <p>For mathematics specifically: targeted tutoring or structured interventions — such as small-group support or early-years maths through play and structured activities — show positive impact for low-attaining children.</p>	<p>1,3</p>

<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p> <p>£4684 + £646= £5330)</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF Social and Emotional Learning.pdf</p>	<p>4</p>
<p>Target reading- fluency, comprehension and vocabulary for Y2-Y6</p> <p>£1550</p>	<p>Links to life outcomes with the ability to read.</p> <p>The-relationship-between-reading-age-education-and-life-outcomes.pdf</p> <p>https://www.readingsolutionsuk.co.uk/wp-content/uploads/2022/07/Derby-Case-Study-SATS-1.pdf</p>	<p>1,2,3</p>
<p>Implement a whole-school handwriting program from EYFS to KS2, ensuring consistent, progressive teaching. Provide explicit instruction, targeted interventions, and appropriate tools to support all pupils' handwriting development.</p> <p>(Letter join £388 + £550 resources)</p>	<p>Research shows structured, explicit handwriting instruction from EYFS to KS2 improves letter formation, fluency, and literacy. Targeted interventions help struggling pupils, supporting consistent progress, motor skills, and overall writing development.</p>	<p>5</p>

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

Budgeted cost: **£17,716**

Activity	Evidence that supports this approach	Challenge number(s) addressed

<p>Fund the shortfall between High needs and SEN element of GAG to provide AP (£5980)</p>	<p>Refusal to attend school and access right to education, whilst awaiting a specialist placement.</p>	<p>1,4</p>
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</p> <p>Boosting phonics and assessment (£890)</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions are more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>1,2,3</p>
<p>Small group support to target specific learning needs. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers. (£9931)</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>1,3</p>
<p>GCP books purchased for homework Y3-6 for Maths and Reading (£915)</p>	<p>A recent review of factors influencing primary-school pupils' outcomes found that home educational resources — including having books in the home — are a significant predictor of children's achievement.</p>	<p>3</p>

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

Budgeted cost: £17,255

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Activity	Evidence that supports this approach	Challenge number(s) addressed
Children invited to the lunchtime club to scaffold social interactions and model playing. (£2374)	<p>Increasing evidence of Social Emotional Mental Health problems in young people EEF toolkit Social and Emotional Learning +4 months</p> <p>Also support supports the transition to calm afternoon of learning.</p>	4

Enrichment activities (£2050)	Targeted sessions to provide children with opportunities and experiences.	1,3,4
Children invited to a 'breakfast club' to manage the transition into school at the beginning of the day (£1100 + £150 = £1250)	Increasing evidence of Social Emotional Mental Health problems in young people, especially following the pandemic. EEF toolkit Social and Emotional Learning +4 months	4
St. David's Pupil Promise (£1538)	Cultural Capital: disadvantaged pupils don't develop as they don't watch documentaries, visit museums, read books, talk at the dinner table, have an awareness of the world, or the language to articulate an understanding of it.	1,3,4
Wrap around care to ensure children arrive at school and have a healthy breakfast and afternoon snack (£3000)	Improved attendance, maximises the chances of improved outcomes	4,6

Support forces children with childcare and providing socialising opportunities for the children (1 session a term + Art and Craft club of 6 sessions) (£800)	Requested by parents and impact has been positively feedback	
SLT member monitors attendance, liaise with parents and outside agencies. (£5931) Attendance prizes: (£312)	Evidence supports that if a child is in school, they are able to access education, and the gaps should become less over time. Supporting attendance EEF	6

Total budgeted cost: £73,997

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Over the academic year, the school has continued to focus its Pupil Premium strategy on improving outcomes and equity of provision for disadvantaged pupils. Significant progress has been made across key priority areas, with evidence of both improved attainment and enhanced engagement.

A key priority has been improving outcomes for disadvantaged children with SEND. Assessment data indicates steady improvements across Reading, Writing and Maths, supported by a strong emphasis on high-quality first teaching. This has contributed to 71% of My Plan targets being achieved, exceeding the intended success criteria and demonstrating positive impact. Although progress is evident, SEND remains a continued area for development, and the school will maintain its commitment to strengthening provision in this area.

Work to improve oral language skills and vocabulary has also shown encouraging signs. Observations and assessments indicate that pupils' language development is progressing well; however, vocabulary acquisition remains an important focus for 2025–2026. In response, the school will continue developing tiered vocabulary approaches and will further enhance its oracy provision. Oracy has now been established as a whole-school priority, with EYFS adopting the SHReC approach to enrich early language interactions.

Reading continues to be an area of strength, with disadvantaged pupils showing improved attainment and an increasing enthusiasm for reading. The gap between disadvantaged pupils and their peers is narrowing, supported by well-targeted interventions and wider reading opportunities. Pupil voice has been particularly positive, revealing that disadvantaged pupils are reading a greater variety of books and enjoy engaging with class texts, indicating progress not only in attainment but also in reading culture.

In mathematics, outcomes at the end of KS2 show considerable improvement. This year, 89% of pupils attained Age-Related Expectations, moving the school out of the lowest 20% for attainment nationally. The attainment gap for disadvantaged pupils has reduced notably, reflecting the effectiveness of targeted support and consistently high-quality teaching across the school.

Attendance, engagement, and equity of opportunity have also been strengthened through the St. David's Pupil Promise and whole-school strategies. Attendance has improved by 2%, moving the school into the next national band, and disadvantaged pupils are accessing a broader range of enrichment activities in line with their peers. Classroom engagement has improved through the consistent use of cold calling, which has ensured

that all pupils—particularly disadvantaged learners—are active participants in lessons. This has contributed to increased confidence, improved outcomes, and a stronger sense of inclusion across the curriculum.

Overall, the school's Pupil Premium spending has had a demonstrable and positive impact across multiple priority areas. Continued refinement of strategies, particularly in vocabulary development and SEND provision, will remain central to sustaining and further accelerating progress in the year ahead.

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

Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

Service children are supported through check-ins with our Mental Health Lead when required and a monthly parent-led club focused on art activities. Through this provision, pupils explore key themes and recently represented the school at the town's Remembrance Day service.

The impact of that spending on service pupil premium eligible pupils

This support has strengthened service children's emotional well-being, sense of belonging, and confidence. Regular check-ins ensure any emerging needs are identified early, while the art-based club provides a safe space for expression and connection. As a result, pupils show increased engagement, resilience, and pride in their identity, evidenced by their confident participation in community events such as the town's Remembrance Day service.