

# Pupil premium strategy statement – Davenant Foundation School

Before completing this template, read the Education Endowment Foundation's [guide to the pupil premium](#) and DfE's [pupil premium guidance for school leaders](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium on, within the framework set out by the menu.

All schools that receive pupil premium are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

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.

## School overview

| Detail   | Data                               |
|--|------------------------------------|
| Number of pupils in school   | 901 – KS3/4<br>(1,202 full school) |
| Proportion (%) of pupil premium eligible pupils  | 11.65%                             |
| 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> ) | 2025/26-2027/28                    |
| Date this statement was published  | December 2025                      |
| Date on which it will be reviewed  | October 2026                       |
| Statement authorised by  | Adam Thorne                        |
| Pupil premium lead   | Jessica Escott                     |
| Governor / Trustee lead  | Ann Marie Allen                    |

## Funding overview

| Detail   | Amount    |
|--|-----------|
| Pupil premium funding allocation this academic year  | £ 146,955 |
| Pupil premium funding carried forward from previous years<br>(enter £0 if not applicable)  | £         |
| <b>Total budget for this academic year</b><br><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> | £ 146,955 |

# 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 the curriculum, particularly in core subjects. As a school, through our Personal Development Programme, we offer a wide range of extracurricular and co-curricular opportunities to enhance students experience of school and we don't want any student to miss out on these opportunities due to financial pressures. This gives parity for all students. The ethos of the school is that students will flourish in 'Body, Mind and Spirit' and achieving this means that all students, regardless of whether they are disadvantaged or not, need to be able to access the full curricular, co-curricular and extra-curricular offer.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that parity, including progress for those who are already high attainers. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, through pastoral and emotional support alongside the academic support.

Quality first teaching (QFT) 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. QFT within the classroom is supported by our established tuition in English and Maths which is reviewed with the faculty heads within the line management process and is in conjunction with Student Services.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment of our students' needs, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set and act early to intervene where there are issues.
- the point need is identified through the establishment and monitoring of the Student Services Plans (SSP).
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.
- Provide a Pupil Premium Mentor and Disadvantage Champion to highlight the needs of disadvantaged students and monitor their progress.

## Challenges

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

| Challenge number | Detail of challenge   |
|------------------|---|
| 1                | <p>Whilst Progress 8 figures show positive outcomes for our disadvantaged students (.51 for PP students compared to .45 for non-PP students) the Attainment 8 levels of our disadvantaged pupils in maths is lower than that of their peers.</p> <p>In maths, dependent on the cohort, the specific Attainment 8 levels vary. In 2025, 67% of PP students achieved a pass at 4 or above compared with 90% of their non-pp peers.</p> <p>Our year 7 CATS quantitative data, over several years, shows that a higher proportion of PP student tend to come in with lower levels than non-PP students. 21% of our PP students are below average SAS in Quantitative levels compared to only 4.4% of non-PP students.</p>     |
| 2                | <p>Whilst Progress 8 figures show positive outcomes for our disadvantaged students (.51 for PP students compared to .45 for non-PP students) the Attainment 8 level of our disadvantaged students in English is lower than that of their peers.</p> <p>In the 2025 exam cycle for English, 91% of our non-PP students achieved a 4 or above in their English GCSE, only 67% of PP students achieved a 4 or above. In the previous year the gap was smaller – 92% non-PP compared to 82% PP.</p> <p>As with maths, there is also a correlation with lower Verbal CATs scores for PP students. 16% of our PP students had a verbal score of below average SAS whereas, only 5% of Non-PP students were in that bracket.</p> |
| 3                | <p>Our observations and feedback from pastoral staff and teaching staff suggest that many of our disadvantaged students lack self-regulation skills when faced with challenging situations both within the classroom and when in unstructured times. A significant number of our students also have Adverse Childhood Experiences (ACE) which impact on their ability to regulate and also to form connections with staff.</p> <p>Metacognitive skills for learning are embedded within teaching however, a significant minority of our students still struggle to apply these due to their emotional dysregulation and have not yet made the link between these two elements.</p>  |
| 4                | <p>Our referrals into the wellbeing support services as well as feedback from the pastoral teams and parental feedback have identified significant levels of anxiety, low self-esteem and other mental health issues. These seem to have a significant impact on engagement in school life such as</p>  |

|   |  |
|---|--|
|   | <p>attendance to school, attendance to lessons and general levels of well-being.</p> <p>Last year, of the referrals made into the external well-being support, either small group or 1:1 sessions, 46 were able to be actioned. Of those, 5 students (10.9% of those supported) were either PP or FSM (4.8% of the PP population).</p>   |
| 5 | <p>Our attendance data for the year to date indicate that attendance among our disadvantaged students is between</p> <p>Overall attendance for the whole school is at 94.7%</p> <p>Attendance for non FSM Students is 94.9%</p> <p>Attendance for FSM students is 92.4%</p>  |
| 6 | <p>Many of our students make the most of the opportunities offered to them by participating in our broad and varied extra-curricular offer. Even though many of the activities are free to access some are paid for e.g. music lessons and some paid sports clubs. Students from disadvantaged backgrounds are not always able to engage with these if there isn't support from the PP fund. If they are not able to access these offers then they would be missing out on key opportunities for developing cultural capital. Sport and Music are two of the key extra-curricular offers at Davenant and all students need to be able to engage with this.</p> |

## 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  |
|--|---|
| Improved outcomes among disadvantaged pupils in KS4 particularly in maths.           | Staff will consistently be using strategies to promote numeracy. Students will engage in maths intervention programmes and will feel more confident in their mathematical ability and will thereby be better able to access the curriculum and exams.   |
| Improved outcomes among disadvantaged pupils across the school but specifically KS4. | <p>At KS4, staff will be consistently using strategies to promote disciplinary literacy. Students will engage in interventions. They will feel more confident in their reading, writing and exam skills and will thereby be better able to access the exams.</p> <p>At KS3, sustained engagement in literacy interventions to boost key skills in year 7&amp;8 which will be shown through the scores in core assessments and increased levels of confidence reported by staff.</p> |

|   |  |
|---|--|
| Improved emotional self-regulation skills among disadvantaged students across all subjects.       | Reports from pastoral staff and teaching staff as well as referrals made, will demonstrate that students are better able to regulate as well as staff being more confident in naming strategies and language that they can use with students when they see signs of dysregulation.       |
| To achieve and sustain improved wellbeing for all pupils including those that are disadvantaged.  | Qualitative data from student voice and pastoral staff observations will demonstrate improving levels of emotional wellbeing.<br><br>Depending on student this may be demonstrated in increased attendance, participation in community such as extra-curricular or school opportunities. |
| To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils. | The attendance data disparity between disadvantaged students and their non disadvantaged peers will lessen.  |

## 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: £ 14,000

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| Staff CPD focussed on emotional regulation and implementation of Trauma Perceptive Practice | <p>Research suggests that pupils from disadvantaged backgrounds are less likely to have well developed Social and emotional learning skills. These skills are linked with poorer mental health and lower academic attainment.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning?utm_source=/education-evidence/teaching-learning-toolkit/social-and-emotional-learning&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=emotional%20regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning?utm_source=/education-evidence/teaching-learning-toolkit/social-and-emotional-learning&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=emotional%20regulation</a></p> <p>Essex local authority is implementing the TPP strategy across Essex schools. It is a programme developed by their Educational Psychology</p> | 3, 4                          |

|   |   |     |
|---|---|-----|
| (TPP) and their application pastorally and in the classroom as well as embedded in the behaviour policy | <p>team and is based on research into brain development and ACE. There is a training process for key practitioners and a Train the Trainer course. This is also being embedded through other support agencies such as Children's Support Services (CSS) who run individual interventions with students as well as train staff.</p> <p><a href="https://css-essex.co.uk/about-css/">https://css-essex.co.uk/about-css/</a><br/> <a href="https://schools.essex.gov.uk/pupil-support-and-wellbeing/social-emotional-and-mental-health-semh/semh-training/trauma-perceptive">https://schools.essex.gov.uk/pupil-support-and-wellbeing/social-emotional-and-mental-health-semh/semh-training/trauma-perceptive</a></p>  |     |
| Purchase of standardised diagnostic assessments to ensure assessments are accurate and useful.          | <p>Standardised tests can provide reliable insight into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions and teacher instruction. These diagnostic assessments support in school assessment to assess learning gaps and support progress.</p> <p><a href="https://educationendowmentfoundation.org.uk/news/eef-blog-new-case-studies-making-effective-use-of-diagnostic-assessment#:~:text=By%20focusing%20on%20effective%20diagnostic,Plans%20in%20this%20case%20study.">https://educationendowmentfoundation.org.uk/news/eef-blog-new-case-studies-making-effective-use-of-diagnostic-assessment#:~:text=By%20focusing%20on%20effective%20diagnostic,Plans%20in%20this%20case%20study.</a></p> <p>There are a number of articles around this on the National Foundation of Educational Research on this.</p> <p><a href="https://www.nfer.ac.uk/assessment-hub/?page=1">https://www.nfer.ac.uk/assessment-hub/?page=1</a></p> | 1,2 |

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

Budgeted cost: £ 59,500

| Activity  | Evidence that supports this approach  | Challenge number(s) addressed |
|---|---|-------------------------------|
| The provision of specialist learning programmes to support with literacy development. | <p>Literacy interventions can have a positive impact on pupil's ability to access and understand a text as well as improve their expressive language. This is particularly the case when interventions are delivered over a short and intensive timespan.</p> <p>Lexia runs on a rolling programme especially across year 7&amp;8 often coupled with other interventions.</p> <p><a href="#">Lexia Reading Core5®   EEF</a></p> | 1,2                           |
| Library/literacy coordinator?   | <p>Having someone to oversee and guide staff in the implementation of literacy strategies and work with the library to enhance and enable the development of literacy is vital to</p>   | 2                             |

|   |  |   |
|---|--|---|
|   | <p>the overall school literacy strategy. This means that literacy moves out from being the sole preserve of the English department and becomes part of the wider school focus.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/literacy-ks3-ks4/EEF_KS3_KS4_LITERACY_POSTER.pdf?v=1764584614">https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/literacy-ks3-ks4/EEF_KS3_KS4_LITERACY_POSTER.pdf?v=1764584614</a></p> |   |
| Provision of small group and 1:1 English tutoring | <p>Tuition targeted at specific needs and knowledge gaps can support low attaining pupils or those falling behind. Boosting reading and comprehension skills help close the literacy gap with their higher attaining peers. Builds receptive and expressive language essential for accessing the curriculum. This is often used in conjunction with other interventions and students who struggle to learn and regulate in larger class settings.</p> <p><a href="#">One to one tuition   EEF</a></p>  | 2 |
| Provision of small group and 1:1 Maths tutoring   | <p>Tuition targeted at specific needs and knowledge gaps can support low attaining pupils or those falling behind. Tutoring in this way ensures that the foundations of mathematics are in place to aid progression and close educational gaps. This also helps with metacognitive skills such as retrieval practice. The maths intervention tutor works closely with the Maths department to look at specific areas of weakness and knowledge gaps.</p> <p>There is also a maths specialist TA running targeted interventions.</p> <p><a href="#">Improving Mathematics in Key Stages 2 and 3   EEF</a></p>   | 1 |

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

Budgeted cost: £ 73,455

| Activity   | Evidence that supports this approach   | Challenge number(s) addressed |
|--|--|-------------------------------|
| Provision of pastoral mentoring from the behaviour support | <p>Having pastoral mentoring in place means that there can be specific and targeted support for individuals and small groups of students e.g. academic, behavioural/pastoral, attendance mentoring. In this way, the specific needs of the student can be met. The mentor can monitor and direct involvement in the wider school life.</p> | 3,4,5                         |



|  |  |           |
|--|--|-----------|
| manager, key stage managers and wider wellbeing team.  | Building relationships is a key part of the schools emotional wellbeing strategy and behavioural strategy. Connection is a key part of emotional regulation and then helps with wider engagement. This is a key element of TPP practice and the work supported by CSS.<br><a href="#">Mentoring   EEF</a>  |           |
| Provision of a PP champion.  | Having someone with an overview of the attainment, pastoral needs, behavioural needs or pupil premium students means that students can be monitored more effectively and placed with the most appropriate lead professional. This person is also the named person for pupil premium students who value access to a designated person which in turn provides a sense of stability. This person also assists with accessing financial support.<br><a href="https://secureschools.essex.gov.uk/DisplayDocument.aspx?DocID=458">https://secureschools.essex.gov.uk/DisplayDocument.aspx?DocID=458</a><br><a href="https://educationendowmentfoundation.org.uk/using-pupil-premium">https://educationendowmentfoundation.org.uk/using-pupil-premium</a> | 1,2,3,4,5 |
| Embedding the practice of <a href="#">Working together to improve school attendance e - GOV.UK</a><br>Through the attendance secondment posts. | The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.<br>This is being implemented within Davenant through the appointment and work of two attendance SLG secondment posts; one person looking at persistent absence and the other looking at severe absence.   | 3, 4, 5   |
| Provision of mental health and wellbeing interventions from external support agencies  | This is part of the wider school strategy on supporting and promoting positive mental health and resilience. Using external specialists enables students to access specialist who can use their expertise to support the work going on within the school. This is part of the wider Government plans for supporting wellbeing in schools:<br><a href="https://www.gov.uk/guidance/mental-health-and-wellbeing-support-in-schools-and-colleges">https://www.gov.uk/guidance/mental-health-and-wellbeing-support-in-schools-and-colleges</a>   | 3,4, 5    |
| Embedding the principles of TPP within the school behavioural system. All staff will get training and time to implement procedures.            | <a href="https://schools.essex.gov.uk/pupil-support-and-wellbeing/social-emotional-and-mental-health-semh/semh-training/trauma-perceptive">https://schools.essex.gov.uk/pupil-support-and-wellbeing/social-emotional-and-mental-health-semh/semh-training/trauma-perceptive</a><br>The TPP programme across Essex was developed and written by the Educational Psychology team in Essex. Their research shows that awareness and training about the way in which Children's brains develop and the impact of trauma on that development enables staff to better support, teach and develop young people.   | 3,4       |

|  |  |             |
|--|--|-------------|
| Contingency fund to support cultural capital opportunities e.g. music lessons, school trips, revision resources. | <p>The importance of developing cultural capital in all students is a crucial part of a school's, enriching a student's experience of the world and opening up more access to them. Ensuring that there are opportunities open to PP students means that we are able to redress the balance for disadvantaged pupils.</p> <p><a href="https://nationalcollege.com/news/ofsted-cultural-capital-guide">https://nationalcollege.com/news/ofsted-cultural-capital-guide</a></p> | 1,2,3,4,5,6 |
|--|--|-------------|

**Total budgeted cost: £ 146,605**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

- The Attainment 8 data for the last 3 years shows that we have positive outcomes for our disadvantaged students in comparison to the national figures for disadvantaged pupils. However, there is still a gap between our disadvantaged pupils and national figures for non-disadvantaged pupils. (see the table below – IDSR) This was particularly marked in the 2025 data due to several key pupils with

| Year | Cohort | School disadvantaged compared to national disadvantaged |          |                               | School disadvantaged compared to national non-disadvantaged |      |               | Year group context |
|------|--------|---|----------|-------------------------------|---|------|---------------|--------------------|
|      |        | School  | National | National distribution banding | National (non dis)  | Gap  | Gap Trend     |                    |
| 2025 | 23     | 43.3  | 34.9     | Above (non-sig)               | 50.3  | -7.0 | Widening      | -                  |
| 2024 | 27     | 52.1  | 34.6     | Above (sig+)                  | 50.0  | 2.1  | Positive gap  | -                  |
| 2023 | 22     | 46.0  | 35.0     | Above (sig+)                  | 50.3  | -4.3 | Not available | -                  |

high needs who did not sit exams.

- We hold by the idea that Quality First teaching is the best form of provision for all students including those in receipt of Pupil Premium. As a result, much of our staff training has focussed on different aspects of teaching and learning and student development. Such as meta cognition, questioning, attention and emotional regulation. This has been delivered through a combination of focus groups with suggested reading, the 'Davenant Digest' CPD focussed bulletin and whole staff training. Staff feedback on this has shown this to be positive in helping them assess their teaching and the learning needs of the individual students in front of them.
- During the regular data drops, data is reviewed to monitor the progress of students as a whole cohort but also to review the different vulnerable groups. These highlight not only attitude to learning but also those students who are above, on tack or below target in their subjects. This enables both academic and pastoral interventions to be put in place, intervening in a timely manner. The SLG team has also been looking at how to highlight groups such as low progress/high effort and high progress/low effort in order to tailor support. This development was as a result of gaps seen in previous data and resultant support.
- Whilst Davenant has a strong history of extra-curricular activities and wider opportunities, this has not always been tracked consistently in order to measure

engagement from different vulnerable groups; previously this had been from staff feedback and anecdotal. This is now something that is being tracked and monitored for both extra-curricular and for student leadership engagement.

- The new attendance measures have provided us with guidance as to how to formally manage persistent attendance working with students and families in a supportive way. This is now reflected in two new SLG secondments, one for Persistent Absence and one for Severe Absence.
- Personal and educational wellbeing continues to be a crisis for schools and has not been helped by national issues and concerns. The recent economic crisis has meant that the school have had more requests to support all areas of schooling, including food, transport costs and uniform costs as well as help towards trips and visits. Requests have not just been received from Pupil Premium families but from the wider school community. This has meant that many students have struggled to wholly engage with learning – both emotionally and practically – and which is something that is reflected in the Pupil Premium Strategy statement again this year and with a broadening of services.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.*

| Programme            | Provider           |
|----------------------|--------------------|
| Literacy Improvement | Lexia              |
| Literacy improvement | Accelerated Reader |
| Therapeutic support  | MIND               |
| Therapeutic support  | Spark to Life      |
| Therapeutic support  | Private counsellor |

## Service pupil premium funding (optional)

*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***

|   |
|---|
|   |
| <b>The impact of that spending on service pupil premium eligible pupils</b> |
|   |

## Further information (optional)

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