

# Pupil premium strategy statement – Daventry Hill 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.

Creating Tomorrow Trust believes that as the schools know their students the best, it is for the schools themselves to decide how best to use the Pupil Premium Grant.

Therefore, all monies will be allocated directly to the schools. Creating Tomorrow Trust will support the schools to use the Pupil Premium Grant in the most efficient way by working with leaders to identify strategies and monitor the impact. The schools in the Trust may wish to pool money, for example to pay for a specific role to be used across a number of sites. Creating Tomorrow will support the schools to manage these projects and may act as the vehicle to enable it to happen.

## School overview

Detail	Data
Number of pupils in school	233
Proportion (%) of pupil premium eligible pupils	30%
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>	2025/6
Date this statement was published	31.12.25
Date on which it will be reviewed	31.10.26
Statement authorised by	Vicki Bond
Pupil premium lead	Tracy McKay
Governor / Trustee lead	Ian McAllister

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£93,505
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
<b>Total budget for this academic year</b>	<b>£93,505</b>

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, become happy, successful adults. 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 identify students who may be disadvantaged using the following criteria:

- In receipt of pupil premium funding due to socio-economic disadvantage
- LAC/PLAC or under an SGO
- Involved with social services, either due to safeguarding or children's disabled team
- EAL
- High medical or physical needs that impact their ability to attend school or have interventions for these needs that impact learning.
- Attendance below 90%
- Significant support in place for mental health needs
- Significant support in place for communication

We use a graduated system within each of these criteria in order to establish the level of potential disadvantage. Whilst all students who are in receipt of pupil premium and LAC will meet these criteria automatically, by broadening our strategy to include the above areas, we will be able to ensure we put support in place for any of our students who face additional significant barriers to their learning.

Our aim is to use pupil premium funding to help us achieve and sustain positive outcomes for our disadvantaged pupils. Whilst socio-economic disadvantage is not always the primary challenge our pupils face, we do see a variance in outcomes for disadvantaged pupils across the school when compared to their peers, particularly in terms of:

- Academic attainment
- Progression to further and higher education
- Employability
- Social opportunities

At the heart of our approach is high-quality teaching focussed on areas where disadvantaged pupils require it most, targeted support based on robust diagnostic assessment of need, and helping pupils to access a broad and balanced curriculum.

Although our strategy is focused on the needs of disadvantaged pupils, it will benefit all pupils in our school where funding is spent on whole-school approaches, such as high-

quality teaching. Implicit in the intended outcomes detailed below, is the intention that outcomes for non-disadvantaged pupils will be improved alongside progress for their disadvantaged peers.

We will also provide disadvantaged pupils with support to develop independent life and social skills and continue to ensure that high-quality work experience, careers guidance and further and higher education guidance is available to all.

Our strategy will be driven by the needs and strengths of each young person, based on formal and informal assessments, not assumptions or labels. This will help us to ensure that we offer them the relevant skills and experience they require to be prepared for adulthood.

As all our students have additional needs and Education and Health Care Plans, needing targeted support, we will prioritise students who receive pupil premium for any additional input.

## Challenges

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

Challenge number	Detail of challenge
1	A high need for opportunities for speaking, listening (communication)
2	Increased need for access to family support, including wellbeing, financial advice and support with parenting
3	Increased need to access 'Ready to learn' pastoral or therapeutic interventions such as lego therapy and rebound, alongside increased support for mental health, wellbeing and social skills
4	A need for stretch and challenge for more able students

## 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
Disadvantaged students will have access to targeted interventions and appropriate support in class to develop their communication skills.	Students will make progress towards their communication and interaction targets on their EHCPs. Staff will be trained to support specific students in appropriate strategies.

Disadvantaged families will have support to access support for their financial needs, as well as wellbeing support.	Families will have financial support to ensure their children will have their basic needs met. Support will be offered through EHA's, adult learning groups and parent cafes.
Disadvantaged students will have access to a range of therapeutic interventions to support them to be ready to learn.	Students will make at least expected progress, improvements in attendance and behaviour will be evident.
Disadvantaged students will have sufficient stretch and challenge, enabling greater progress	Students will make expected progress towards cognition and learning targets.

## 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: £3,180

Activity	Evidence that supports this approach	Challenge number(s) addressed
Total communication training, including Makaton	Staff will have appropriate training to support students' communication needs, enabling them to make their wants and needs known and be able to engage in learning.	1
Staff training for supporting students with mental health needs	Staff trained in supporting mental health needs will be able to identify early warning signs and refer students to the pastoral team for appropriate interventions. Mental health first aider training for identified staff.	3
Training on developmental ladders	Staff will know where students are in terms of their development and will be able to set appropriate targets that will stretch and challenge them in all areas of need on their EHCP.	4

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

Budgeted cost: £47,730

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 academic intervention for identified students	1:1 support will enable students to fill any gaps in their knowledge and provide stretch and challenge for areas of strength. EEF research has shown that 1:1 teaching has a positive impact on PP progress.	4
1:1 therapeutic support for social, emotional and mental health needs	1:1 support to help students develop strategies to manage their emotions. There are strong links between wellbeing and performance.	3
1:1 and small group work for identified students for SALT	As communication skills are crucial for intellectual, educational, social and emotional development. Speech and Language Therapists support work with children and young people who have problems with understanding, expressing themselves and using communication to socialise appropriately. This support will enable our students to develop their preferred method of communication.	1,3
1:1 therapeutic support for sensory needs and purchase of relevant resources	Sensory strategies are designed to either help the student to increase or reduce their level of alertness, or arousal. The goal of using sensory strategies is that they will help the student to reach the level of alertness they need to attend and focus on their learning in class.	3

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

Budgeted cost: £ 42,595

Activity	Evidence that supports this approach	Challenge number(s) addressed
Subsidised support in place to purchase school uniform, help towards cost of school trips and any other activities	Wearing a uniform helps with a sense of community, promotes equality and inclusion, and supports student behaviour. Our school trips are inclusive for all students and provide opportunities to develop social skills, independence	2

	and character building, and cost should not be a barrier to this.	
Family support worker input	Our family support worker liaises with the pastoral team to identify families who are struggling financially, with mental health issues, behaviour and attendance. This support has led to an increase in attendance for many identified students, improved behaviour at home and appropriate support being put in place for families.	2,3
Priority Support for SEMH needs and sensory needs	Lunchtime clubs to support students to build positive relationships with others, manage their sensory needs and be able to access learning in a positive state of mind in the afternoons.	3

**Total budgeted cost: £ 93,505**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### Intended outcome

##### Success criteria A.

Enrichment opportunities are widened, accessible and frequent for disadvantaged students

All disadvantaged students will have access to enrichment opportunities

Increased opportunities for Post 16 disadvantaged students in places like the café and external careers engagement.

Relaxation and Wellbeing lessons will be accessible for students across curriculum pathways and Key Stages

##### Success Criteria B.

disadvantaged students have increased opportunities to access learning outside the classroom

Ensure that financial deprivation is not a barrier for any of our disadvantaged families to access enrichment activities within the school day.

##### Success Criteria C

Disadvantaged students will be better ready to learn this includes, uniform support, accessing increased adult support, pastoral or therapeutic interventions

Disadvantaged meetings and data indicate that therapeutic and pastoral interventions are allowing students the support they need to be ready to learn.

#### Outcomes

We have analysed the educational performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

The data demonstrated that the academic progress of pupil premium students across the school is on track and in isolated cases slightly above other students. Progress in character and social was identified that progress for pupil premium students is below, with 65% of pupil premium students making expected progress or higher, compared to 87% of the rest of the school. On further scrutiny of this data, this was identified to be students in KS2 particularly, some of whom had significant changes at home that could have impacted their progress in these areas. In addition, teachers requested more

guidance on how to collect information about progress in these areas, as they did not feel this was clear. This is now in place through the developmental ladders.

In terms of destination data for our year 11 students, all pupil premium students have either transferred into our post 16 provision or moved on to a suitable college.

We have also analysed our disadvantaged pupils' wider development outcomes, drawing on our own assessments and observations.

The data demonstrates that the behaviour of our pupil premium students improves following therapeutic interventions, including rebound therapy, Lego therapy and mentoring. In addition, attendance for pupil premium students is broadly in line with the rest of the school, with PP student's attendance at 90.49% compared to 92.73% for the rest of the school.

Based on all the information above, the performance of our disadvantaged pupils met expectations in all areas except KS2 in terms of social and character, as detailed above.

Our evaluation of the approaches delivered last academic year indicates that prioritising pupil premium students for interventions, including academic stretch and challenge and targeting gaps in knowledge, helps to support disadvantaged students to reach their potential. By ensuring that these students also have priority access to interventions to support emotional regulation, sensory needs and social interaction, they are more prepared and ready to learn and able to access the curriculum.

We have reviewed our strategy plan and made additions to how we intend to use some of our budget this academic year, with focus on communication linked to our school development plan alongside financial and emotional support for families both through our family support worker and pupil premium funding to ensure these students have the same opportunities as everyone else.