

Pupil premium strategy statement – Daven 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	121
Proportion (%) of pupil premium eligible pupils	56.6%
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)	2023/24 – 2026/27
Date this statement was published	December 2025
Date on which it will be reviewed	December 2025
Statement authorised by	Jenny Gosling
Pupil premium lead	Jenny Gosling
Governor / Trustee lead	Mark Hill

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£122,715
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>	£0
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£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>	£122,715

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, regardless of their background or the challenges they face, make good progress and achieve high attainment across all phases of primary school, and 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 attaining well.

We consider the challenges faced by all vulnerable pupils, including those who have a social worker, have a special educational need, are looked after, or have previously been looked after, or are 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.

Developing a sense of awe and wonder about the world in which we live in, is central to our approach. To ensure we do this, high-quality teaching is integral, 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.

Our approach will be responsive to information that emerges and evolves throughout the year. Avoiding assumptions is important; we assess and monitor each child and view them individually. From this information, we look at trends across the school to identify learning, provision, staffing and CPD needs. When looking at trends, we may also consider which resources are needed to ensure our children can succeed.

To ensure the approaches we implement are effective, we will:

- Implement assessment and tracking systems which teachers and leaders own, and act early to intervene at the point need is identified. This includes termly pupil progress meetings.
- Continue to implement a whole-school teaching and learning approach, in which all staff take responsibility for pupils' outcomes, including disadvantaged and raising expectations of what they can achieve.

Challenges

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

Challenge number	Detail of challenge
1	Assessments and observations suggest that disadvantaged pupils come to school with lower communication and language and generally have greater difficulties with phonics than their peers. This negatively impacts their development as speakers and readers.
2	Research on children from disadvantaged backgrounds shows they have less access to wider experiences including reading for pleasure materials, access to wider trips and learning. We want to ensure our children are stimulated through reading, as well as opportunities to broaden their horizons in seeing the world around them. This is especially important as 2026 is The National Year of Reading.
3	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 apparent among our most disadvantaged pupils than their peers.
4	Attainment at the end of KS2 for reading was 83% (13% above national). This was a good increase from previous years. Further work needs to be completed to ensure children are fluent readers, especially children from disadvantaged backgrounds and our younger pupils. Assessments for writing shows that this is an area of need.
5	Assessments for writing shows that this is an area of need as although end of KS2 attainment shows an improved picture from 2024, our end of KS2 results for writing are still 5% below national. In addition, the 2025 writing framework outlines the importance of building on children's foundational skills from reception: handwriting, transcription, oral comprehension and sentence mastery, grammar teaching, dictation as a teaching tool.
6	The EEF guidance on improving mathematics in KS2, states that we should ensure pupils develop fluent recall of facts (e.g bonds/times tables). The number of pupils who pass the Y4 MTC is low, which means that when children are learning complex skills such as 4-digit multiplication by 2-digit, they do not have the known facts in their long-term memory.
7	Observations indicate that the wellbeing of many of our disadvantaged pupils lack confidence, resilience and the ability to self-regulate.
8	Pupil attendance, although an improved picture, is still below national – with some groups of children being persistently absent.

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 early reading skills	Continue to closely monitor children in EY and KS1 to ensure that rapid interventions are put in place. This will ensure that phonics assessments are inline with national and that children's phonics' ability does not hinder their development as readers. With mobility of pupils being a factor in % of pupils passing phonics, ensure this is focused on.
Improved oral language skills and vocabulary among disadvantaged pupils.	Subject and whole-school monitoring, via observations and pupil voice activities indicate significantly improved oral language among disadvantaged pupils. Voice 21 resources will help us to track progress in this area.
Improve a love for reading among disadvantaged pupils.	KS2 reading outcomes in 2024/25 show that more than 70% of disadvantaged pupils meet the expected standard. A focus now needs to be on improving children's fluency, as the KS2 guided reading approach is effective.
Improved writing attainment for disadvantaged pupils at the end of KS2.	KS2 writing outcomes in 2024/25 show that more than 60% of disadvantaged pupils meet the expected standard.
Improved skills in writing – linked explicitly to foundational writing skills.	A clear handwriting scheme which shows progression from nursery to year 6. Clear evidence of children mastering sentence composition. Clear tracking of children's pencil grip from nursery to LKS2.
Ensure pupils develop fluent recall of mathematical facts.	Although more pupils passed the MTC in 2025 compared to 2024, further work is needed so that children have known facts in their long-term memory. This will allow the pupils to understand procedures linked to multiplication and division more securely.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustain high levels of wellbeing, demonstrated by: <ul style="list-style-type: none"> ● qualitative data from student voice, student and parent surveys and teacher observations ● a significant increase in availability and participation in enrichment activities, particularly among disadvantaged pupils
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Attendance improved in 2024/25 but is still not inline with national.

	<p>We will improve attendance in 2025/26, demonstrated by:</p> <ul style="list-style-type: none"> • Attendance becoming more in-line with national • The gap between disadvantaged and non-disadvantaged decreases • The ABIE target for increasing attendance is met.
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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: £12,676

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>CPD on RWI</i>	<p>Phonics approaches have a strong evidence base indicating a positive impact on accuracy of word reading https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/phonics</p> <p>The school is continuing to embed RWI phonics, with a new phonics lead and well-resourced curriculum.</p> <p>The Phonics Lead is released from timetable to provide continuous CPD for staff and ensure fidelity to the programme.</p> <p>Weekly CPD sessions for all members of staff who deliver RWI sessions</p> <p>Fast-track tutoring taking place – 3 afternoons per week</p> <p>TLR for early reading lead.</p>	1, 2, 4
<i>CPD on oracy</i>	<p>Evidence-base from EEF https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> <p>Voice 21 evidence-base https://voice21.org/our-impact/</p> <p>Statistics of our school highlights that many of our children come to school with limited vocabulary.</p> <p>The DfE curriculum review sees oracy as a foundational skill alongside reading, writing and maths. The Curriculum and Assessment Review’s final report acknowledges oracy’s role in creating a “world leading curriculum”; citing the extensive evidence base and recommending a new national oracy framework to complement the existing reading and writing frameworks.</p>	1, 3

<i>Accelerated reader</i>	<p>An EEF efficacy trial indicated an impact of +3 for AR. https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/accelerated-reader</p> <p>Assessment data gives ZPD scores that are used to track individuals progress. As we have many new staff, ensuring training takes place this year will focus on the use of reports to identify children who are not making expected progress so that additional support can be provided. It will also ensure that books are appropriately matched.</p>	1,2,4
<i>Developing writing</i>	<p>Maintain focus on accelerating progress of disadvantaged pupils, particularly in writing. Refine use of assessment data to monitor impact of interventions.</p> <p>Prioritise writing and GPS in the school improvement plan. Provide targeted staff CPD on writing moderation and grammar teaching.</p> <p>Use high-quality model texts and shared writing to improve vocabulary and sentence structure.</p> <p>CPD provided to staff linked to Pathways to Write. In addition, a suitable GPS scheme to be implemented and the introduction, alongside CPD, of Pathways.</p> <p>Network meetings, across the trust, linked specifically to the writing framework. From these meetings, explicit CPD introduced to staff in school to ensure children’s foundational writing skills are improved.</p>	4
<i>Maths CPD</i>	<p>The seven recommendations in the EEF report state a mastery curriculum for maths, manipulatives, teaching problem solving are ways to improve success in mathematics. Continuing with Power Maths subscription, releasing maths lead for high-quality CPD and support. Further investment for TTRS and learning key multiplication facts is needed, as well as assessing children’s recall of foundational maths skills.</p>	6
<i>NFER assessments</i>	<p>Ensuring children are on track and identifying gaps in learning is key, more information around NFER https://www.nfer.ac.uk/for-schools/products-services/nfer-tests/?gad_source=1&gclid=CjwKCAiA98WrBhAYEiwA2WvhOp7yq4pmkZSzhE_mGJicz4o0fUU91twSvd6A5AOTXtetYpSfaP1WPxoCe9QQAvd_BwE Staff can use this to inform teacher judgements, as well as plan interventions.</p>	4, 6
<i>EEF 5-a-day training</i>	<p>Supporting every pupil to succeed academically is a significant challenge for teachers and teaching assistants. The EEF’s research evidence suggests there is a set of five core practices that can support all pupils to do succeed. Part of the 5-a-day approach includes cognitive and metacognitive strategies, which has been found to have high impact.</p> <p>https://educationendowmentfoundation.org.uk/news/eef-blog-the-five-a-day-approach-how-the-eef-can-support</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p>	3, 4, 5, 6

<i>Trauma informed schools training</i>	<p>Ensuring a mental health and wellbeing lead is effectively trained to support pupils is key. Trauma informed schools will ensure we can deploy strategies effectively.</p> <p>https://www.traumainformedschools.co.uk/</p> <p>In addition to the above, ensuring bespoke CPD from Team Teach and behaviour consultants will continue to improve children's resilience and wellbeing.</p>	7,8

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

Budgeted cost: £98,555

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Fresh Start interventions</i>	<p>Ruth Miskin Fresh Start has been purchased for Y5 and Y6 pupils to support them with reading. Members of staff will be released to deliver this, three times a week.</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/fresh-start</p>	1,2, 4
<i>Lexia</i>	<p>Lexia licences have been bought to support the bottoms 20% of pupils. As well as children completing the online version of Lexia, a member of staff will support the pupils with the weekly interventions.</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/lexia</p>	1,2, 4
<i>Precision teaching</i>	<p>Members of staff have been trained and will deliver precision teaching interventions to children across the school.</p> <p>Mastery learning EEF (educationendowmentfoundation.org.uk)</p>	1,2,4
<i>SALT interventions</i>	<p>A member of staff is trained to conduct SALT assessments to ensure children are put on the correct pathway. This is in addition to universal work on Voice 21 and is funded through Congleton Partnership contributions.</p> <p>Use of Widgit to support and aid use of dual coding in school.</p>	1, 2
<i>Continue employed of safeguarding and learning mentor</i>	<p>Pupils and families continue to access a range of mental health support programmes including My CWA and Play therapy. Children are referred to these services via the school's Safeguarding and Learning Mentor and she has a direct role in signposting families to services that can meet the needs of families at Early Help. In addition, this member of staff tracks attendance.</p>	7, 8

<i>FFT reading fluency</i>	Trust-led CPD on a fluency programme is followed. Staff complete FFT reading assessments and implement reading fluency sessions three times a week.	1,2,4
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £15,875

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Zones of regulation and SEMH interventions</i>	<p>Daven has high levels of disadvantage (FSM6, EHC plans, CIN)</p> <ul style="list-style-type: none"> • FSM6 well above average (68% → 65% → 58%). • EHC plans well above average and rising (7.6% → 12.3% → 18.3%). • CIN (Children in Need) persistently high (11–13%). <p>Daven Primary School serves a very high-need, vulnerable community with complex barriers to learning. We Continue to strengthen pastoral and inclusion support systems. Continue developing staff training in trauma-informed and inclusive classroom practice.</p> <p>Improving children’s ability to self-regulate will support pupils with their behaviour, mental health and wellbeing. If behaviour improves, attendance will also improve as well as attainment.</p> <p>Children who struggle with behaviour will receive further therapeutic work, through SEMH interventions, regularly throughout the week.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/self-regulation-strategies</p> <p>In addition to the safeguarding and learning mentor role, an assigned member of staff will have a TLR to also focus on behaviour and pastoral support in school.</p>	7, 8
<i>myHappymind and PSHE curriculum</i>	<p><i>Research indicates that positive wellbeing significantly boosts attendance by creating a sense of safety, belonging, and capability, reducing emotional barriers like anxiety, and improving motivation, with interventions like one-to-one support, enrichment activities, and trauma-informed practices showing great success in improving student presence and engagement, as students who feel emotionally secure are far more likely to attend and thrive at school.</i></p> <p>‘myHappymind’, the award-winning program for schools & nurseries, families and organisations, runs along side out PSHE</p>	7,8

	<p>curriculum. The program has been commissioned by the NHS and is delivered by class teachers each week.</p> <p>It teaches preventative habits that support positive mental health, resilience and self-esteem. All of the concepts taught are based on science and research and grounded in neuroscience and positive psychology.</p> <p>The myHappyMind curriculum is grounded in scientific research and helps children to:</p> <ul style="list-style-type: none"> • Feel happier • Know what to do when they feel worried or stressed • Improve their focus and learn more • Achieve more of the goals that they set for themselves • Develop better relationships with friends and families • Feel great about who they are and have positive self esteem. 	
<i>Business and enterprise week</i>	<p>The DfE's curriculum and assessment review states that a consequence of a suitable financial education, can bring benefits to both individuals and to the economy, while lower levels of financial literacy can leave individuals less able to manage their finances effectively on a day-to-day basis or plan for the future.</p> <p>Having business and enterprise week for our KS2 pupils will help boost attendance and have a positive impact on pupil's behaviour and wellbeing.</p>	2, 6, 7,8
<i>Trips and workshops</i>	<p>Ensuring children see the life beyond school improves aspirations and understanding of the wider world as well as enhancing learning of the curriculum,</p>	1,8
<i>Extra-curricular activities and playtime zones</i>	<p>Ensuring children have appropriate equipment to play with at playtimes, to develop interactions with peers and staff, will develop their social skills, resilience and behaviour. If children enjoy aspects of the school day, attendance will also improve.</p>	1,2,3,7,8
<i>Attendance analysis and incentives</i>	<p>Review attendance strategies for disadvantaged/SEN pupils to ensure consistent application of trust-aligned approaches. Increase home-school liaison and early intervention for persistent absence. Use targeted rewards and mentoring to sustain the improving overall attendance trend.</p>	7, 8

Total budgeted cost: £123,520

Outcomes for disadvantaged pupils

Internal data.

We have analysed the performance of our school's disadvantaged pupils during the 2024/25 academic year using key stage and 2 performance data, phonics check results and our own internal assessments.

To help us gauge the performance of our disadvantaged pupils, we compared our results to those for disadvantaged and non-disadvantaged pupils at a national and regional level (although these comparisons are to be considered with caution given the caveats stated above).

In KS2 SATS, disadvantaged children (90% of the cohort) attained lower than non-pupil premium pupils; however, the gap from 2022-23 academic year has decreased for maths and reading.

Academic outcomes improving in reading and maths but writing and GPS remain weak

- **Reading:** Improved from below (58%) to above national (83%).
- **Maths:** Improved from close to average (71%) to above national (86%).
- **Writing:** Remains below national (52%–67% vs 72%).
- **GPS:** Consistently below and significantly so (50% vs 73%).

Outcomes for disadvantaged pupils improving but attainment gaps persist.

The cohort for KS2 was 90% PP which is well above national.

- Disadvantaged attainment gaps narrowing (RWM gap -33 → -13).
- RWM 56% of disadvantaged pupils in school achieved EXS vs 69% national
- Reading: 81% of disadvantaged pupils in school achieved EXS vs 81% national
- Writing: 63% of disadvantaged pupils in school achieved EXS vs 78% national
- Maths: 75% of disadvantaged pupils in school achieved EXS vs 80% national
- However, still below national non-disadvantaged pupils, especially in writing and GPS.

Attendance:

Attendance below national, with relative improvement but persistent issues for FSM/SEN pupils

- Attendance below national (92.1% vs 94.9%) but showing **relative improvement** in 2025.

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium.

That will include:

- Newly launched vision and values of the school to motivate pupils
- Undertaking training developed by the ADHD foundations, with a view to become an accredited ADHD-friendly school
- Providing TLRs to members of staff so they can develop the transition between reception and year 1
- Weaving in outdoor learning within our KS1 curriculum, to focus on building life skills such as confidence, resilience, problem solving and socialising.
- Implementing the play leader's development programme in Upper KS2
- Implementing and training pupils to become anti-bullying ambassadors
- Implementing an all pupils are leaders initiative
- Recruiting and training anti-bullying ambassadors
- CPD and training through the NHS PINS project