



Pupil Premium Strategy
Danesholme Infant Academy
2025-2026



Pupil premium strategy statement

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Danesholme Infant Academy
Number of pupils in school	186
Proportion (%) of pupil premium eligible pupils	24% (Dec 25)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2023-2024 2024-2025 2025-2026
Date this statement was published	December 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Sonia Kendal
Pupil premium lead	Yvonne Stuart
Governor / Trustee lead	Vicci Godbold

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£82,289
Recovery premium funding allocation this year	£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	£82,289

Part A: Pupil premium strategy plan

Statement of intent

The 'We are GAT' vision underpins all that we do at Danesholme: **We believe in providing the very best for Every Child, in Every Academy, Every Day.**

Our objective is to utilise pupil premium funding strategically to secure sustained and measurable improvements in the progress and attainment of disadvantaged pupils. Central to this commitment is the development of the whole child through a nurturing and supportive environment, ensuring that every pupil—regardless of starting point—has the opportunity to thrive and succeed.

At Danesholme Academies, our Pupil Premium strategy is designed so that every eligible child will 'Be Ready':



Ready to Learn - We remove barriers to learning by providing a high-quality, knowledge-rich curriculum supported by targeted interventions, adaptive teaching, and access to resources. Our approach ensures disadvantaged pupils build strong foundations, develop curiosity, and engage confidently in their learning.



Ready for Life - We prioritise pupils' wellbeing, resilience, and self-belief. Through pastoral support, enrichment opportunities, and personal development programmes, we help disadvantaged pupils develop confidence, emotional literacy, and the skills needed to thrive beyond the classroom.



Ready to Contribute - We actively promote inclusion, belonging, and positive relationships. Disadvantaged pupils are supported to participate fully in school life, develop social skills, and contribute meaningfully to their school community and the wider world.



Ready to Succeed - We hold high expectations for all pupils and provide evidence-informed support to close attainment and opportunity gaps. Through careful monitoring, structured support, and clear progression, disadvantaged pupils are empowered to achieve their potential and transition successfully to the next stage of education.

Specific Objectives

Danesholme Infant Academy will use pupil premium funding to:

- Reduce the attainment gap between disadvantaged and non-disadvantaged pupils, as evidenced by internal and national data.
- Increase the proportion of disadvantaged pupils achieving age-related expectations.
- Ensure progress for disadvantaged pupils is at least in line with their peers.
- Improve attendance and punctuality so pupils attend school regularly and on time.
- Provide equitable access to cultural capital through trips, visits, clubs, and enrichment activities.
- Support pupils' mental health and wellbeing, reducing barriers to learning.

Implementation Principles

To ensure strategies are effective, we will:

- Respond proactively to both common challenges and individual pupil needs.
- Use diagnostic assessments to identify gaps in learning and target interventions.
- Ensure disadvantaged pupils are consistently challenged through high-quality teaching.

- Work collaboratively with families to overcome wider barriers to engagement and learning

Challenges

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

Challenge number	Detail of challenge
1	Attainment- at the end of the Reception year in 2024-2025 there was a gap of 17% in attaining GLD between PP (54%) and Non-PP (71%)
2	Attendance of disadvantaged students is below that of non-disadvantaged pupils and below national.
3	Limited cultural experiences and access to wider opportunities.
4	Mental Health and wellbeing. Pupils have a reduced physical well-being, social and emotional wellbeing and increased anxiety.
5	Limited parental support for some disadvantaged pupils.
6	High levels of mobility.

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
Progress in Reading, Writing and Maths is accelerated.	Children are meeting their academy target at the end of the summer term. The attainment gap is decreased and more children are working at at least the expected standard. Evidence is shown in books, formal assessments, learning walks and moderation. There is no significant difference between disadvantaged and peers.
Improved and sustained attendance and punctuality.	Attendance of disadvantaged pupils is in line with peers. There is a continued upward trend in the attendance of disadvantaged pupils. Percentage of persistently absent disadvantaged pupils is reduced. Attendance and punctuality are rigorously monitored, and early intervention is in place.
All groups of learners have access to wider cultural experiences.	Pupils' cultural capital is substantially improved. All pupils, and particularly the disadvantaged, are exposed to cultural experiences that will equip them with cultural knowledge to propel them further in their education, careers and social development.

Pupils are mentally healthy and barriers to learning are reduced.	All groups of learners are ready for learning. Mental health and wellbeing support is accessed by all those in need. Pupils are aware of and implement strategies to support their mental health and wellbeing.
Increased parental engagement	Range of strategies used to engage parents of disadvantaged pupils. Effective and suitable support is offered and signposted for families of disadvantaged pupils.

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: **£41,145**

Activity	Evidence that supports this approach	Challenge Number (s) addressed
Professional development for all staff to improve quality first teaching, including and not limited to: subject leader training, RWI training, T4W training	EEF states that ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them. 1. High-quality teaching EEF	1, 4, 5, 6.
Develop quality first teaching through a programme of assess, plan, support and evaluate. Support leaders to effectively develop approaches to teaching and learning core subjects.	A School's Guide to Implementation EEF	1
Implement a coherent, well-sequenced knowledge-rich curriculum (PKC)	Curriculum and Assessment Review final report: Building a world-class curriculum for all	1,3,5,6

Develop a mastery approach to the teaching and delivery of Maths – continued professional development for all staff.	EEF Mastery Learning, +5 months: Mastery learning EEF (educationendowmentfoundation.org.uk)	1,4, 5, 6.
PiXL programme to provide all teachers with resources to plug gaps in pupils knowledge.	PiXL therapies target specific gaps in learning and enable more rapid progress.	1

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

Budgeted cost: **£24,687**

Activity	Evidence that supports this approach	Challenge Number (s) addressed
Use of PiXL QLA evidence to identify individual pupil need and intervention.	EEF diagnostic assessment: https://educationendowmentfoundation.org.uk/public/files/Diagnostic_Assessment_Tool.pdf EEF, within class attainment grouping, +2 months Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk) EEF Feedback, +6 months: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback	1
Personalised learning programmes to address the gaps in basic skills for disadvantaged pupils. (Lexia, IDL, Speech and Language Link)	EEF state that disadvantaged pupils may be more likely to progress through school with gaps in their understanding. Individualised instruction may allow the teacher to provide activities that are closely matched to a pupil's attainment. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction	1, 5, 6.

	EEF state that oral language interventions can be an effective approach for disadvantaged pupils. Oral language interventions EEF	
Employment of additional teaching staff to deliver targeted interventions, including prioritising catch up.	<p>EEF, Individualised Instruction, +4 months Individualised instruction EEF (educationendowmentfoundation.org.uk)</p> <p>EEF, small group tuition, +4 months Small group tuition EEF (educationendowmentfoundation.org.uk)</p> <p>EEF One-to-One tuition, + 5 months: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p>	1, 2, 4, 5.
Small group/TA intervention	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p> <p>EEF, teaching assistant interventions, +4 months Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)</p>	1, 2, 4, 5.

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

Budgeted cost: **£16,457**

Activity	Evidence that supports this approach	Challenge Number (s) addressed
Pastoral and wellbeing support for pupils – delivered by Pastoral Manager, Learning Mentor and ELSA (Emotional Literacy Support Assistant).	<p>EEF Social and emotional learning, +4 months Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p>	1,2, 4, 5, 6.

<p>Funded access to after school clubs and breakfast club.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</p>	<p>2, 4, 5.</p>
<p>Improve attendance to 95%.</p> <p>Head of Academy rigorously and regularly monitors pupil attendance and punctuality and implement strategies accordingly.</p> <p>Strategy to increase parental engagement and signpost to support from outside agencies.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p> <p>https://attendancemattersmagonline.co.uk/time-to-strengthen-the-home-school-relationship/strengthen-the-home-school-relationship/</p> <p>https://www.nfer.ac.uk/publications/oupp02/oupp02.pdf</p> <p>https://www.nfer.ac.uk/publications/OUPP01/OUPP01.pdf</p>	<p>1, 2, 4, 5, 6.</p>
<p>Cultural experiences, trips and visits are planned into the curriculum in each year group. Access is available for all pupils and finance is not a barrier.</p> <p>Key class reading text sent home with PP children each half term (6 books per year, per child).</p>	<p>EEF Arts participation, + 3 months</p> <p>https://educationendowmentfoundation.org.uk/news/learning-about-culture</p> <p>https://www.teachwire.net/news/the-benefits-of-inclusive-school-trips</p>	<p>1, 3, 4, 5.</p>

Total budgeted cost: £82,289 Pupil Premium Funding

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

ATTAINMENT Reception GLD	2023-24		2024-25		Gap to National 2023/24	Gap to National 2024/25
	Academy	National	Academy	National		
All pupils	46%	67.7%	67%	68.3%	21.7%	-1.3%
PP	32%		54%			
Non-PP	51%		71%			
Gap PP:Non PP	-19%		-17%			

Context: 7/14 pupils. However – 2/7 have significant behaviour issues which has impacted on their learning, 1/7 has attendance issues and school is working hard with the family to ensure the child is in school. Gap is slowly narrowing.

Year 1 phonics	2023-24		2024-25		Gap to National 2023/24	Gap to National 2024/25
	Academy	National	Academy	National		
All pupils	83%	80%	84%	80%	+3%	+4%
PP	88%	68%	91%	67%	+20%	+24%
Non-PP	80%	84%	81%	84%	-4%	-3%
Gap PP: Non-PP	+8%	-16%	+10%	-17%		

Only 2 PP children didn't achieve their PSC. One of these children has an EHCP for learning and one has poor attendance due to a significant concern with outside agencies.

Year 2

Reading	2023-24	2024-25	Writing	2023-24	2024-25	Maths	2023-24	2024-25
	Academy	Academy		Academy	Academy		Academy	Academy
All pupils	56%	65%	All pupils	47%	60%	All pupils	57%	66%
PP	50%	78%	PP	38%	72%	PP	53%	73%
Non-PP	59%	60%	Non-PP	53%	55%	Non-PP	59%	64%
Gap PP: Non-PP	-9%	+18%	Gap PP: Non-PP	-15%	+17%	Gap PP: Non-PP	-6%	+9%

Context:

Of the 3 children not achieving in any area, 2 have significant needs, 1 working at EYFS level and the other on a part time timetable to manage their SEND challenges.

2/18 didn't achieve their phonics screening. 1 is working at EYFS level and the other on a part time timetable for manage their SEND challenges.

In reviewing the impact of the Pupil Premium statement, it is evident that significant progress has been made in continuing to narrow the gap in Year 1 phonics and pupil premium children are now (like previous year) achieving better than other children. The targeted support provided to Pupil Premium students has resulted in improved reading, writing, and maths progress across the board. It is encouraging to see these students making strides in their academic achievements, and their dedication to learning is truly commendable.

The commitment of the teaching staff to tailor interventions specifically for Pupil Premium students has been instrumental in their accomplishments. By implementing focused strategies and providing individualised support, we have good progress in these students' literacy and numeracy skills. This progress not only reflects the effectiveness of our Pupil Premium provision but also highlights the potential of every student to excel with the right resources and guidance.

In Year 2, we have observed significant progress in narrowing the gap in reading and writing from the Pupil Premium funding. In maths, we still have work to do but with new CPD for our new scheme in maths we are sure this gap will narrow

Through targeted interventions and dedicated support, we have seen a noticeable improvement in Year 2 phonics outcomes for these pupils. Their reading fluency and comprehension skills have also shown good progress, reflecting the effectiveness of the additional resources provided by the Pupil Premium statement. Furthermore, in the areas of writing and maths, the gap between disadvantaged pupils and their peers has decreased, demonstrating the positive influence of the Pupil Premium funding.

Overall Attendance	Academy	National	Academy	National	23/24 Gap to National	24/25 Gap to National	23/24 PP:NPP	24/25 PP:NPP gap
	2023/24		2024/25					
All pupils	92%	94.5%	93.6%	94.8%	-2.5%	-1.2%		
PP pupils	91%		92.6%				-1.4%	-1.3%
Non PP pupils	92.4%		93.9%					

Reception: There are 5 children who are persistently absent in Reception. Of these 2 have been on part time timetables managing their SEND challenges, 3 have had unauthorised holidays.

Year 1: There are five children who are persistently absent in Year 1. 1 child joined us late in the year and we are now starting absence procedures alongside another pupil. The other 3 have had unauthorised holidays.

Year 2: There are four children who are persistently absent in Year 2. 1 of these children is managing their SEND challenges through a part time timetable. The other three have had unauthorised holidays during term time.

Whole School: There are 14 disadvantaged children who are persistently absent compared with 12 non-disadvantaged children.

In conducting a comprehensive review of the Pupil Premium statement and funding allocations, it has been observed that significant progress has been made in the key area of attendance. An increased number of home visits have been successfully completed, facilitating stronger connections between school and home environments. There was a notable uptake in parent meetings attended, fostering enhanced engagement and collaboration with families.

Furthermore, it is encouraging to note that the attendance rates of Year 1 pupils who are eligible for Pupil Premium support have demonstrated improvement, often surpassing those of their non-Pupil Premium counterparts. Efforts to reduce the attendance gap with Year 2 pupils have also yielded positive results, contributing to a more equitable learning environment for all students.

Strategies will be implemented to address this issue and support all Pupil Premium students in maximising their educational opportunities.

Through ongoing evaluation and targeted interventions, the school remains dedicated to optimising the impact of Pupil Premium funding and ensuring that every child receives the support they need to thrive academically and beyond.

Externally provided programmes

Programme	Provider
The Write Stuff	Jane Considine
Read Write Inc	Ruth Miskin Literacy
White Rose Maths	White Rose Maths