

Review of Impact of Pupil Premium Strategy 2024-2025

Date of Review: September 2025

i. Quality of teaching for all – sets high aspirations for all pupils. Classroom Pedagogy.		
Desired Outcomes	Chosen Action / Approach	Measured Impact of Outcomes
<p>To raise attainment of PP pupils in all year groups so that the gap between PP and not-PP pupils is diminished (A1, A2 and A3).</p> <p>To ensure that there is a more consistent picture across the school for narrowing the attainment gap between PP and not PP pupils.</p>	<p>For all teachers to continue to specifically target PP pupils in their class (QFT) by:</p> <ul style="list-style-type: none"> • Identifying barriers to learning; • Setting individual targets for improvement; • Highlighting PP pupils in planning; • Focusing on PP pupils when tracking and monitoring progress and attainment on Target Tracker; • Targeting PP pupils through performance management targets; • Discussing progress/attainment of PP pupils during termly Pupil Progress Meetings to identify gaps in learning; • Ensure all teaching staff are aware of prior attainment of PP pupils; • Use of NFER assessments to identify gaps in learning; • Providing high quality feedback to PP pupils. • Staff CPD to focus on effective pedagogy – what does great teaching look like at DPS? Use evidence-based research. • Pre-teach/pre-learn intervention. • Catch up sessions for target pupils – same day intervention. Targeted intervention for target pupils led by BQ 	<p>This continues to be an ongoing target.</p> <p>Data for the Year 6 cohort 2024-2025 from their Year 5 data (Summer 2024) and Year 6 data (Summer 2025)</p> <p><u>Diminishing the Difference:</u></p> <p><u>In Summer 2024:</u> <u>READING</u> % of Pupil Premium pupils working at EXS or above was 91% % of NOT Pupil Premium pupils working at EXS or above was 92%. This is a difference of 1%.</p> <p><u>In Summer 2025:</u> <u>READING</u> % of Pupil Premium pupils working at EXS or above was 91% % of NOT Pupil Premium pupils working at EXS or above was 92%. This is a difference of 1%.</p> <p>There is no diminishing difference between PP and NOT PP pupils. There was 1 PP pupil who was disapplied from the SATS assessments.</p> <p><u>In Summer 2024:</u> <u>MATHS</u> % of Pupil Premium pupils working at EXS or above was 82% % of NOT Pupil Premium pupils working at EXS or above was 90%. This is a difference of 8%</p> <p><u>In Summer 2025:</u> <u>MATHS</u> % of Pupil Premium pupils working at EXS or above was 91% % of NOT Pupil Premium pupils working at EXS or above was 98% This is a difference of 7%</p>

		<p>There is no diminishing difference between PP and NOT PP pupils. There was 1 PP pupil who was disapplied from the SATS assessments.</p> <p><u>In Summer 2024:</u> <u>WRITING</u> % of Pupil Premium pupils working at EXS or above was 36% % of NOT Pupil Premium pupils working at EXS or above was 78% This is a difference of 42%</p> <p><u>In Summer 2025:</u> <u>WRITING</u> % of Pupil Premium pupils working at EXS or above was 73% % of NOT Pupil Premium pupils working at EXS or above was 93% This was a difference of 20%</p> <p>In writing the gap between PP and NOT PP pupils is diminishing by 22%.</p>
<p>To improve the academic performance of pupils by focusing on outdoor learning. (A1,2,3 & 4).</p>	<p>Whole school focus on outdoor learning, specifically targeting PP pupils and LAC pupils in EYFS/Key Stage 1 and Key Stage 2. Send selected staff from each Phase on outdoor learning training (Forest Schools) led by Nature's Den. Forest School course leaders to come into our school to work with staff and pupils for half a term – model good practice. Target specific PP pupils who struggle to learn within the confines of the classroom. Target specific PP pupils who do not have access to any other forms of enrichment with PP grant. Provide pupils with correct outdoor clothing, if not available – e.g. waterproof playsuits and wellies. Purchase equipment for Forest Schools so that our teaching staff can continue to promote outdoor learning.</p>	<p>Selected PP pupils in EYFS/KS1 attended Forest School for 1.5 terms. Selected PP pupils in KS2 attended Forest School for 1.5 terms.</p> <p>Feedback from pupils: <i>I love the fun games, and playing in the hammock. The snacks are good and we have interesting things to do. I really like the games, especially 'Stuck in the mud' and I enjoy the food. I like building stuff and my favourite game is '1,2,3 Where are you?' Time in the hammock makes me feel calm. We built a tower using twigs. Our one wasn't the tallest. We used wooden blocks to try to make it taller, but it fell over. That was okay though because we just tried again. I liked working as a team.</i></p> <p>Feedback from staff: <i>I have to say it was a wonderful performance! It was fantastic to see the children coming out of their shells and shining brightly! The confidence that X showed singing his own song was fantastic; E and T performing percussion with beaming smiles was brilliant; E and D hiding in their boxes and then E performing his own rap with confidence - brilliant!; L, E, J and C performing their own play with such confidence... and let's not forget K and B who did lots of great work behind the scenes prepping props and helping with the staging. It was wonderful and perfectly sums up what Forest School is all about, and what it can offer our children who need it the most.</i></p> <p>Feedback from Catherine, who runs Nature's Den: <i>I just wanted to say thank you for another wonderful year of adventure at Davyhulme. It's a pleasure working with them and watching each of them grow and develop. Their confidence has grown no end. I think they respond very differently working outdoors together.</i></p>

*K is definitely thriving in the environment and will be a good mentor.
B and C worked really well with A on Tuesday designing and building their stretcher.
E is so into making her stretcher - her resilience has grown so much.*

Pupils are able to transfer skills which they have learned during these sessions within the classrooms. Teachers have commented:

- ✓ Improvement in ability to work as part of a team
- ✓ Improved concentration
- ✓ Increased confidence
- ✓ Greater resilience

ii. Targeted support

Desired Outcomes	Chosen Action / Approach	Measured Impact of Outcomes
<p>A1.To raise attainment of PP children in Key Stage 2 (Year Six) data – targeted intervention in Maths and English.</p>	<p>Quality First Teaching. HLTA to also support PP pupils in small groups in English and Mathematics. Additional tutoring groups for PP pupils in Maths and English (x 2 mornings per week Autumn term) Focus of additional intervention is to enable pupils to overcome gaps in learning to help them make improved progress and to raise their standards of achievement. Meet with parents of individual pupils to ensure that they support children with homework and that they are on board with additional support.</p> <p>Use pre-teach/pre-learn interventions and daily catch up strategies.</p> <p>PP champion to to 'check in' daily with PP pupils to monitor attendance, well-being, homework and reading.</p> <p>Purchase additional intervention resources (CPG booster materials).</p> <p>PP TAs to provide some additional intervention for target PP pupils (BQ and BW).</p>	<p>Achieved – see data in review of first target.</p> <p>The HLTA in Year 6 has continued this year to provide support by teaching small groups for Maths and English. This small group. Focused intervention has enabled pupils to overcome gaps.</p> <p>In addition to the work of the Year 6 staff, some pupils have also engaged in small targeted intervention maths groups, led by the Deputy Headteacher and another HLTA: Basic Maths group, Reasoning Booster Group and Greater Depth Maths group.</p> <p>The PP Champion has closely monitored attendance, well-being, homework and reading, which has been carefully recorded using Pupil Premium provision maps.</p> <p>The Pastoral Lead has worked closely with pupils, offering check-ins, reassurance and support for pupils whenever issues have been highlighted by staff, families or the pupils.</p>

A2.To raise attainment of PP children in Key Stage 1 (Year 2) data – targeted intervention in Maths and English

Quality First Teaching.

Year 2 T.A. to provide targeted intervention and support in class to PP pupils.

Use pre-teach/pre-learn interventions and daily catch up strategies.

BQ/BW to provide targeted intervention for PP pupils to close gaps in learning and to raise attainment and progress.

2024 Data showed a diminishing difference in Maths:

Maths:

Spring

% of PP pupils working at EXS or above: 25%

% of NOT PP pupils working at EXS or above: 80%.

This is a gap of 55%

Maths:

Summer

% of PP pupils working at EXS or above: 75%

% of NOT PP pupils working at EXS or above: 97%

This is a gap of 22%. Therefore, the gap has diminished by 33%

2025 Data showed an improvement in diminished difference in Maths, compared with 2024.

Maths:

Spring

% of PP pupils working at EXS or above: 83%

% of NOT PP pupils working at EXS or above: 78%

There is no gap in learning for PP pupils.

Maths:

Summer

% of PP pupils working at EXS or above: 83%

% of NOT PP pupils working at EXS or above: 80%

There is no gap in learning for PP pupils.

2024 data showed that the gap between PP and not PP pupil widened in Reading and Writing (The gap in Reading in Spring was 32%, but in Summer it has widened to 45%. The gap in Writing in Spring was 54%, but in Summer it had widened to 64%)

2025 Data showed an improvement in diminished difference in Reading, compared with 2024.

Reading:

Spring

% of PP pupils working at EXS or above: 67%

% of NOT PP pupils working at EXS or above: 66%

There is no gap in learning for PP pupils.

Reading:

Summer

% of PP pupils working at EXS or above: 83%

% of NOT PP pupils working at EXS or above: 73%

There is no gap in learning for PP pupils.

2025 Data showed an improvement in diminished difference in Writing, compared with 2024.

Writing:

Spring

		<p>% of PP pupils working at EXS or above: 66% % of NOT PP pupils working at EXS or above: 70% This is a gap of 4%</p> <p><u>Writing:</u> Summer % of PP pupils working at EXS or above: 66% % of NOT PP pupils working at EXS or above: 71% This is a gap of 5%. Therefore, the gap has widened by 1%</p>
<p>A3.To ensure those children who are PP and SENAS make expected progress where achieving National Standard is unobtainable.</p>	<p>Quality First Teaching – ensure PP pupils are focus in planning, teaching, marking, feedback and monitoring. Careful and purposeful use of adaptation to ensure that staff do not differentiate for the sake of it. Purchase of online subscription to Project X (reading intervention). Targeted intervention/support given by T.A.s. including: intervention groups, 1 to 1 Precision Teaching and support during lessons To implement the termly use of assessments for those PP children on the SEND register as an accurate measure of progress – termly NFER assessments. Use pre-learn/pre-teach/over learning strategies and same day, 'in the moment' catch up sessions. Rigorous tracking of SENAS pupils' progress on Target Tracker (termly) by SENDCo. Focus of termly Pupil Progress meetings.</p>	<p>We will focus on progress of PP and SEND pupils at the end of KS2 as an indicator:</p> <p>In Year 6, there were three pupils who were PP and SEND pupils. One of those pupils was disapplied from the SATS assessments, however this pupil made good personal progress. An example of this is below: Reading age (Autumn 2024) 5yrs11mths Reading age (Summer 2025) 8yrs 8mths In Maths by the end of the year, this pupil was accessing some of the Year 4 and Year 5 Maths curriculum.</p> <p>The other two pupils made good progress and achieved EXS or above: Pupil A: Autumn Reading: Below Summer Reading: Expected Autumn Maths: Below Summer Maths: Expected Autumn Writing: Below Summer Writing: Just below Pupil B: Autumn Reading: Below Summer Reading: Expected Autumn Maths: Below Summer Maths: Expected Autumn Writing: Below Summer Writing: Just below</p> <p>The data indicates that pupils who are PP and SEND generally make expected progress or better. Where this is not possible, there is usually a story for that individual child.</p>
<p>A4. To stretch and challenge our more able Pupil Premium pupils to enable them to excel.</p>	<p>Quality First Teaching. Relentless whole school focus on PP pupils.</p>	<p>Year 6 – Key Stage 2 % of pupils attaining greater depth: Reading – PP: 27% Not PP: 49%</p>

	<p>Implementation of metacognition and self-regulation strategies – learning to learn.</p> <p>Rigorous tracking of target PP pupils – focus on Pupil Progress meetings.</p> <p>High expectation ethos established across the school.</p> <p>Purchase of challenge/stretch resources for most able PP pupils.</p> <p>Additional tuition provided for target PP pupils who have potential to achieve higher standard in Reading, Writing and Maths.</p>	<p>Writing - PP: 18% Not PP: 20%</p> <p>Maths - PP: 18% Not PP: 35%</p> <p>Year 2 – Key Stage 1</p> <p>% of pupils attaining greater depth:</p> <p>Reading – PP: 17% Not PP: 14%</p> <p>Writing - PP: 17% Not PP: 14%</p> <p>Maths - PP: 17% Not PP: 23%</p> <p>This is an improvement in comparison to 2024 where no PP pupils achieved greater depth in Writing or Maths. However, this must be continually monitored as the data can fluctuate depending upon the % of PP pupils with SEND needs in each cohort.</p>
<p>To raise attainment of LAC/ADPP pupils and/or to ensure they made expected progress or better.</p>	<p>Quality First Teaching.</p> <p>Targeted intervention provided for ADPP/LAC pupils across the school (BQ, BW & LS).</p> <p>Use of pre-teach/pre-learn intervention and same day catch-up intervention.</p> <p>Take into account social/emotional needs of individual LAC pupils which may impact on their learning – e.g. attachment.</p> <p>Access to Sensory/Nurture Room.</p>	<p>In 2024 – 2025 we had five LAC pupils.</p> <p>Year 6:</p> <p>Pupil A – also SEND (with an EHCP) made good personal progress</p> <p>Pupil B – achieved EX in Reading, Writing and Maths</p> <p>Pupil C - achieved EX in Reading, Writing and Maths</p> <p>The other pupils were in EYFS and Key Stage One. Both pupils have made good personal progress.</p>
<p>iii. Other approaches</p>		
<p>Desired Outcomes</p>	<p>Chosen Action / Approach</p>	<p>Measured Impact of Outcomes</p>
<p>C.To increase parental engagement/empowerment</p>	<p>EB to lead on parental engagement this year.</p> <p>Mrs Sanderson and Mrs Sales (Pastoral Lead/Family Liaison) to offer additional support to target families.</p> <p>Support vulnerable children with family routines: a good breakfast, uniform, access to residential visit, the curriculum and pastoral support.</p> <p>All teaching staff to focus on home-school communication with PP parents, e.g. careful monitoring of pupils' Planners.</p> <p>Ensure parents attend Parents' Evening and follow up non-attenders.</p> <p>Use of Seesaw – home/school learning platform.</p> <p>Facebook/school website.</p> <p>Play and Stay sessions in EYFS.</p>	<p>In 2024-2025 we have significantly developed parental engagement opportunities:</p> <ul style="list-style-type: none"> • The pastoral team has been developed, and now includes two ELSAs (EYFS/Key Stage One and Two). This has been a great benefit for pupils who need support for their emotional well-being. Families have welcomed the support, and feedback which is given to them. • There have been members of SLT and the pastoral team every morning and afternoon when the pupils arrive and leave school. Families have appreciated the opportunity to have a quick chat, or the support offered for those pupils who find it a challenge to come to school. • The Pastoral lead has worked closely with families, offering support and having check-ins. Families feel supported, not judged. • We have continued to offer Meet the Teacher afternoons, where families are invited to see their child's classroom, and to meet the staff who will be working with them. • We have used a relational approach with families who have pupils with low attendance – trying to work with families, and to remove barriers.

	<p>Subscribe to Learning with Parents website. Increase the number of 'informal' opportunities to invite parents into school e.g. coffee mornings, workshops, play and stay sessions etc.</p>	<ul style="list-style-type: none"> • We re-introduced class assemblies across the whole school, welcoming families in to see what their children are learning. • We re-introduced having parents/carers and grandparents attending the Key Stage 1 Bear Assembly each week. • We introduced termly coffee morning where parents/carers have the opportunity to join SLT, and other families. We have invited external partners such as the school nurse and the Trafford Teams Together lead for our school so families have had opportunities to meet them, or talk to them about specific issues. • When challenges have arisen, SLT, and the pastoral team have worked closely with families, having open and honest conversations, making reasonable adjustments where necessary and finding solution with the families. • We have had many events to welcome parents/carers into school to work with/spend quality time with their children. These have included EYFS Stay and Plays, yoga before school and mindfulness colouring sessions after school during Neurodiversity Week, workshops for phonics and Mastering Number in Key Stage One, <p>SLT and the Pastoral team have been very aware of those families who may be more challenging to engage with. We have worked hard to develop strong, trusting relationships with these families. Parents have had additional reminders or check-ins to ensure that they feel comfortable and welcome in school.</p>
<p>D.To improve attendance/punctuality of those target PP pupils (target pupils with attendance below 96%).</p> <p>Whole school attendance of 96% is achieved for all groups.</p>	<p>SLT and Pastoral/Family Liaison Lead to continue to support families where children's attendance is having an impact on progress and attainment (see individual case studies). Daily monitoring by Pastoral/Family Liaison Lead and admin. Team. Daily 'check in' of Year 6 PP pupils by Deputy Head teacher. Swift referral to LEA of persistent absenteeism. Increased parental contact with vulnerable families (see above). Head teacher to fine families who choose to take holidays during term time (unless in exceptional circumstances).</p>	<p>SLT, the Pastoral Lead and members of the admin team attended EBSNA training to support those pupils who find coming to school a challenge. We have worked closely with families, creating and reviewing action plans along with the school SENDCO to best support these pupils, some on a three weekly review basis. Admin team and EB (SLT) have monitored attendance on a half termly basis. If there have been any concerns with any PP pupils, these have been discussed with SLT and the pastoral team. The pastoral team have been able to work with families to find solutions to improve attendance. PP pupils attendance is also recorded on the individual provision maps, and monitored by the PP Lead. In 2024-25 82.2% of PP Pupils had good attendance (above 90%). 8 PP Pupils attendance was monitored for being below 90%. All these families had challenges which school was able to support them with to improve attendance.</p>
<p>E. To support PP children with social and emotional barriers to learning to ensure that they feel happy, safe and ready to learn.</p> <p>To ensure pupils have access to targeted support for mental health and wellbeing.</p>	<p>Pastoral Leads/Family Liaisons Lead to ensure: Increased contact with parents of targeted PP pupils. Sensory/Nurture Room to be used to support target pupils.</p>	<p>The pastoral team lead when ensuring that PP and disadvantaged pupils have access to any support required. Mrs Speake continues to support as ELSA for Key Stage 1 and 2, and Mrs Gallimore has now had ELSA training, and focuses on supporting EYFS pupils. We recognise the importance of positive mental health and wellbeing for all our pupils, including PP pupils. This year all teachers and Tas have completed Place2Be Mental Health Champions</p>

	<p>Close monitoring of attendance and punctuality. Use of: Circle Time Social Stories Play Therapy Nurture Group Sensory Room Listening Room Continual review of class and lunchtime behaviour policies – SLT Setting up of lunchtime nurture club 'Crafty Club' for Y3/4 & Y5/6 pupils led by HM. Approaches to managing feelings through Social Stories - SENDCo to support staff in understanding of social Stories. Lunchtime supervision of Listening Room by Pastoral Leads. Continued promotion of Circle Time – refresh staff training. Mindfulness sessions in class – PSHE scheme 'Anxiety Gremlin' project during Fabulous Friday sessions. Zones of Regulation strategies/training Focus on core values. Worry boxes. Referrals to Pastoral Leads – regular 1 to 1 sessions/ daily check in etc. mediation sessions and restorative practice sessions. Art therapy/play therapy for target pupils. Organise PSHE sessions for Y5/6 pupils.</p>	<p>Foundation course. Ms Brookes and Mrs Sanderson completed the Belong Programme 25 (attachment aware and trauma informed practice) – July 2025, including passing a practitioner enquiry on the impact of a more relational approach on behaviour in school. Teacher and TAs have had several training opportunities this year, focusing on relational practice which benefits all pupils: Self Awareness led by Sonja Evason, Relational Inclusion Inset led by Andrew Wah, staff meetings led by Ms Brookes. We have introduced regulation stations to support all pupils co-regulate and self-regulate. Each morning, and after lunchtime all classes have 'calm time' to help regulate and be ready for learning. The pastoral team, including ELSA support, has been able to support pupils with specific mental health and wellbeing needs. We have promoted positive mental health and wellbeing through the Wear Yellow Day, supporting Young Minds and Neurodiversity Week. Feedback from the Inclusion Quality Mark assessment included: <i>Their inclusive curriculum is thoughtfully designed to meet diverse learning needs, ensuring all pupils can access and thrive within their educational journey. Recognising the critical role of emotional wellbeing, Davyhulme has invested in two dedicated ELSA (Emotional Literacy Support Assistant) teachers, providing targeted support for the emotional health of both children and staff. Both of these professionals have attractive and inviting rooms with which to work with young people to support their mental health.</i> <i>The advisor highlighted the success of the school's intergenerational project with a local residential care home, emphasising the positive impact it had made not only on the wellbeing and sense of connection among the residents, but also on the personal development and empathy of the children involved.</i> <i>The school is committed to ensuring that disadvantaged pupils have equitable access to enriching opportunities, such as Forest School, which offers clear benefits in terms of wellbeing, resilience, and engagement. Learning is carefully tracked for these pupils, and the impact of interventions and additional support is closely monitored to ensure progress.</i> <i>The curriculum at Davyhulme also places a strong emphasis on health and wellbeing, particularly mental health.</i></p>
<p>F. To support enrichment activities for PP children.</p> <p>To ensure all PP pupils have opportunities to attend enrichment activities to further aspirations and widen their horizons which will impact</p>	<p>Music tuition; Forest Schools; Tactile Arts Club Magic Skills for Schools School of Sport – extra curricular sports clubs</p>	<p>Ensuring all PP pupils have the opportunity to participate in an enriched curriculum remains a key priority. PP pupils are given a list of options for clubs which they can engage with from all key stages. School is able to fund at least one of these clubs per pupil through the PP fund. PP pupils have taken part in:</p>

<p>positively on life experiences that can be used in learning.</p> <p>To increase involvement in extra-curricular activities on offer in school.</p> <p>To ensure all PP pupils have equal access to a broad and balanced curriculum.</p> <p>To widen the 'cultural capital' of our PP pupils by exploring the rich artistic, cultural, spiritual and social heritage of the UK.</p>	<p>Dance (maypole dancing for Jubilee) and Dance Club</p> <p>Contribution to Year 6 Residential;</p> <p>Funding school trips for some PP pupils that will provide a stimulus for learning;</p> <p>Access to after school clubs;</p> <p>Weekly access to First News newspapers for children – target PP pupils</p> <p>11 + tuition for target PP pupils</p> <p>Subscription to Book Trust Book Packs for LAC pupils.</p> <p>Enrichment 'intervention' time provided for those PP pupils who are working above the Expected Standard, and who do not require additional academic support – e.g. Science club, dance lessons etc.</p> <p>Additional opportunities for children including: visitors, workshops, music tuition etc.</p> <p>To ensure full inclusion for PP children in enrichment activities. Focus especially on those PP pupils who are working at A.R.E. or above and who do not receive any intervention.</p> <p>Provision Maps to identify/target key PP pupils.</p> <p>Discussion with parents about support available. Office staff to ensure payments are made from PP fund.</p>	<ul style="list-style-type: none"> • Music tuition • Tactile Arts • Gymnastics • Football <p>Provision Maps for PP pupils have been created for all PP/LAC pupils across the school and these are carefully monitored and updated to ensure that all of our PP pupils are receiving additional support/intervention and/or access to enrichment activities.</p> <p>We have sent a letter out to all PP parents to reach out to them to ask which clubs their child would like to attend. Our intent is for all PP pupils to access at least one enrichment activity! Mrs Quinn has had to do a lot of chasing up of parents and pupils to return these.</p> <p>We need to keep working on trying to find ways to encourage some parents to buy-in to the importance and value of an enriched curriculum. This is an ongoing challenge at times.</p> <p>As always, the PP grant has been used to pay for residential trips, day trips, attendance at after school clubs e.g. Art Club, Holiday Clubs and also to fund uniform for targeted PP pupils. This is reviewed on a case by case basis.</p> <p>We will continue to target pupils when/where we feel they will benefit from additional support/intervention and/or access to enrichment activities and experiences.</p> <p>PP pupils have also been included within our lunchtime sports clubs, giving them access to a 'taster' of a range of sports.</p>
---	---	--