



Pupil Premium Strategy Statement 2025 / 2026

This statement details our school's use of pupil premium (and recovery premium for the 2025 to 2026 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	Denbigh Primary School
Number of pupils in school	403 (excluding Nursery)
Proportion (%) of pupil premium eligible pupils	49%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024 - 2027
Date this statement was published	21.10.24
Date on which it will be reviewed	21.10.27
Statement authorised by	Headteacher
Pupil premium lead	Headteacher
Governor / Trustee lead	Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this FINANCIAL year	£275,730
Recovery premium funding allocation this academic year	£0

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	£275,730

Part A: Pupil premium strategy plan

Statement of intent

- *Denbigh Primary School is working to ensure that disadvantaged pupils are working at least in line with their disadvantaged counterparts nationally.*
- *Based on EEF research, we will target academic support so that pupils at risk of falling behind, catch up to their peers.*
- *Denbigh Primary School will develop actions to ensure pupils are ready for learning and that their Reading, Writing and Maths skills are in line with all other pupils.*

Challenges

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

Challenge number	Detail of challenge
1	To close the attainment gap between disadvantaged and non disadvantaged pupils in Reading, Writing and Maths.
2	To ensure pupils make at least expected progress from their given starting points in Reading, Writing and Maths.
3	To ensure learning gaps in early reading are addressed quickly to ensure children reach their reading milestones, given their starting points.

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 attainment is in line with national expectations in Reading, Writing and Maths.	• The majority of disadvantaged pupils meet their End of Year attainment expectations, given their starting points.
Disadvantaged pupils make at least expected progress and many exceed expected progress in Reading, Writing and Maths.	• The majority of disadvantaged pupils exceed expected progress rates in order to close the attainment gap.

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: £101,622

Activity	Evidence that supports this approach	Challenge number(s) addressed
2 WAY TEACHING IN KS1 & KS2	Insight Tracker data EEF: High Quality Teaching	3
ADDITIONAL TA IN KS2 for Intervention work	Intervention evaluation evidence Marking and Feedback evidence EEF: Targeting Academic Support & High Quality Teaching	1,2
ADDITIONAL TA IN KS1 PHONICS	Intervention evaluation evidence Phonic assessment evidence EEF: Targeting Academic Support & High Quality Teaching	1,2
PHONICS REVIEW AND RESOURCE ACCESS AND TRAINING	Insight Tracker data EEF: High Quality Teaching	3

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

Budgeted cost: £75,456

Activity	Evidence that supports this approach	Challenge number(s) addressed
FOUNDATION FOR LEARNING EYFS	EEF: Targeting Academic Support	1,2
SALT IN Y1	EEF: Targeting Academic Support	1,,2,3
DYSLEXIA INTERVENTION	Formal dyslexia assessments via NT Dyslexia Team	1,2
MASTER CLASSES	Intervention evaluation evidence. End of lesson progress evaluations EEF: Targeting Academic Support	1,2,3
FRESH START PHONICS PHONICS 1to1 CATCH UP	School phonic outcomes data EEF: Targeting Academic Support	1,2
BRP	Intervention evaluation data EEF: Targeting Academic Support	1,2

TIMES TABLE ROCK STARS SPELLING FRAME	School progress data EEF: Targeting Academic Support	1,2
ACCELERATED READER Y3-6 MYON	AR progress data EEF: Targeting Academic Support	1,2

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

Budgeted cost: £98,652

Activity	Evidence that supports this approach	Challenge number(s) addressed
PASTORAL LEAD TEAM	Attendance, exclusion and behaviour monitoring data. EEF: Working with Parents to Support learning	1,2
The THRIVE APPROACH staffing & CPD	Thrive social and emotional progress measure data EEF: Wider Strategies	1,2

Total budgeted cost: £275,730

Part B: Review of outcomes in the previous academic year 2023/2024

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

NURSERY: A major focus for our Nursery cohort was to develop their Physical Social and Emotional Development. The majority of disadvantaged pupils made the expected progress in this area.

RECEPTION: The majority of Disadvantaged Pupils **EXCEEDED EXPECTED** progress in all areas of learning that were assessed.

YEAR 1 PHONICS: Disadvantaged Pupils attained below their non Disadvantaged peers. However 65% of disadvantaged pupils **EXCEEDED EXPECTED** progress from Baseline in Language & Communication and Literacy.

YEAR 2 PHONICS: Disadvantaged Pupils attained in line with their Disadvantaged peers within the Local Authority.

At the **END OF KS1** disadvantaged pupils' progress was in line with their non-disadvantaged national counterparts in Reading, Writing and Maths. Almost ALL disadvantaged pupils made expected progress from their starting points in Reading, Writing and Maths. In Writing and Maths more Disadvantaged Pupils attained Greater Depth than their Non-Disadvantaged peers.

At the **END OF KS2** disadvantaged pupils attained higher standards than the National average in Reading, Writing, Maths and RWM Combined. The significant majority of disadvantaged pupils made expected progress from their starting points in Reading, Writing and Maths. Progress rates for disadvantaged pupils were better than their non-disadvantaged peers in school.

INTERVENTIONS: pupil progress can be demonstrated via our Tracking and Provision Map software.

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
National Professional Qualifications	Ambition Institute

