Danson Primary Pupil Premium Strategy Statement

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	590
Proportion (%) of pupil premium eligible pupils	9% 55/590
Academic year/years that our current pupil premium strategy plan covers	2025-2026
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	A Allen/L Casey
Pupil premium lead	E Herdecka/L Casey
Governor / Trustee lead	S Ellepola

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£78,780
Recovery premium funding allocation this academic year *Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.*	£0
Pupil premium funding carried forward from previous years *(enter £0 if not applicable)*	£ 0
Total budget for this academic year *If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year*	£78780

Part A: Pupil premium strategy plan

Statement of intent

At Danson we provide a safe and nurturing environment which enables our children to become confident, independent and ambitious learners. We strive to ensure that all our children can be the very best that they can be.

Our intention is that all pupils, irrespective of their background or the challenges they face, will always make good or better progress across all curriculum areas from their starting points. Our pupil premium strategy is carefully developed to ensure that our disadvantaged pupils receive the most appropriate education that meets all of their learning needs. The strategy has also been developed to meet the social, emotional and cultural needs of our pupils.

Danson Primary School's Key Priorities are:

- To narrow the attainment gap between disadvantaged pupils and non-disadvantaged pupils within our internal school data.
- For all disadvantaged pupils in school to meet (or exceed) nationally expected progress rates in order to meet age related expectations at the end of Year 6.

At Danson there is a low number of pupil premium pupils when compared to the national average (25.7%). It is important to recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals and therefore we reserve the right to allocate the Pupil Premium funding to support pupils the school has legitimately identified as being socially disadvantaged. Our Pupil Premium funding will be allocated following a needs analysis to identify priority pupils. Therefore, not all children eligible for pupil premium will be receiving interventions at one time.

Achieving these Objectives

The range of provision includes and is not limited to:

- To ensure that quality first teaching and learning opportunities meet the needs of all pupils.
- To ensure that appropriate adaptations are made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- Pupil premium funding to be allocated following a needs analysis which will identify priority classes, groups or individuals with staff being highly ambitious in their desire to improve outcomes for our disadvantaged pupils.
- Providing targeted academic support through additional Teachers and Pupil Support Assistants to deliver high quality interventions.
- To offer subsidised enrichment out of school and extra curricular experiences
- Behaviour and nurture support during lunchtimes by providing activities/clubs to engage and promote Danson values and thus enhancing learning
- Support via our Family Liaison Officer in school in order to support the emotional needs of children, through a range of therapeutic work and to signpost parents to external agencies of support.
- Provide funding towards our extended services for pupils with social care involvement.
- To offer support in the form of food vouchers to families in times of extreme hardship.

Challenges

Challenge No	Detail of Challenge
1	To make at least expected progress from their starting points across the school.
2	To achieve 96% attendance (in line with the school target).
3	To further develop children's cultural capital by broadening their range of experiences both in the curriculum and beyond.

Intended Outcomes

Intended Outcome	Success Criteria
Every Pupil Premium child will make at least expected progress from their individual starting points across the school.	Danson will continue to develop the communication skills and language acquisition of all children so that they can communicate with their peers and teachers expressing their knowledge and asking questions to further their learning. Children will show expected progress throughout the NELI (Nuffield Early Language Intervention) programme. Children will show a good level of progress from their on entry data in the following areas: vocabulary, narrative skills, active listening and phonological awareness. Through CPD and additional training TAs will be upskilled to support children in developing their language skills. Assessment data will evidence that all Pupil Premium children have made at least expected progress from their individual starting points across the school.
Excellent attendance at school to enable the children to have the opportunity to access the full curriculum.	All Pupil Premium to achieve 96% attendance (in line with the school target).
Whole school community to value the importance of hearing children read and adults being role models as readers.	Staff have a clear understanding of the schools expectations that children should be read to every day. Children have a true love of reading and enjoy adult reading sessions and can discuss texts shared.
To develop the Cultural Capital of Pupil Premium children broadening their range of experiences both in the curriculum and beyond	All pupil premium children are given the opportunity to attend extra curricular clubs or peripatetic music lessons at school. Bursary of £125 pounds for all PP children is used for trips/uniform/clubs. Year 6 pupils have a proportion of their Outdoor Adventure Activities subsidised.

Progress

Year Group	No of children	Reading	Writing	Maths
R	4	100%	100%	100%
1	9	89%	89%	89%
2	5	100%	100%	80%
3	11	100%	100%	100%
4	6	100%	100%	100%
5	14	100%	100%	100%
6	12	100%	100%	100%

Autumn Term		
	PP	**Non-PP**
After School Clubs (15)	20%(11/54)	45% (241/539)
Lunch Clubs (6)	48% (26/54)	34% (185/539)
Spring Term		
	PP	**Non-PP**
After School Clubs	23% (12/53)	46% (225/551)
Lunch Clubs	46% (22/53)	28% (164/551)
Summer Term		
	PP	**Non-PP**
After School Clubs	34% (21/61)	43% (233/543)
Lunch Clubs	39% (24/61)	29% (158/543)

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:(HLTA 25k) Staff training £8k

Activity	Evidence that Supports this Approach	Challenge Number(s) addressed
Retrieval/Metacognition/Questioning INSET	High quality CPD ensures that teachers have the most up to date knowledge which they can use in their practice. EEF- Meta Cognition can have an average impact of 7 months progress over the course of a year.	1
HLTAS	EEF- Targeted deployment, where TAs are trained to deliver an intervention to small groups or individuals has a high impact.	1,2
PE CPD/INSET	High quality CPD ensures that teachers have the most up to date knowledge which they can use in their practice. Physical exercise is important in raising self esteem and promoting healthy and active lifestyles particularly after the pandemic.	1,2,3
Extra day of Specialist sports coaches	Previous year's high-quality outcomes during sports week.	1,2,3
Additional Teacher and PSA.	Previous year's high-quality outcomes. EEF- Targeted deployment, where TAs are trained to deliver an intervention to small groups or individuals has a high impact.	1,2

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

Activity	Evidence that Supports this Approach	Challenge Number(s) addressed
Nuffield early language intervention (NELI) £2349	EEF - On average, oral language approaches such as NELI, have a high impact on pupil outcomes of 6 months' additional progress. It is important that spoken language activities are matched to learners' current stage of development, so that it extends their learning and connects with the curriculum. Training can support adults to ensure they model and develop pupils' oral language skills and vocabulary development. EEF- Targeted deployment, where TAs are trained to deliver an intervention to small groups or individuals has a high impact.	1,3
Speech & Language TA interventions £7500	EEF - On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress. It is important that spoken language activities are matched to learners' current stage of development, so that it extends their learning and connects with the curriculum. Training can support adults to ensure they model and develop pupils' oral language skills and vocabulary development. EEF- Targeted deployment, where TAs are trained to deliver an intervention to small groups or individuals has a high impact.	1,3
Targeted academic support to develop early Reading £1000 (RWI)	Phonics approaches have a strong evidence base that indicates high impact on the accuracy of word reading particularly for disadvantaged pupils (+5 months)	1,3
Oracy £3800	Oracy programmes deepen pupils subject knowledge and understanding. EEF-The average impact of oral language interventions for pupils is +6 months additional progress over the course of a year,	1,3
Maths Mastery £4584	EEF - The independent evaluation found that pupils in schools adopting Ark Mathematics Mastery made, on average, two months' progress compared to other pupils in comparison schools.	1,3
Reading Plus Programme Pupil premium children are targeted to complete 3 sessions a week for 30 minutes a day led by a PSA. The children complete a baseline assessment to identify their current reading level. The Reading programme adapts to the pupils individual reading level to improve	EEF- Small group tuition has an average impact of 4 months' progress over the course of a year.	1,2,3

vocabulary, fluency, stamina and comprehension. £5082		
Feedback	"In the moment" feedback provided by teaching staff in line with the Marking and Feedback Policy	1
Growth Mindset – whole school approach throughout the school day.	EEF – Independent evaluation found that work on metacognition and self-regulation can add an additional 7 months progress to children. It also found that approaches are more effective when applied within the usual curriculum content.	1,2,3
MyHappyMind Programme of study. £1000	NHS National Impact Report 67% decrease in children requiring SENCo support. 60% decrease in external exclusions, 43% decrease in CAMHS referrals.	1,2,3
English and Maths group interventions 12000	From assessment data, interventions can be provided to narrow the gaps through the use of pre and post teaching interventions	2,3
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support Through RWI "Keep Up" sessions are held daily to support children in phonics £1680 Children who are need to 'catch up' are given one to one phonics tutoring three times a week for 10 minutes by a PSA. This breaks down the phonics and reading strands into smaller steps to accelerate children's reading progress. It provides targeted support to address specific gaps in the children's reading.	Phonics approaches have a strong evidence base that indicates high impact on the accuracy of word reading particularly for disadvantaged pupils (+5 months)	1,2,3
1 to 1 reading across the school	EEF- Small group tuition has an average impact of 4 months' progress over the course of a year.	1
Times Tables Rockstars/ Numbots £270	Maths data tracking shows ever increasing times table knowledge ready for application to all areas in maths.	1
My Maths £434	Maths data tracking shows ever increasing number bond knowledge ready for application to all areas in maths.	1
SEND Lead Pupil Support Assistant £4271	EEF- Targeted deployment, where TAs are trained to deliver an intervention to small groups or individuals has a high impact.	1

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

Activity	Danson Approach	Evidence that Supports this Approach	Challenge Number(s) addressed
Family Liaison Officer £7860	Our FLO provides high quality therapeutic and pastoral support to our most vulnerable children. Our FLO provides the vital link to signpost our parents to specific extended services. Play therapy support provided. Draw and Talk Therapy.	This is a complementary service to teachers and other staff, addressing the needs of children who require assistance in overcoming barriers to learning in order to achieve their full potential, or accessing the curriculum	3,4
Family Funding £8870	To enable our pupil premium children to take part in all aspects of school life we budget £125 per child to be used at a school activity such as an after-school club or a school trip. In addition, the cost of the Year 6 school journey is subsidised with additional support available. The school will use its discretion to choose to support other vulnerable families who do not qualify for Pupil Premium. Individual and family school photos are provided per child/family.	The Social Mobility Commission report An Unequal Playing Field uncovered evidence that extracurricular activities are important predictors for participation beyond compulsory education, help to boost confidence in social situations and help develop social networks.(+2-4 months)	5
Parent Workshops £3000	To enable our parents' knowledge and confidence to increase through workshops on phonics and maths with modelling of reading and practical maths activities which will impact positively on the children and their progress.	EEF – Parent engagement has a positive impact on average of 4 months' additional progress	3
Extra-Curricular clubs £582 Busary Support £6750	Pupil Premium children are prioritised when being offered extra-curricular clubs, including lunch clubs. Parents are contacted to remind them of the extra-curricular clubs before general release to the wider community. Parents are provided with £125 support for trips/experiences/uniform/BC/ASC/clubs	Children can access opportunities which they may not have had the opportunity to do otherwise. Children speak highly of these. Children can access opportunities which they may not have had the	4,5

		opportunity to do otherwise.	
Opportunity to have peripatetic music lessons. Specialist music teacher Rock Steady £1631 Bexley Music £9776	Pupil Premium children who have been identified with aptitude in music but cannot afford to access lessons externally will partake in additional music lessons/opportunities.	Chance to experience other cultures and art forms from the world around them.	4,5
Increased Computing Hardware £2500	ICT hardware strategy ensures capital grant funding is used based on the forecast of need for hardware set within this plan.	Increase of Computing Hardware enriches the children's curriculum.	2,3
Attendance £2000	Our attendance officer carefully monitors the attendance of our Pupil Premium children, following up on absences and alerting SLT as necessary. In addition, she has termly meetings with the Education Welfare Officer.	Poor attendance is more likely in pupils from socio-economically disadvantaged backgrounds. So tackling persistent absence is an important part of improving education outcomes for this group.	4
Behaviour Interventions	Additional behaviour support for children who require it. Support from Bexley Inclusion teams and Outreach support from Horizons Academy	Enabling pupils to remain at school by providing individualised programmes for these pupils and working with professionals to support the children (+4 months)	2
Extended Services	For pupil premium pupils with social care involvement, a place at our Breakfast Club and/or After School Club is available	Research shows that hungry children do not achieve as well	3,4

Part B: Review of the previous academic year

Challenge number	Detail of challenge
1	Pupil Premium children to become more confident and proficient language users by making at least good progress in reading and writing. NELI programme used consistently with both our Reception and Year 1 pupils to maximise benefit over time NELI screen used to identify any underlying Speech and Language difficulties. Training continues to be delivered to new members of staff working in R and Year 1.
6	Pupil Premium/disadvantaged children to be supported to thrive in their lives through early help and when Children's Social Care are involved (improving resilience, engagement and self-esteem) Each term the children focus on a different skill linked to Growth Mindset and My Happy Mind Programme. There is an increased amount of children who are showing determination and resilience as well as pride in all things they do.
7	Pupil Premium children to have access to appropriate experiences/ opportunities such as trips, technology, clubs. 26% of PP children are attending clubs, which is in line with non-pp children. (Refer to PP Summer 2024-2025 Strategy)

Attainment

Pupil Premium v All of Year 6	2025 (13 children)	All of Year 6	National 2024
% of pupils working at the expected standard in reading	85%	92%	62%
% of pupils working at the expected standard in writing	77%	86%	58%
% of pupils working at the expected standard in GaPS	69%	84%	59%
% of pupils working at the expected standard in Maths	77%	87%	59%
% of pupils working at the expected standard in RWM Combined	77%	83%	

Progress

Year Group	No of children	Reading	Writing	Maths
R	5	100%	100%	100%
1	5	100%	100%	83.3%

2	8	85.8%	100%	100%
3	4	100%	100%	100%
4	12	91.6%	100%	100%
5	10	100%	90%	90%
6	13	100%	100%	100%

Outcomes for Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	**Provider**
Mathematics Mastery	Ark Curriculum
ReadWriteInc	Ruth Miskin Literacy
NELI	Nuffield Foundation
Reading Plus	DreamBox Learning
TimesTables Rockstars	Maths Circle
Numbots	Maths Circle