

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 Junior Academy
Number of pupils in school	326
Proportion (%) of pupil premium eligible pupils	36.2% (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	Rebecca Ives
Governor / Trustee lead	Vicci Godbold

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 178, 464
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	£ 178, 464

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 Junior 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 KS2 is below national and below that of non-disadvantaged pupils.
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 assessed as working at ARE, across all subjects, at the end of the summer term in year 3-6. The attainment gap is decreased. Evidence is shown in books, formal assessments, learning walks and moderation. End of key stage outcomes – no significant difference between disadvantaged and peers.
Improved and sustained attendance and punctuality.	Attendance of disadvantaged pupils is in line with pers. There is continued upward trend in 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: **£ 91, 368**

Activity	Evidence that supports this approach	Challenge Number (s) addressed
Professional development for all staff to improve quality first teaching.	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: **£44,649**

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.	EEF, Individualised Instruction, +4 months Individualised instruction EEF (educationendowmentfoundation.org.uk) EEF, small group tuition, +4 months Small group tuition EEF (educationendowmentfoundation.org.uk) EEF One-to-One tuition, + 5 months: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	1, 2, 4, 5.
Small group/TA intervention	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions EEF, teaching assistant interventions, +4 months Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)	1, 2, 4, 5.

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

Budgeted cost: **£ 42, 447**

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).	EEF Social and emotional learning, +4 months Social and emotional learning EEF (educationendowmentfoundation.org.uk)	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>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: £ 178, 464

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.

Intended outcome: Progress in Reading, Writing and Maths is accelerated so that children are assessed as working at ARE.

Evaluation July 2025:

	% of pupils achieving the expected standard												Academy	National	Academy	National
	All pupils				PP Pupils				Non-PP Pupils				23/24:PP	23/24	24/25	24/25
	2023/24		2024/25		2023/24		2024/25		2023/24		2024/25		:NPP	PP:NPP	PP:NPP	PP:NPP
	Academy	National	Academy	National	Academy	National	Academy	National	Academy	National	Academy	National	gap	gap	gap	gap
Reading	71	74	76	75	63	62	46	63	76	80	84	81	-13	-18	-38	-18
Writing	67	72	67	72	46	58	42	59	81	78	77	78	-35	-20	-35	-19
Maths	66	73	68	74	51	59	46	61	76	79	77	80	-25	-20	-31	-19
Combined	53	61	62	62	37	46	35	47	63	67	74	69	-25	-21	-39	-22
			PP with SEND													
2023-24	35 pupils	22.90%														
2024-25	26 pupils	30.80%														

- There was a significant increase in PP pupils with SEND in the 2024-25 cohort. This impacted on outcomes.

Progress													Academy	Academy		
	All pupils				PP Pupils				Non-PP Pupils				23/24:PP	23/24	24/25	24/25
	2023/24		2024/25		2023/24		2024/25		2023/24		2024/25		:NPP	PP:NPP	PP:NPP	PP:NPP
	Expected progress	Above expected	Expected progress	Above expected	Expected progress	Above expected	Expected progress	Above expected	Expected progress	Above expected	Expected progress	Above expected	gap EXS	gap EXS+	gap EXS	gap EXS+
Reading	15	22	29	34	17	17	35	27	13	26	26	38	4	-9	9	-11
Writing	20	4	30	14	23	0	38	15	19	7	26	13	4	-7	12	2
Maths	11	4	26	23	11	0	35	19	11	7	23	25	0	-7	12	-6

Intended outcome: Improved and sustained attendance and punctuality.

Evaluation July 2025:

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	2023/24	2024/25				
All pupils	94.3%	94.5%	94.4%	94.8%	-0.2%	-0.3%		
PP pupils	91.4%		91.8%				-4.4%	-4.0%
Non PP pupils	95.8%		95.8%					

	Academy	National	Academy	National
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Persistently absent	2023/24		2024/25	
	All pupils	15.0%	19.4%	14.3%
% of PP pupils	30.8%		27.0%	
% of Non PP pupils	7.4%		7.4%	

Intended outcome: All groups of learners have access to wider cultural experiences.

Evaluation July 2025:

17 PP children accessed the 2024 Year 6 residential.

18 PP children accessed 2025 Year 6 residential.

All curriculum enrichment visits have been subsidised to ensure that pupil premium pupils have the same opportunities as non-pupil premium.

6 pupil premium pupils have also accessed breakfast clubs through pupil premium funding.

Intended outcome: Pupils are mentally healthy and barriers to learning are reduced.

Evaluation July 2025:

Individual pupils are supported by the Learning Mentor and Emotional Literacy Support assistant to reduce barriers to learning. Where appropriate, mental health and wellbeing support is accessed through external agencies. The impact of this is monitored and evaluated on a regular basis.

Externally provided programmes

Programme	Provider
Read Write Inc	Ruth Miskin Literacy
Reading Eggs	3P Learning
Tackling Tables	
White Rose Maths	White Rose Maths