

Pupil premium strategy statement – Datchet St Mary’s Academy

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	222
Proportion (%) of pupil premium eligible pupils	26.2%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/2023 to 2024/2025 (3 year plan)
Date this statement was published	September 2025
Date on which it will be reviewed	August 2026
Statement authorised by	Nicola Green Head Teacher
Pupil premium lead	Christina Weerasekera Assistant Head Teacher
Governor / Trustee lead	Jane Simpson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 75,775
Recovery premium funding allocation this academic year	£ 0
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£75,775

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. 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 are mindful and supportive of the challenges faced by vulnerable pupils, such as those who have a social worker and are young carers. The strategies we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time, will benefit the non-disadvantaged pupils in our school. Detailed in our outcomes below, is the intention that disadvantaged pupils' attainment will be sustained and improved alongside the progress of their non-disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust, diagnostic assessment, not assumptions about the impact of disadvantage and deprivation. The approaches we have adopted complement each other to help pupils flourish academically and holistically.

We will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point where a need is identified
- adopt a 'whole school approach' in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- ensure disadvantaged pupils are supported pastorally as well as educationally

Challenges

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

Challenge number	Detail of challenge
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1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our specific groups within disadvantaged pupils than their peers.
2	Assessments, observations and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers from early reading to fluency. Pupils are less supported at home with their learning and do not have the same vocabulary range or exposure to an enriched vocabulary at home, compared to their peers.
3	Progress is also slower for PPG pupils who fall within two or more groups, such as SEN (30%) or GTR(24%).
4	On entry to Reception Class over the last 5 years' worth of data has shown that our disadvantaged pupils arrive below the age-related expectations in reading writing and maths. 24/25 – 75% 23/24 – 86%. 22/23 – 50% 21/22- 71% 20/21 – 100%
5	Many of our pupil premium children do not have the same, rich and varied experiences as non-pupil premium children and therefore knowledge of the world and vocabulary acquisition is limited.
6	Data indicates that the gap between PPG and non PPG is highest in writing.
7	Attendance remains below national (96%) for pupil premium children compared to non- pupil premium children.

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
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<p>Improved understanding and use of vocabulary in maths.</p>	<p>Our new maths scheme ‘White Rose Maths’ places a heavy emphasis on using the correct vocabulary in maths. The key vocab is woven though the lessons and encourages children to use this vocabulary through the use of reasoning and oral stem-sentences.</p> <p>The prescriptive scheme will ensure the key vocabulary is drip-fed throughout the lesson, modelled by the teacher and used by the children. This will be evident through learning walks and pupil conferencing with the children.</p>
<p>PPG children will make good or better progress in reading, writing and maths.</p>	<p>PPG children targeted to make 7 steps progress.</p> <p>Targeted interventions for those needing to catch up in reading comprehension, writing, maths and phonics.</p> <p>Termly pupil progress meetings to take place with SLT and teachers to discuss progress and interventions.</p> <p>Family learning days will continue to be implemented during the new academic year where families of disadvantaged pupils will be invited into school to learn alongside their child. This will expose and support families in supporting their child’s learning at home.</p>
<p>Improved overall attendance of our PPG children, using a newly adopted scheme: ‘5 Foundations of Effective Attendance Practise’ – A proactive and preventative strategy to foster a positive culture change that prioritises student well-being and engagement.</p>	<p>Our school will continue to develop our calm, safe and supportive environment. We will have a clear attendance policy which staff and parents will understand. We will ensure attendance management processes are delivered effectively and consistently. As a school, we will continue to build strong relationships with our families, listen to and understand barriers to attendance and work with families to remove them. We will then follow and apply the ‘5 Foundations’ Action Plan’</p>
<p>Parents of pupil premium children will be targeted to ensure they attend ‘Parent evening’.</p> <p>Shared learning morning: mm, ww Focus of encouragement</p>	<p>Parent liaison officer to call parents if they have not booked a parents evening to offer the parent a time-slot. Teachers to follow up with a phone call if the parent failed to attend the meeting.</p>

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: £35,118

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Staff meeting to look at PPG focus and the development of high quality language. Continued discussions on pupils using knowledge organisers in foundation subjects to continue to build on prior knowledge and support learning and language development in lessons.</p>	<p>When class teachers are aware which pupil premium children in their classes did not make good progress last academic year, they can identify these children as 'target' children.</p> <p>Children actively using knowledge organisers within class and using correct subject, specific language</p>	<p>1, 5, 7</p>
<p>SLT will identify targeted groups and discuss with teachers at pupil progress meeting. PP lead will track PPG children's progress and attendance throughout the year to ensure progress is made each term.</p>	<p>Staff who feel skilled and confident leading an intervention will see better progress from the children. Specific TA intervention leaders identified and responsible for delivering interventions. SENCO will support and train TA's in delivery high quality interventions .</p>	<p>1, 2, 3, 4, 6, 7, 8</p>
<p>In class, oral language interventions (also known as oracy or speaking and listening interventions) with targeted approaches through shared reading that emphasise the importance of spoken language and verbal interaction in the classroom.</p>	<p>Oral language is developed through shared reading where all children are exposed to vocabulary and structure of texts that they may not usually read or be exposed to. PKC has a strong emphasis on explicitly teaching vocabulary, and each lesson starts with introducing, orally rehearsing, and engaging with key vocabulary (e.g. looking at the etymology of new words). Key vocabulary is contextualised throughout the lesson and children are given opportunities to apply new words.</p>	<p>1, 3, 4, 7</p>
<p>CPD for subject specialists and middle leaders to support curriculum development using our knowledge rich curriculum.</p>	<p>The importance of high quality teaching supported with effective CPD, can close the disadvantage gap, as highlighted by EEF. The impact of this is still being seen and experienced now.</p> <p>Effective Professional Development EEF (educationendowmentfoundation.org.uk)</p>	<p>2, 3, 6, 7</p>

Enhancing the quality of teaching through TA's support of PP students in classrooms.	Teaching Assistants support the teacher in the general classroom environment paying particular attention to PP students.	1, 3, 4, 6, 7
Zones of regulation and 'The Nest' to be used to regulate PP children that need additional support as well as using PACE to support children.	Children are encouraged to identify their current zone of regulation and are taken to 'The Nest' to be given space. Once the child has regulated their emotions, they can discuss how they felt and what caused the dysregulation to provide them with tools to manage their own moods and feelings. They can then return to class ready again to learn.	3, 6

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

Budgeted cost: £35,758

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 pupil progress meetings with teachers, headteacher and the assistant headteacher	Time for ongoing professional dialogues regarding further support for these children will help to keep this a priority. There is a collected responsibility for PP children's progress in order to make accelerated progress. Staff will know who they are, their barriers to learning and any strategies needed to meet their educational and emotional needs.	1, 2, 3, 4, 6, 7, 8
SENDCo input with TA support in all classes for targeted support in lessons 1 SALT OT and EP reports	Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support. Providing training to the staff that deliver small group support is likely to increase impact. Additional small group support can be effectively targeted at pupils from disadvantaged backgrounds and should be considered as part of a school's pupil premium strategy. The research suggests a group of teaching strategies that teachers should consider emphasising for pupils with SEND. Teachers should develop a repertoire of these strategies they can use flexibly in response to the needs of all pupils. High quality teaching should reduce the need for extra support, but it is likely that some pupils will require high quality, structured, targeted	1, 2, 3, 5, 6, 7

	interventions to make progress. The intensity of intervention (from universal to target to specialist) should increase with need. Interventions should be carefully targeted through identification and assessment of need. (EEF)	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £4899

Activity	Evidence that supports this approach	Challenge number(s) addressed
Exciting trips and visits will be planned to enhance the curriculum including residential for Year 6	Children who are exposed to these experiences have an enhanced knowledge and understanding of the world. When finance isn't a factor for families, they want their children to have these experiences. Parents/ carers may not commit to school trips especially when there are multiple siblings.	1, 5
Subsidising school uniform	Disadvantaged students may continue to attend school in damaged clothing or poorly fitting clothing	8
Breakfast and after school clubs offered to parents as well as extra-curricular activities e.g football, gymnastics, drama	Children who are able to follow their hobbies and passions without finance being a barrier raising their self-esteem School clubs outside of school financed to ensure breadth of experience is offered and talents fostered.	5
Engaging with families	Parents who don't attend 'Parents Evening' will be followed up by a phone call from the class teacher. Parents targeted to join the school for assemblies, stay and play and family learning days. Trusting relationships built with families and the school to help promote good, attendance Phone call to ask about absence	4
ELSA and Nurture	Teachers will identify and refer children they think will benefit from these small group or 1:1 sessions to SENDco	3, 6
Play therapy	The SENDco will identify and refer any child they feel would benefit from this therapy programme	3, 6

ERSA	All staff have been trained and will identify any student that they believe have the potential to be a school avoider or have displayed this behaviour. In this occasion, ERSA sessions can be put in place.	3, 6
Zones of regulation	All staff trained in identifying dysregulated children and when to offer them time in 'The Nest'. Staff need to offer the children an opportunity to discuss why they have become dysregulated to help them to identify future methods and strategies to help themselves.	3, 6

Total budgeted cost: £ 75,775

Part B: Review of the previous academic year

In year Expected progress or above 2024-2025

	Reading		Writing		Maths	
	PPG	Non-PPG	PPG	Non-PPG	PPG	Non-PPG
Year 1	43	70	43	74	57	74
Year 2	50	71	67	67	67	71
Year 3	43	76	29	71	14	86
Year 4	55	74	55	74	55	79
Year 5	17	86	17	86	50	90
Year 6	50	73	38	68	50	68

EYFS – ALL 67% GLD

PPG GLD 63%

NON PPG 68%

End of Key Stage 1 outcomes

	READING		WRITING		MATHS		COMBINED	
	EXS +above	GDS	EXS +above	GDS	EXS +above	GDS	EXS +above	GDS
ALL	73	13	67	3	70	17	67	3
PPG	67	3	67	0	67	33	67	0
Non PPG	71	10	67	3	71	10	67	3

End of Key stage 2 outcomes

	READING		WRITING		MATHS		COMBINED	
	EXS	GDS	EXS	GDS	EXS	GDS	EXS	GDS
ALL	43	27	57	3	43	20	27	7
PPG	38	13	38	0	50	0	25	0
NON PPG	45	32	64	3	41	20	32	5

Outcomes for disadvantaged pupils

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

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.