



# Aintree Davenhill Pupil Premium Strategy Statement

## School Overview

Data	Data
School name	Aintree Davenhill Primary School
Pupils in school	445
Proportion (%) of pupil premium eligible pupils	13.0
Academic year or years that our current pupil premium strategy plan covers	2025-26 and onwards
Date this statement was published	by December 2025
Date on which it will be reviewed	July 2026
Statement authorised by	E. Clay
Pupil premium lead	E. Clay
Governor lead	A. Soul

## Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£100,434
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£100,434</b>

## Part A: Pupil Premium Strategy Plan

### Statement of Intent

At Aintree Davenhill, we endeavour to ensure that our disadvantaged pupils are provided with excellent teaching and support in order to make good or better progress. We have high expectations for their academic achievement and will support the children to reach their potential. We aim to provide not only for our children's academic needs but to meet their pastoral and social/emotional needs within a caring and nurturing environment. We hope to foster a life-long love of learning.

Our current strategy continues to target gaps in the children's attainment. We provide interventions to facilitate extra teaching of key concepts and disadvantaged children will be included in pre-teaching and post-teaching interventions. Reading is prioritised at our school and to ensure our disadvantaged children make progress in this area, we will provide regular opportunities to improve reading skills and widen vocabulary and to hear the children read on a 1:1 basis.

When making decisions about our use of funding for disadvantaged pupils, we have considered the context of our school, the needs of our children and the challenges they face. We have explored research conducted by the Educational Endowment Fund.

Common barriers to learning for disadvantaged children can be: delayed language and communication skills, lack of confidence, attendance and punctuality, and sometimes challenging behaviours. There may also be complex family situations that prevent children from meeting their potential. We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

#### Our Principles

- Quality teaching and learning experiences meet the needs of all the children
- High expectations for all children
- Care and support for our children and their families
- Foster a life-long love of learning and provide cultural capital opportunities
- Appropriate provision is made for children who belong to vulnerable groups, this includes ensuring that the needs of disadvantaged children are adequately assessed and addressed
- Allocate the funding to support any pupil or groups of pupils the school has legitimately identified as being disadvantaged

### Ultimate Objectives

- To narrow the attainment gap between our disadvantaged children and non-disadvantaged children nationally and also our disadvantaged and non-disadvantaged within our school
- For all disadvantaged children in school to exceed nationally expected progress rates in order to reach age-related expectations at the end of Year 6
- Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum
- Develop confidence in the children's ability to communicate effectively in a wide range of contexts
- Enable pupils to look after their social and emotional wellbeing and to develop resilience

Provision for this group to include:

- Small group intervention support
- TA support in class
- Transition into EYFS, through school, and from Year 6 to Year 7

## Challenges

Challenge number	Detail of challenge
1.	Pupil Premium children who also have SEND needs and this affects their attainment
2.	Delayed communication and language skills of children on entry to school
3.	Lower attainment of children on entry to school
4.	Low confidence and skills in core elements amongst certain children, e.g. poor language skills, limited vocabulary, poor recall of maths facts leads to underachievement particularly in reading, writing and SPAG
5.	Enthusing and engaging children
6.	Attendance and punctuality
7.	Pastoral and social support for vulnerable families
8.	Access to after-school provision

## Intended Outcomes

Intended outcome	Success criteria
Good or better progress in reading	Achieve above national average progress scores in reading at the end of KS2
Good or better progress in writing	Achieve above national average progress scores in writing at the end of KS2
Good or better progress in maths	Achieve above national average progress scores in maths at the end of KS2
Narrow the gap in achievement (percentage meeting expectations in RWM) between disadvantaged pupils and all other pupils	Similar percentage of disadvantage pupils meet expectations in RWM as non-disadvantaged pupils in school (and nationally)
Improved achievement in phonics	Achieve above national average standards in the Year 1 and Year 2 Phonics Screening Check

Other	<p>Ensure attendance of disadvantaged pupils is above 95%</p> <p>Improve mental health and emotional wellbeing of pupils – the end goal is for the children to use a range of strategies to self-regulate their emotions</p>
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## Activity in this Academic Year

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £4,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increase in engagement in reading through developing a love of reading – sharing story time sessions, independent reading opportunities and monitoring home reading	‘Reading for pleasure has social benefits as well and can make people feel more connected to the wider community. Reading increases a person's understanding of their own identity, improves empathy and gives them an insight into the world view of others.’ (The Reading Agency 2015)	1, 2 & 5
Improved outcomes in reading – an increase in the percentage of pupils reaching or exceeding end of year expectations in reading and/or making accelerated progress	‘The average impact of reading comprehension strategies is an additional six months’ progress over the course of a year. Successful reading comprehension approaches allow activities to be carefully tailored to pupils’ reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.’ (The Education Endowment Foundation)	1, 2 & 5
High quality lessons and opportunities across the curriculum	‘Supporting the attainment of disadvantaged Pupils suggests high quality teaching as a key aspect of successful schools.’ (DFE, 2015)	1, 2 & 5
Consistent approach to the delivery of daily RWI sessions (phonics) and extra whole class phonics sessions whenever possible	‘Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. The teaching of phonics should be explicit and systematic to	1, 2, 3 & 4

	support children in making connections between the sound patterns they hear in words and the way that these words are written.’ (The Education Endowment Foundation)	
High quality staff CPD	‘High quality staff CPD is essential. This is followed up during Staff meetings and INSET.’ (The Education Endowment Foundation)	1 & 2

### Targeted Academic Support for Current Academic Year

Budgeted cost: £90,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
Tackle issues of poor early speech and language development of disadvantaged pupils on entry to Nursery and Reception	‘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.’ (The Education Endowment Foundation)	1, 2, 3 & 4
Deliver high quality interventions for disadvantaged pupils with SEND or with specific learning need – to accelerate the progress of disadvantaged pupils	‘Small group tuition has an average impact of four months’ additional progress over the course of a year. Small group tuition is most likely to be effective if it is targeted at pupils’ specific needs. The average impact of the deployment of teaching assistants is about an additional four months’ progress over the course of a year.’ (The Education Endowment Foundation)	1, 2 & 3
Enable additional support for disadvantaged children in key areas such as RWI; Year 6 writing and maths – to ensure all disadvantaged children achieve expected or better in reading, writing and maths	‘Individualised or small group instruction can be an effective approach to increasing pupil attainment. It can, however, be a challenging approach to implement given the increased requirements on the teacher to organise and monitor individual activities’ (The Education Endowment Foundation)	3 & 4
Provide early interventions for children who need support for speech and language;	On average, oral language approaches have a high impact on pupil outcomes of	2 & 3

support for children who have fallen behind in reading and writing	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.' (The Education Endowment Foundation)	
Target catch-up tuition (small groups) to disadvantaged pupils	'Small group tuition has an average impact of four months' additional progress over the course of a year.' (The Education Endowment Foundation)	2 & 3

### Wider Strategies for Current Academic Year

Budgeted cost: £6,034

Activity	Evidence that supports this approach	Challenge number(s) addressed
Widen the range of opportunities for disadvantaged pupils to visit new places and have new experiences of educational value Children can take part in a range of learning experiences Children are engaged with their learning and have a desire to achieve their goals	'A bespoke curriculum package needs to be established for some learners to engage them back into learning and to give aspirations for future success.' (The Education Endowment Foundation)	4 & 5
Reduce the cost of uniforms for families of disadvantaged children	The money saved on school uniform can be spent on other essential items	8
Improve the attendance and punctuality of disadvantaged children through a range of initiatives	'When a child attends school on a regular basis, they take an important step towards reaching their full potential, and are given the greatest opportunity to learn new things and develop their skills. Children who miss school frequently can fall behind with their work and do less well in exams. The more time a child spends around other children, whether in the classroom or as part of a school team or club, the more chance they have of making friends and feeling included, boosting social skills, confidence and self-esteem.' (Strategies for Schools to Improve Attendance and Manage Lateness)	6
Provide nurturing support for children and families (mental health and wellbeing) to safeguard children and remove barriers to learning	'The current statistics around mental health show that 1 in 4 people in the UK will experience a mental health problem each year.' (Mind) Mental health issues	7 & 8

	<p>are an increasing concern not only within adults but also children and young people. The last national morbidity survey completed for children and young people was in 2004, which found that 1 in 10 children aged between 5 and 16 were reported as having a clinically diagnosed mental health disorder. COVID-19 has also had a negative impact – 54% of children and young people with a mental disorder said that lockdown had made their life worse.</p> <p>Ensure parents of disadvantaged students feel safe and confident engaging with school.</p> <p>‘Parental engagement has a positive impact on average of 4 months’ additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.’ On average, oral language approaches have a high impact on pupil outcomes of 6 months’ additional progress. (The Education Endowment Foundation)</p> <p>Social and emotional learning approaches have a positive impact, on average, of 4 months’ additional progress in academic outcomes over the course of an academic year. (The Education Endowment Foundation)</p>	
Work with external agencies: school nurse, Sefton Mental Health Support Team, Team Around the School, Early Help, MASH, CAMHS and Parenting 2000 to support vulnerable families	All organisations and agencies that work with children share a commitment to safeguard and promote their welfare. From 2023-24, the school has been involved in the ‘Team Around the School’ Pilot Scheme.	8

**Total budgeted cost: £100,434**

## **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 2024-25 academic year.

<b>Aim</b>	<b>Outcome</b>
Quality of Teaching for All:	Staff continued to work hard using a range of whole school strategies to increase children’s engagement in reading. Children were

<p>Increase in engagement in reading through sharing story time sessions, independent reading opportunities and monitoring home reading</p> <p>Improved outcomes in reading – an increase in the percentage of pupils reaching or exceeding end of year expectations in reading and/or making accelerated progress</p>	<p>encouraged to read three times a week and receive a raffle ticket for a year group weekly draw. We continued to need to engage with parents about the importance of regular home reading. Information about reading at home was sent out throughout the year. We have reviewed our approach to home reading and each class has developed incentives to encourage reading at home. The whole school approach is to develop a love of reading. Each class had a 10-minute daily read with the teacher reading the class novel (chosen for its quality and for being modern and diverse). These texts really helped to enthuse the children with a number buying the book at home so they could read it.</p> <p>The Early Reading and Phonics subject leader worked hard to ensure a consistency in approach for monitoring reading across KS1. Reception parents were invited to attend shared phonics and story sessions.</p> <p>The three 30 minute sessions per week in KS2 continued to have a great impact on reading standards. Teachers ensured that vocabulary was discussed and explained to ensure children built a wide vocabulary.</p> <p>In KS1, the rigorous teaching of RWI and the use of interventions to support those children not at the expected stage has had a good impact. Children in Reception and KS1 received an extra session of phonics during each afternoon with the class teacher working with those children who require extra intervention. 73% of Year 1 children passed the Phonics Screening Check (5 out of the 8 Pupil Premium children didn't meet the threshold – 2 of these children have an EHCP) and by the end of Year 2, 100% of the children met the threshold for the Phonics Screening Check.</p> <p>The Reading subject leaders completed diagnostic reading assessments (Salford Reading Assessments) with the lowest 20% of readers and shared their analyses with staff. These children have since been heard read with an adult in school every day – even if they read regularly at home. Termly assessments have shown that children have all made progress, for some children the progress has been considerable.</p> <p>At the end of KS2, 90% of Pupil Premium children achieved the expected standard or better in reading which was above the national average of 74%. Pupil Premium children made the greatest amount of progress in reading compared to other groups.</p>
<p>High quality lessons and opportunities across the curriculum</p> <p>Consistent approach to the delivery of daily RWI sessions (phonics) and extra whole class phonics sessions whenever possible</p>	<p>Teachers planning shows that they consider the needs of all children in their class – adapted learning is evident, and teachers vary activities to cater for all learning needs. Teachers need to ensure that happens on a consistent basis and that children can access tasks.</p> <p>There has been rigorous teaching of RWI sessions this year. The Reading subject leader has provided support for staff and reviewed procedures to ensure consistency in approach. Having a significant number of adults in Reception (two teachers and three T.As), Year 1 (two teachers and four T.As) and Year 2 (two teachers and two T.As) to deliver RWI sessions has had a positive impact. Support has been provided for those children who are not at the appropriate stage.</p> <p>Children have benefited from access to the virtual classroom and that has ensured that learning is personalised. Fast Track 1:1 tuition sessions have been delivered to those children who have needed additional support to close gaps in their learning.</p>

<p>High quality staff CPD (Red Rose Maths Mastery/Phonics)</p>	<p>We have seen improved outcomes in Year 2 (with the majority of children leaving the programme at Christmas) and Year 1 with improved results in the Phonics Screening Check. In Year 1, 73% of the children met the threshold for the Phonics Screening Check and by the end of Year 2, 100% met the threshold for the Phonics Screening Check. Whilst the Year 1 achievement in the Phonics Screening Check is a decrease compared to previous years, it represents significant progress for a cohort in which only 44% achieved a GLD at the end of Reception. Children in KS2 (Year 3 and Year 4) who have needed support in phonics continued to access RWI lessons but many of these children progressed and have now completed the programme.</p> <p>The purchase of the virtual classroom resources from RWI have been of great benefit to staff as they can access a wealth of training videos. Throughout this year, staff have benefited from 'RWI Development' visits from our trainer.</p> <p>A Reception teacher and the EYFS/KS1 Assistant Headteacher took part in the Red Rose Maths Mastery Reception Pilot training this year and shared this information with EYFS staff. The Red Rose Maths Mastery lessons have had a significant impact on teaching and learning in maths.</p>
<p>Targeted Support: Tackle issues of poor early speech and language development of disadvantaged pupils on entry to Nursery and Reception</p>	<p>Staff developed their practice (using knowledge gained from the SSTEW Project) to provide high quality, purposeful interactions with the children and are more confident in supporting them to communicate effectively with each other, using effective questioning and running commentaries. Language was identified as a key feature of peer-to-peer interactions against the rating scale.</p> <p>The learning environment also developed this year and this led to children that were productively engaged in the continuous provision areas for increased amounts of time with and without an adult present.</p> <p>The relationship between children and their peers was a strength; they were able to effectively engage and interact with each other and if sharing broke down, the children looked to an adult for support so that it could be resolved.</p> <p>Sessions were planned each week to specifically support the children's spoken language, vocabulary, pronunciation and the development of their ability to segment and blend independently. The sounds that the children focused on were linked directly to the area of phonics that children have required additional support with in order to progress their learning.</p> <p>Some children took part in additional specific interventions for communication and language using the WELLCOMM programme. These children worked in a small group two-three sessions each week to develop their individual targets. All group work for communication and language was promoted and further supported throughout the day when the children accessed continuous provision and took part in adult-led activities to provide them time to 'use' their developed language skills.</p> <p>The programme of interventions delivered by TAs has had a significant impact on children's progress.</p>

<p>Deliver high quality interventions for disadvantaged pupils with SEND or with specific learning need – to accelerate the progress of disadvantaged pupils</p> <p>Enable additional teaching assistant support for disadvantaged children in key areas such as Year 6 writing and maths – to ensure all disadvantaged children achieve expected or better in reading, writing and maths</p> <p>Provide early interventions for children who need support for speech and language</p>	<p>Children benefitted from a range of interventions this year. The interventions were based on the children’s needs and they were adapted as progress was made.</p> <p>At the end of KS2, 70% of Pupil Premium children achieved the expected standard or better in reading, writing and maths which was above the national average of 62%.</p> <p>TAs delivered in interventions to Reception children and saw noticeable improvements. Interventions are delivered at key points throughout the school day.</p>
<p><b>Other Approaches</b></p> <p>Widen the range of opportunities for disadvantaged pupils to visit new places and have new experiences of educational value Children can take part in a range of learning experiences</p> <p>Children are engaged with their learning and have a desire to achieve their goals</p> <p>Reduce the cost of uniforms for families of disadvantaged children</p> <p>Improve the attendance and punctuality of disadvantaged children through a range of initiatives</p>	<p>Due to rising costs, the number of trips was limited to one per year group. We benefitted from the Friends of Aintree Davenhill’s help subsidising transport costs. The majority of year groups went out on a trip, e.g. Year 4 children visited the Blue Planet Aquarium and Year 6 children went on a residential trip to Chet in June. All Pupil Premium children were given financial support for trips this year. In June, we had a caving/climbing experience for two days.</p> <p>Teachers have adapted planning to ensure that lessons enthused and engaged children – there were a variety of approaches to cater for different learning styles.</p> <p>School uniform was provided for Pupil Premium children. We also helped to provide P.E kit when needed.</p> <p>The attendance and punctuality of some Pupil Premium children continues to be a concern. Senior leaders at school have had a proactive approach to attendance concerns this year and have provided practical support, e.g. collecting children for school and making home visits.</p> <p>Key Actions: Daily monitoring of attendance of children whose attendance was below 90% (persistent absenteeism) – phone call to parents from a member of SLT. First Day Response – school contacted Sefton Attendance and Welfare to request a visit for absent children whose parents they had not heard from to explain the absence. Attendance Panel meetings were held each half-term (creation of Attendance Plans). Mid-Year reports – attendance information was included. End-of-term – attendance of all children reviewed and sent out letters (some for children’s attendance which was below 90% and a ‘warning’ letter for children’s attendance that was 90-93%). Letters were also sent to parents whose children’s punctuality was a concern (included number of minutes/hours missed). End-of-year reports – teachers commented about the impact of poor attendance on achievement (when children have been on holiday or attendance is a concern). Term-time holidays (of 5 days or more) have been referred to the Attendance and Welfare Service unless there have been exceptional circumstances.</p>

<p>Provide nurturing support for children and families (mental health and wellbeing) to safeguard children and remove barriers to learning Work with external agencies: school nurse, Sefton Mental Health Support Team, Early Help, MASH, Team Around the School, CAMHS and Parenting 2000 to support vulnerable families</p>	<p>Letters regarding punctuality concerns were sent to parents on a half-termly basis. The school has provided practical support to families to ensure children attend school regularly.</p> <p>The school provided support for families in a range of ways and works closely with the school nurse Ruth Swanson. School worked with the Sefton Mental Health Support Team and individual children have been provided with support through parent-led cognitive behavioural therapy. The Team Around the School has provided significant support to families this year. The social worker and Early Help worker have supported parents and children every Wednesday throughout the year. Families came into school to seek support and advice.</p> <p>We celebrated events such as 'Hello Yellow Day' and 'Children's Mental Health and Wellbeing Week' to promote the importance of good mental health. All classes completed a range of activities to promote good mental health.</p>
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**Externally Provided Programmes**

Programme	Provider

**Service Pupil Premium Funding (optional)**

Measure	Detail
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

**Further Information (optional)**