

# Pupil Premium Strategy Statement for Davington Primary School

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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	417
Proportion (%) of pupil premium eligible pupils	20%
Academic year/years that our current pupil premium strategy plan covers <b>(3-year plans are recommended – you must still publish an updated statement each academic year)</b>	2024/25 – 2027/28
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Chilton Saint Headteacher
Pupil premium lead	Janet Davison Assistant Headteacher
Governor / Trustee lead	Joanne Billingham

## Funding overview

Detail	Amount expected
Pupil premium funding allocation this academic year	£127,608
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Post LAC Pupil Premium	£7,884
LAC Pupil Premium (Kent)	£1,500
<b>Total budget for this academic year</b>	<b>£136,992</b>
<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>	

# 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 all subject areas. 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 consider the challenges faced by vulnerable pupils, such as those who have a social worker, Early Help worker or those with the responsibility of being 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.

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.

To address the aforementioned barriers to learning, we believe that there are certain experiences that every child should have in order to help develop their language and communication skills, their confidence and self-esteem and their knowledge of their own skills and attributes. At Davington, all staff embrace this challenge and provide our children with key experiences that encourage the following attributes to create well-rounded individuals: *Empathy, Independence, Resilience, Responsibility, Resourcefulness and Creativity*.

These experiences are not centred on academic learning but creating positive experiences and hooks for learning for children to then build on in their education.

### Identification of pupils

We ensure that:

- ALL teaching staff are involved in the analysis of data and identification of pupils
- ALL staff are aware of who pupil premium and vulnerable children are
- Underachievement at all levels is targeted (not just lower attaining pupils)
- Children's individual needs are considered carefully so that we provide support for those children who could be doing even better

### Day to day teaching

We ensure that all children across the school receive good teaching, with increasing percentages of outstanding teaching achieved by:

- Setting high expectations
- Addressing any within-school variance
- Ensuring consistent implementation of the non-negotiables e.g. marking
- Sharing good practice within the school and drawing on internal expertise
- Assessing accurately and making good use of joint levelling and moderation

### **Increasing learning time**

We maximise the time children have to 'catch-up' through:

- Improving attendance and punctuality
- Providing earlier intervention
- Making good use of 'early morning work'

### **Individualising support**

We ensure that the additional support we provide is effective by:

- Looking at the individual needs of each child and identifying their barriers to learning
- Ensuring additional support staff and class teachers communicate regularly
- Matching the skills of the support staff to the interventions they provide
- Working with other agencies to bring in additional expertise
- Providing support for parents to develop their own skills and support their children's learning within the curriculum
- Tailoring interventions to the needs of the child
- Supporting emotional needs and school avoidance
- Recognising and building on children's strengths to further boost confidence

### **Going the extra mile**

In our determination to ensure that ALL children succeed, we recognise the need for and are committed to providing individualised interventions for set periods of time to support children.

## **Challenges**

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

<b>Challenge number</b>	<b>Detail of challenge</b>
1	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.
2	Greater difficulties with phonics and reading than their peers. This negatively impacts their development as readers.
3	Fewer disadvantaged children achieving age expected in all subjects in SATs at the end of KS2.
4	Social and emotional issues for many pupils and an increase in children with anxiety. These challenges particularly affect disadvantaged pupils.
5	Lower attendance for our disadvantaged pupils including late arrival.

## 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 oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including Language Link, engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes will increase and remain in line or above national outcomes.
Improved attainment for disadvantaged pupils at the end of KS2 in all SATs subjects.	KS2 SATs outcomes to show that more than 80% of disadvantaged pupils met the expected standard.
To achieve and sustain improved attendance and punctuality for all pupils, particularly our disadvantaged pupils.	The overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced to within 1%
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from pupil voice, pupil and parent surveys and monitoring/evaluating well-being interventions.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils, at after school clubs.	More than 50% of disadvantaged pupils will attend after school clubs free of charge.

## Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £60,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p> <p>NFER English, Maths and CATs</p> <p>Accelerated Reader</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p><a href="#"><u>Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</u></a></p>	2,3
<p>Purchase of a <a href="#"><u>DfE validated Systematic Synthetic Phonics programme, Twinkl</u></a>, to secure stronger phonics teaching for all pupils.</p> <p>Introduction of Codebreakers Phonics Intervention in KS2</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p><a href="#"><u>Phonics   Toolkit Strand   Education Endowment Foundation   EEF</u></a></p>	2
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD.</p> <p>Purchase of Power Maths resources and CPD.</p>	<p>The DfE non-statutory 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="#"><u>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</u></a></p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p><a href="#"><u>Improving Mathematics in Key Stages 2 and 3</u></a></p>	3
<p>Embedding language activities across the school curriculum.</p> <p>These can support pupils to articulate key</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p>	1

<p>ideas, consolidate understanding and extend vocabulary.</p> <ul style="list-style-type: none"> <li>• Speechlink and Language Link screening and interventions</li> <li>• Makaton/BSL used through Year R/ KS1</li> <li>• CPD with SALT and STLS</li> </ul>	<p><a href="#"><u>Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</u></a></p>	
<p>Improved focus on supporting emotional well-being through the PSHE curriculum and through well-being support and interventions.</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><a href="#"><u>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</u></a></p>	<p>4,5</p>

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

Budgeted cost: £50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p><a href="#"><u>Oral language interventions   EEF (educationendowmentfoundation.org.uk)</u></a></p>	<p>1</p>
<p>Additional phonics sessions targeted at disadvantaged pupils who require</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted</p>	<p>2</p>

<p>further phonics support.</p> <p>Introduction of Codebreakers Phonics Intervention in KS2</p>	<p>phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p><a href="#"><u>Phonics   Toolkit Strand   Education Endowment Foundation   EEF</u></a></p>	
<p>Teacher-led focus groups and 1:1 support to enable individuals to catch-up on learning, key skills and confidence.</p> <p>Additional teaching assistant support in classes to support pupil engagement.</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 and in small groups.</p>	<p>1, 2, 3, 4, 5</p>

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

Budgeted cost: £26,992

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Further development of Inclusion Leader, FLO and Well-being support, alongside outside agencies, to promote effective relationships with parents and carers to support vulnerable families and pupils.</p>	<p>Embedding principles of good practice set out in the DfE's <a href="#"><u>Improving School Attendance</u></a> advice.</p>	<p>4,5</p>
<p><i>Breakfast Club places for targeted pupil and other expenses covered by a contingency fund including clothing items.</i></p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	<p>4, 5</p>

**Total budgeted cost: £136,992**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### **Year 6 SATs (May 2025) outcomes for 17 disadvantaged pupils on Pupil Premium (out of the 60 pupils in total):**

Reading 41% achieved age expected and 12% assessed as achieving greater depth

Writing 59% achieved age expected

Maths 65% achieved age expected

Combined (reading, writing, maths) 47% achieved age expected.

#### **Our disadvantaged pupils without SEND – teacher assessment:**

Reading 100% achieved age expected

Writing 100% achieved age expected

Maths 100% achieved age expected

Combined (reading, writing, maths) 100% achieved age expected

#### **All Year 6 Pupils at Davington:**

Reading 73% achieved age expected.

Writing 80% achieved age expected

Maths 78% achieved age expected

Combined (reading, writing, maths) 70% achieved age expected

#### **Nationally:**

Reading 73% achieved age expected

Writing 73% achieved age expected

Maths 74% achieved age expected

Combined (reading, writing, maths) 62% achieved age expected

During the academic year 204/2025, Davington offered a range of clubs to all year groups which Pupil Premium children were able to access free of charge. 105 were filled by children accessing Free School Meals, which shows how positively the clubs

have been targeting the Pupil Premium children. These clubs are tailored to the interests and talents of our Pupil Premium children and we use pupil voice in order to target this group of students and offer clubs that they will want to join.

Our internal assessments during 2024/25 indicated that the performance of disadvantaged pupils increased in key areas of the curriculum from the previous academic year.

Our assessments and observations indicated that wellbeing and mental health were significantly impacted during 2024/25. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We continued working with the NHS Kent Emotional Well-being Team (NELFT) offering targeted support for parents (Guided Self Help) and some direct work for older pupils alongside their parents. We are building on that approach with the activities detailed in this plan and some Year 5 whole class support for emotions. We are working alongside our Link Educational Psychologist to focus on EBSA strategies to improve attendance outcomes.

There is high demand for the support and guidance offered by our FLO and Well-being Team. Through monitoring individual cases, a positive impact on children's well-being and their attendance is evident.