

Davyhulme Primary School Pupil Premium Strategy 2025-2026

Pupil Premium and Pupil Outcomes

Background

Pupil Premium is a grant given to schools for each child who claims free school means currently, or who has done so in the past six years. The Government has provided this grant so that schools can allocate additional support to address the current underlying inequalities between disadvantaged children and their peers.

Our Pupil Premium Strategy at Davyhulme Primary School

Davyhulme Primary School is committed to ensuring that all children achieve the highest academic standards and that any disadvantage as a result of pupils' home circumstances is redressed as early, quickly and effectively as possible.

Broadly, Pupil Premium funding is spent in three ways at Davyhulme Primary School. Significant funding is allocated to direct academic support to ensure that all disadvantaged pupils have the necessary support to reach at least the national standards of attainment in the core areas of Reading, Writing and Mathematics by the time they leave the school. This is our main objective. Further Pupil Premium funds are used to ensure disadvantaged pupils are able to play a full part in the life of the school, removing any differences in opportunity that might occur as a result of financial constraints. Pupil Premium funds are also directed to support any social and emotional needs of some of our pupils; it is proven that by addressing these needs and taking care of pupils' well-being, this removes barriers to learning and enables pupils to make progress with their learning.

Ultimately all funds, both those derived from the Pupil Premium and those from the main school budget that supplement these, are used to ensure equity of experiences and outcomes for the most disadvantaged children with their peers.

While we receive Pupil Premium funding in line with the financial year (April to April), we measure impact in line with the academic year (September to September). Our Pupil Premium strategy is reviewed annually in response to the needs of our pupils and to academic research which analyses the effectiveness of different interventions and strategies.

1. Planned expenditure

Academic year	2025-2026
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The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all – sets high aspirations for all pupils. Classroom Pedagogy.

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Cost
<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 adaptive teaching:</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; 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>Research undertaken by NFER/DfE (7 building blocks that are more successful in raising disadvantaged attainment), EEF (Guide to Pupil Premium) and EEF (Moving from differentiation to adaptive teaching). For example:</p> <p>Focusing on high quality teaching first by providing consistently high standards by setting expectations, monitoring performance and sharing best practice.</p> <p>Evidence-based research on effective pedagogy – e.g. Rosenshine's 'Principles of Instruction' and Deans, 'The Science of Learning.'</p> <p>High quality teaching for all! Being data driven and responding to evidence. Meeting individual learning needs. Further evidence obtained from Education Endowment Foundation (E.E.F.) Teaching and Learning Toolkit which measures impact v cost to demonstrate effectiveness of different strategies.</p> <p>Pre-teaching, over learning techniques and same day catch up sessions have been effective and simple interventions for English and Maths in our school: <i>'The one teaching intervention that could most benefit a range of pupils, including EAL and SEN, is – according to Daniel Sobel – the use of pre-teaching and over learning'</i> Pupil Premium Update, June 2018.</p> <p>Former Pupil Premium champion, Sir John Dunford recommends schools adopt high-impact strategies for maintaining the momentum of school improvement: An ethos of attainment for all pupils – high aspirations and expectations for all. An unerring focus on high quality teaching. Complete, 100 % buy-in from all staff, with all staff conveying positive and aspirational messages to disadvantaged pupils.</p>	<p>Careful monitoring of progress and attainment of PP pupils in all classes. Monitoring of data on Insight – termly. Analysis of NFER assessments to identify gaps in learning > focus. Learning walks. Pupil voice. Lesson 'drop ins'. Half-termly scrutiny of PP pupils' work. Staff feedback.</p>	<p>SLT</p> <p>Review half-termly.</p>	<p>IQM Centre of Excellence: £1175</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. 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>Research obtained from Education Endowment Foundation (E.E.F.) Teaching and Learning Toolkit. Overall, studies of outdoor learning consistently show positive benefits on academic learning. On average, pupils who participate in outdoor learning interventions make approximately four additional months' progress. This is also evidence of an impact on non-cognitive outcomes such as self-confidence, resilience, perseverance etc. It is hoped that development of these skills will have a knock-on impact on academic outcomes.</p>	<p>Positive impact on academic outcomes for target PP pupils (evidenced through improved attainment/progress measures). Termly tracking of attainment/progress of target PP pupils. Positive impact on behaviour/learning to learning strategies in the classroom – feedback from teaching staff and evidence shown in PEMS and Leuven Scales for behaviour, wellbeing and involvement. Pupil voice. Learning walks.</p>	<p>KB BW EW Key workers for pupils attending Forest School</p>	<p>Cost of 1.5 terms provision, in school, bespoke training led by Forest Schools practitioners from Nature's Den for KS 2 and EYFS/KS 1 £6240 Clothing provided for KS 2 pupils: waterproof playsuits and wellies £200</p>
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Total Budgeted cost					£7,615
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ii. Targeted support

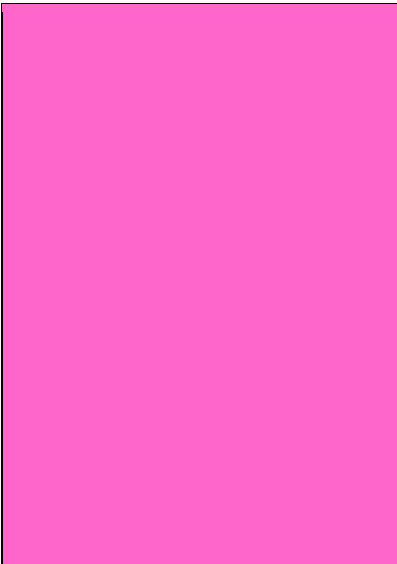
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Cost
<p>A1.To raise attainment of PP children in Key Stage 2 (Year Six) data – targeted intervention in Maths and English.</p>	<p>Quality First Teaching. HLTA 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) TA4 to support Year 6. 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. Use pre-teach/pre-learn interventions and daily catch-up strategies. Deputy headteacher to check in with class teachers and update provision maps with to monitor attendance, well-being, homework and reading. Purchase additional intervention resources (CPG booster materials). TAs to provide some additional intervention for target PP pupils.</p>	<p>Research obtained from Education Endowment Foundation (E.E.F.) Teaching and Learning Toolkit – small group tuition: moderate impact for moderate cost. Historical track record of pupils who have previously received targeted support - see previous internal data. Evidence from NFER/DfE report 'What are the most effective ways to support disadvantaged pupils' achievement' Deploying staff effectively: <i>'Schools devolve responsibility to frontline staff; use their best teachers to work with pupils who need the most support and train teaching assistants to support pupils' learning.'</i> Data driven and responding to evidence: <i>'Teachers use data to identify pupils' learning needs, review progress every few weeks and address underperformance quickly. They have manageable Assessment for Learning systems, which provide clear feedback for pupils. Schools use evidence to make decisions about their support strategies.'</i></p>	<p>Careful timetabling of intervention targeted at PP children. Careful assessing of pupils' needs in order to overcome gaps in learning. HLTA and TA4 to support PP pupils in small groups in English and Mathematics. Use half-termly assessments to track progress and attainment. Identify barriers to learning in order to provide targeted support.</p>	<p>EB BW MU</p>	<p>Weekly additional intervention for PP pupils (reading, handwriting, maths focus) led by BW Additional teaching materials: TBC (surplus)</p>

<p>A2.To raise attainment of PP children in Key Stage 1 (Year 2) data – targeted intervention in Maths and English</p>	<p>Quality First Teaching.</p> <p>Year 2 T.A. to provide targeted intervention and support in class to PP pupils.</p> <p>Use pre-teach/pre-learn interventions and daily catch up strategies.</p>	<p>Research obtained from Education Endowment Foundation (E.E.F.) Teaching and Learning Toolkit – small group tuition: moderate impact for moderate cost.</p> <p>Historical track record of pupils who have previously received targeted support - see end of KS 2 2018 data.</p> <p>Evidence from NFER/DfE report ‘What are the most effective ways to support disadvantaged pupils’ achievement’ Deploying staff effectively:</p> <p><i>‘Schools devolve responsibility to frontline staff; use their best teachers to work with pupils who need the most support and train teaching assistants to support pupils’ learning.’</i></p> <p>Data driven and responding to evidence: <i>‘Teachers use data to identify pupils’ learning needs, review progress every few weeks and address underperformance quickly. They have manageable Assessment for Learning systems, which provide clear feedback for pupils. Schools use evidence to make decisions about their support strategies.’</i></p>	<p>Careful timetabling of intervention targeted at PP children.</p> <p>T.A. to run intervention groups in afternoon sessions and assembly sessions – pre-teach/pre-learn and same day catch up.</p> <p>Targeted support to be provided in class.</p> <p>Regular analysis of data.</p> <p>Termly Pupil Progress Meetings.</p>	<p>EB BQ BW</p>	<p>Additional interventions for PP/LAC pupils led by EB/EW : £9454</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. 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>Evidence from NFER/DfE report ‘What are the most effective ways to support disadvantaged pupils’ achievement’ Deploying staff effectively:</p> <p><i>‘Schools devolve responsibility to frontline staff; use their best teachers to work with pupils who need the most support and train teaching assistants to support pupils’ learning.’</i></p> <p>Data driven and responding to evidence: <i>‘Teachers use data to identify pupils’ learning needs, review progress every few weeks and address underperformance quickly. They have manageable Assessment for Learning systems, which provide clear feedback for pupils. Schools use evidence to make decisions about their support strategies.’</i></p>	<p>Track and monitor progress of those children who are PP and SEND termly, focusing on those working below Age Related Expectations. Regular analysis of data. Identify barriers to learning. Provide targeted, focused support and intervention. Use of termly NFER assessments. Review impact of intervention strategies – pre and post intervention data (progress and attainment).</p> <p>Termly pupil progress meeting – PP pupils to be the focus. Are SENAS pupils making expected ‘personal progress?’</p>	<p>SB EB BW VP Teaching staff</p>	<p>Additional interventions for PP/LAC pupils led by EB/EW : £9454</p> <p>VP (SENDCO Support Assistant): £4626</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. Implementation of metacognition and self-regulation strategies – learning to learn. Rigorous tracking of target PP pupils – focus on Pupil Progress meetings. High expectation ethos established across the school. Purchase of challenge/stretch resources for most able PP pupils. Additional tuition provided for target PP pupils who have potential to achieve higher standard in Reading, Writing and Maths.</p>	<p>Evidence from NFER/DfE report ‘What are the most effective ways to support disadvantaged pupils’ achievement’ Deploying staff effectively: <i>‘Schools devolve responsibility to frontline staff; use their best teachers to work with pupils who need the most support and train teaching assistants to support pupils’ learning.’</i></p> <p>Data driven and responding to evidence: <i>‘Teachers use data to identify pupils’ learning needs, review progress every few weeks and address underperformance quickly. They have manageable Assessment for Learning systems, which provide clear feedback for pupils. Schools use evidence to make decisions about their support strategies.’</i></p>	<p>Track and monitor attainment and progress of Target PP pupils – i.e. those working at or above Expected Standard.</p> <p>Increase in % of PP pupils working at higher standard at the end of KS 1 and KS 2.</p>	<p>EB BW</p>	<p>Purchase of resources to challenge and extend PP pupils: TBC (surplus)</p>
<p>To raise attainment of LAC/ADPP pupils and/or to ensure they made expected progress or better.</p>	<p>Quality First Teaching. Targeted intervention provided for ADPP/LAC pupils across the school by TAs.</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>Evidence from NFER/DfE report ‘What are the most effective ways to support disadvantaged pupils’ achievement’ Deploying staff effectively: <i>‘Schools devolve responsibility to frontline staff; use their best teachers to work with pupils who need the most support and train teaching assistants to support pupils’ learning.’</i></p> <p>Data driven and responding to evidence: <i>‘Teachers use data to identify pupils’ learning needs, review progress every few weeks and address underperformance quickly. They have manageable Assessment for Learning systems, which provide clear feedback for pupils. Schools use evidence to make decisions about their support strategies.’</i></p>	<p>Rigorous tracking of attainment/progress of target pupils.</p> <p>Pupil Voice.</p> <p>Parental feedback.</p> <p>Work scrutiny.</p>	<p>KB EB BW</p>	<p>BW to provide support to LAC/ADPP pupils in KS 2: Daily check ins & daily reads. £9454</p>
Total budgeted cost					£14,080

iii. Other approaches

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Cost
<p>C.To increase parental engagement/empowerment</p>	<p>EB to lead on parental engagement. Miss Warwick and Miss Williams (Pastoral Support) to work with pupils and check-in with families. Mrs Speake (ELSA) to offer support for pupils who may be facing challenging family situations. Mrs Speake to be the school's TTT lead (working with TTT) to offer additional support to target families. Support vulnerable children with family routines: a good breakfast, uniform, access to residential visit, the curriculum and pastoral support. All teaching staff to focus on home-school communication with PP parents, e.g. careful monitoring of pupils' Planners. Ensure parents attend Parents' Evening and follow up non-attenders. Use of Seesaw – home/school learning platform. Facebook/school website. Play and Stay sessions in EYFS. 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>	<p>Proven track record in our school that children achieve better when there is effective home/school communication and when parents are engaged and involved in their child's learning.</p> <p>Maslow's hierarchy of needs: children are unable to focus well on learning if they are hungry. Research shows that early intervention to support families can prevent further harm. Research shows that positive attention boosts self-esteem and thus one's ability to learn.</p>	<p>Feedback from Pastoral Lead/Family Liaison Lead. Monitor frequency of family meetings/phone calls home. Monitoring of pupils' planners. Records of attendance at Parents' Evening – improved attendance and also more informal occasions, e.g. school plays and concerts.</p> <p>Feedback from parents.</p>	<p>EB EW BW SS AM LM Admin Team</p>	<p>SS (ELSA) £16,527</p> <p>Bereavement training £80</p> <p>EW and BW (Pastoral support) £9,454</p> <p>Terry Franke Online Safety workshops: £720</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. 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>Early intervention will mean less impact of lost learning for vulnerable learners.</p> <p>Research shows that good attendance supports pupils in their learning. If pupils arrive to school on time and are ready to learn, they will make progress and this will improve outcomes.</p> <p>We cannot improve outcomes for children if they are not attending school regularly.</p>	<p>Weekly monitoring (and in some cases, daily monitoring) will ensure that trends are prevented and swift actions e.g. meetings, letters, phone calls, agency involvement occur. Monitor attendance of vulnerable pupils – individual case studies. Early identification of children with attendance issues. Systematic calling for children who have not attended school. Meet and greet for targeted pupils. Regular review of attendance data.</p>	<p>EB EW BW SS School Admin staff LG Trafford Absence Team</p>	<p>EW and BW (Pastoral support) £9,454</p>



E. To support PP children with social and emotional barriers to learning to ensure that they feel happy, safe and ready to learn.

To ensure pupils have access to targeted support for mental health and wellbeing.

Pastoral support to lead to ensure: Increased contact with parents of targeted PP pupils.
Sensory/Nurture Room to be used to support target pupils.
ELSA intervention where appropriate.
Close monitoring of attendance and punctuality.
Use of:
Circle Time
Social Stories
Play Therapy
Nurture Group
Sensory Room
Pastoral support
Implementation of the Relational Policy – 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.
Continued promotion of Circle Time – refresh staff training.
Mindfulness sessions in class – PSHE scheme.
Calm times timetabled in class e.g. all classes to have 15 minutes calm time after lunchtime.
Zones of Regulation strategies/training
Focus on core values.
Worry boxes.

Research obtained from EEF shows moderate impact for moderate cost for social and emotional learning.
Social stories help children to understand situations they may find difficult or to help children understand what will happen in a new social situation or how they could have behaved differently in certain situations.

Research undertaken into the effectiveness of Circle Time and use of Golden Rules/Rewards and Sanctions – Jenny Mosley Consultancies

Pupil voice
Children with social, emotional and/or behavioural needs will feel supported and be given time to get in the correct mindset for learning.

Monitoring of referrals made to Pastoral Lead by staff through half-termly pastoral meetings.

Reduced number of playtime/lunchtime incidents.

Feedback from teachers – children return to class ready to learn.

Regular meetings with Pastoral Leads/SENDCo and Headteacher and Deputy Head to ensure early identification of children with wellbeing/social and emotional needs.

Case studies of individual pupils.

Use of behaviour support plans

Sensory Room/Nurture Room to be used regularly for target pupils.

KB
EB
SB
SS
BW
EW

SS (ELSA): £16,527

Lunchtime nurture club led by **HM: £2,510**

Lunchtime sports club (AFC): £1,951
School of Play: £211

Nature's Den: £6,240

Support from Sonja Evason (behaviour therapist): £450

Paul Harrison (Innovation Station group): £797

Trafford Wellbeing Pilot: £2,450

Team Teach training: £3281

	<p>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. Music nurture group for identified pupils. Development of Innovation Stations. Development of nurture space for Key Stage 2. Embedding use of regulation stations. Consistent use of language and approaches by all staff. Selected staff trained in de-escalation strategies.</p>		<p>Monitor impact of Art Therapy/Play Therapy sessions – views of professionals.</p> <p>Monitor impact of enhancements e.g. Innovation Stations</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 positively on life experiences that can be used in learning. To increase involvement in extra-curricular activities on offer in school. To ensure all PP pupils have equal access to a broad and balanced curriculum. To widen the 'cultural capital' of our PP pupils by exploring the rich artistic, cultural, spiritual and social heritage of the UK.</p>	<p>Music tuition; Forest Schools; Tactile Arts Club School of Sport – extra curricular sports clubs Lunchtime clubs – sports, chess, dance. Darts, crafty club. Contribution to Year 6 Residential; Funding school trips for some PP pupils that will provide a stimulus for learning; Access to after school clubs; Weekly access to First News newspapers for children – target PP pupils 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. Provision Maps to identify/target key PP pupils. Discussion with parents about support available. Office staff to ensure payments are made from PP fund.</p>	<p>We believe that the more opportunities a child has to access activities and experiences that are not generally available to them, the higher their aspirations will be. The Sutton Trust Toolkit identifies Arts participation, outdoor learning and sports participation as having a positive impact on pupil outcomes.</p>	<p>Pupil and parent questionnaires.</p> <p>Pupil voice Monitor pupils attending clubs and ensure that we provide clubs that they are interested in.</p> <p>Actively encourage children to participate in activities.</p> <p>Survey pupils about clubs, trips and other opportunities and the impact of them.</p> <p>SLT to monitor quality of the enhanced curriculum opportunities.</p> <p>Monitor engagement opportunities for all PP pupils through provision mapping.</p>	<p>KB EB</p>	<p>Guitar Tuition: £756</p> <p>Music top-ups: £98</p> <p>Trafford Music Service Nurture Group: £693</p> <p>Trafford Music Service Ocarina lessons: £1,528</p> <p>Tactile Arts Art Project: £4148</p> <p>Tactile Arts Club: £767</p> <p>North West Drama: £3016</p> <p>Coach costs: £300</p> <p>Dave Draws Workshops: £600</p> <p>Paul Harrison (Innovation Station group): £797</p> <p>To be completed during year - £? surplus available.</p>
Total budgeted cost					£40,883
GRAND TOTAL					£62,538
Total Pupil Premium Grant Less Spend To Date:					£65,434
Balance Left for future expenditure:					£2896

