

Danebury School: Pupil premium strategy statement

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	356
Proportion (%) of pupil premium eligible pupils	24%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2023-2026
Date this statement was published	December 2025
Date on which it will be reviewed	October 2026
Statement authorised by	N. Goodridge
Pupil premium lead	A Collins
Governor / Trustee lead	J. Lehrle-Fry

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£87,425
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</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>	£87,425

Part A: Pupil Premium Strategy Plan - Statement of Intent

At Danebury School we believe that every young person, regardless of their starting point, possesses the potential for success. Talent knows no bounds, but some pupils face more significant barriers and obstacles on their path to realising their potential and this is confirmed through the EEF research. At Danebury we are dedicated to developing exceptional teaching and targeted interventions with the aim of ensuring continuous progress for every student, and we strive for growth and improvement in every lesson.

We are driven by a holistic view of education that extends beyond exam results. Our commitment is to care for each student unconditionally equipping them with the skills, knowledge and abilities needed to thrive socially and emotionally and ensuring that no-one is left behind on their journey to success.

We also recognise that many of the barriers extend beyond the classroom, and we are committed to addressing them in or pursuit of excellence for all. We intend to remove any potential barriers to attendance, participation, and inclusion in the full life of our school community. We intend that every student feels valued and truly part of the school. There will be a culture of belonging where every student feels like an important part of our school community and is nurtured and challenged to become a confident learner who can excel in a changing world. This will be developed through positive routines, relationships and responses, supported by ongoing CPD for all staff and clear communication of these to students, parents and carers. If required, further support for social and emotional issues, behaviour and additional learning needs will be provided by the staff and spaces in our pastoral hub. A high-quality pastoral system will be the foundation of this culture. Excellent relationships will be fostered between school staff, students, and their families.

Our intention will be shared with all stakeholders, including governors and owned by all who work with our young people. High aspirations will be the core of this approach, where all will celebrate the success of each child, both within and outside school, and into the world of work and further education.

High quality teaching and learning is at the heart of this approach, with a focus on the needs of our disadvantaged cohort. The attainment and progress of our non-disadvantaged students will be sustained and improved alongside their disadvantaged peers. There will be high expectations for all, with carefully scaffolded steps. We openly share what works and what doesn't and continually assess the impact of our actions. Our aim is to avoid stereotyped views and instead base our views on a deeper understanding of the individual needs of every pupil at Danebury.

Together we are building a support nurturing environment where everyone can excel.

Our Strategy recognises that reading and attendance are two of the two biggest barriers to progress for disadvantaged children according to an analysis of schools' Pupil Premium statements. Our strategy for 23-26 is based on EEF research guidance and focused on three key areas:

1. High quality Teaching
2. Targeted academic support.
3. Wider educational strategies

To build our strategy we have used the most recent EEF guidance and research:

[Pupil Premium menu evidence brief.pdf.pdf \(d2tic4wvo1iusb.cloudfront.net\)](https://d2tic4wvo1iusb.cloudfront.net/Pupil_Premium_menu_evidence_brief.pdf.pdf)

Challenges

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

Challenge number	Detail of challenge
1	We recognise that our internal and external assessments indicate that Maths and English attainment at the end of KS4 has been below that of non-disadvantaged pupils over the past two years and below national.
2	We recognise that post-pandemic some of our more disadvantaged students have felt less connected to the wider school community, impacting on their attendance. Our attendance data over the past two years indicates that the attendance of our disadvantaged pupils is between 6-8% below non-disadvantaged and below the national average. Persistent absence for this group of pupils is also higher than national. 37.6% of disadvantaged pupils have been absent compared to their peers over this time. We want to create a greater sense of belonging and inclusion for every child, with no child feeling marginalised due to the challenges they face.
3	Our assessment, observations and discussions with pupils suggest disadvantaged pupils have greater difficulties with reading than their peers. This negatively impacts their development as readers. Our internal data also highlights that 35.8% are reading below chronological age.
4	Our assessments, observations and discussions with pupils and families indicate that the education and wellbeing of many of our disadvantaged pupils continues to be affected by the partial and whole school closures on COVID 19. These findings are supported by national studies. Pupils who are disadvantaged and have SEND needs (14%, 51 children at Danebury) in school report this.
5	Our assessments, observations and discussions with pupils and families have demonstrated that over the past two years disadvantaged pupils are more likely to be awarded negative behaviour for learning points and the progress made in lessons is slower. Teachers' referral for support remains high.14%

	<p>(45) pupils require additional support with social and emotional needs. 20 pupils have small group interventions and provisions.</p> <p>We recognise that post-pandemic some of our more disadvantaged students have felt less connected to the wider school community. We want to reinvigorate a greater sense of belonging and inclusion for every child, with no child feeling marginalised due to the challenges they face</p>
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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
<p>1. Danebury has an embedded pedagogical model that ensures high quality teaching, assessment and a curriculum which responds to the needs of all pupils.</p>	<p>Sustained high quality teaching with significantly improved outcomes for pupils, especially those who are disadvantaged by 25/26:</p> <ul style="list-style-type: none"> -FFT 50 targets exceeded -Incremental progress towards FFT 20 -A higher percentage of disadvantaged pupils will gain English 4+ 66% Maths 4+ 60% <p>Evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils. Danebury will focus on building teacher knowledge and pedagogical expertise, curriculum development, and the purposeful use of assessment. In some cases, this may include the selection of high-quality curriculum materials, or investment in the use of standardised assessments. Our pedagogical model is designed using Rosenshine and underpinned by a metacognitive approach.</p> <p>High quality CPD supports the retention and recruitment of staff.</p>
<p>2. Improved reading amongst disadvantaged pupils</p>	<p>Improved Reading ages by 2025/2026</p> <p>Internal data</p> <p>We will use data to ensure there is targeted academic support to assist language development, literacy, or numeracy. Interventions should be carefully linked to classroom teaching and matched to specific needs, whilst not inhibiting pupils' access to the curriculum. This includes reading intervention so that all pupils reading at their chronological age by the end of Year 9. A systematic phonics programme will support those who haven't secured their decoding skills, reading comprehension interventions will increase understanding of texts, reading fluency interventions will support those identified as not secure in reading fluency, our DEAR time strategy will foster a reading culture that helps widen vocabulary and literacy skills.</p>

<p>3.Improve oral language skills and vocabulary among disadvantaged pupils</p>	<p>Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident through a triangulation of:</p> <ul style="list-style-type: none"> -engagement in lessons -book scrutiny -formative assessment <p>Disadvantaged pupils with SEND need the greatest amount of excellent teaching. Consistent, specific approaches to supporting these pupils may include explicit instruction, cognitive and metacognitive strategies, scaffolding, flexible grouping, and the targeted use of technology. Voice 21 strategies will build explicit oral teaching and learning into the curriculum.</p> <p>+v</p>
<p>4.Supporting pupils' social, emotional and behavioural needs</p>	<p>Sustained and high levels of positive behaviour and attitudes by 25/26</p> <ul style="list-style-type: none"> - Qualitative data for pupil voice - A significant reduction in bullying - Reduction in negative points <p>We will identify social and emotional skills and support through a range of therapeutic interventions, supporting effective learning which will impact positively on outcomes later in life. Danebury considers whole class approaches as well as targeted interventions, monitoring the impact of these choices carefully.</p>
<p>5.To achieve and sustain improved attendance for all pupils, particularly disadvantaged pupils.</p>	<p>Sustained high attendance by 25/26</p> <ul style="list-style-type: none"> -The overall unauthorised absence rate for all pupils being no more than 3.5% and the attendance gap between disadvantaged and non-disadvantaged reduces by 2% -The percentage of pupils who are persistently absent being below 25% and the figure for disadvantaged being no more than 5% lower than their peers. <p>We use a range of approaches which aim to improve school attendance. Building strong relationships with targeted parents and wider parental communication approaches will be used by our pastoral team in supporting pupil attendance.</p>
<p>6.To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged.</p>	<p>Sustained high levels of wellbeing by 25/26</p> <ul style="list-style-type: none"> - Qualitative data for pupil voice - A significant reduction in bullying - A significant increase in participation in enrichment activities, particularly among disadvantaged. - <p>We will enhance parental contact and engagement. These are actions that are consistently associated with improved academic outcomes.</p>

	Through our Danebury Champions we will develop practical approaches, such as supporting shared book reading, or tailoring positive communications about learning, which can prove effective for schools. Setting smart targets with the pupils to support the development of self-efficacy.
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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: £59,868.64

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Danebury School will focus on building teacher knowledge and pedagogical expertise, curriculum development, and the purposeful use of assessment.</p> <p>The explicit teaching of metacognitive strategies will support pupils move towards independence, impacting positively on progress.</p>	<p>“Evidence from across the English school system shows that using your pupil premium funding to improve teaching quality is the most effective way to improve outcomes for disadvantaged pupils.” https://www.gov.uk/guidance/pupil-premium-effective-use-and-accountability#non-eligible-pupils</p> <p>In some cases, this may include the selection of high-quality curriculum materials, such as investment in the use of standardised GL assessments.</p> <p>Our pedagogical model is designed using Rosenshine and underpinned by a metacognitive approach. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition</p> <p>This includes embedding dialogic activities that evidence demonstrates impacts highly on reading.</p> <p>High quality CPD will support the retention and recruitment of staff.</p>	1,3
Annual purchase of standardised diagnostic assessments	Standardised tests provide reliable insights into the specific strengths and weaknesses of each pupil to help receive the correct additional support.	1, 3, and 4

<p>Annual purchase of Educake, Little Wandle and Accelerated Reading Programmes to enhance Maths and Reading skills</p> <p>Reading interventions will include: Phonics Comprehension Peer reading</p>	<p>The Educake platform will develop the retention of key knowledge in Maths, Science, English, Humanities, MFL and PE, building independence and self-efficacy amongst pupils. This will provide teachers with diagnostic data to inform planning and address misconceptions.</p> <p>From the EEF teaching and learning toolkit. Reading comprehension strategies - Very high impact for very low cost based on extensive evidence – Reciprocal Reading EEF Literacy in Secondary Schools Guidance Report https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</p>	<p>1, 3, 4, and 6</p>
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: **Total £15,823.93**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Maths Intervention</i>	We will use data to ensure there is targeted academic support to assist language development, literacy, or numeracy. Interventions should be carefully linked to classroom teaching and matched to specific needs, whilst not inhibiting pupils' access to the curriculum.	1, 4, 5
<i>Reading Intervention</i>	We will use data to ensure there is targeted academic support to assist language development, literacy, or numeracy. Interventions should be carefully linked to classroom teaching and matched to specific needs, whilst not inhibiting pupils' access to the curriculum. Recommendation 7 from the EEF https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants	2, 4, 5

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

Budgeted cost: £11,714.95

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Repurposing and redeploying of existing pastoral and support staff to strengthen targeted attendance, behaviour and wellbeing support through the Flexible Learning Centre.</p>	<p>We recognise that social and emotional skills support effective learning and are linked to positive outcomes later in life. The EEF highlights that improving attendance is most effective when schools identify barriers early, use targeted support and ensure that pupils with complex needs are supported by skilled adults who know them well.</p> <p>EEF guidance also emphasises the importance of coordinated pastoral support, particularly for pupils whose attendance is affected by social, emotional or behavioural needs. By redeploying experienced staff into the Flexible Learning Centre, the school has strengthened its capacity to deliver personalised interventions, maintain daily oversight and monitor impact over time</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance</p>	<p>4, 6</p>
<p>Repurposed role of an Attendance, Equity and Inclusion Officer</p>	<p>We use a range of approaches which aim to improve school attendance. Parental communication approaches and targeted parental engagement interventions will be used by our pastoral team in supporting pupil attendance.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance</p>	<p>4, 5, 6</p>
<p>Allocation of Danebury Champions</p>	<p>From the EEF teaching and learning toolkit. Mentoring - Low impact for moderate cost based on moderate evidence. We will enhance parental contact and engagement, work with students to understand and remove barriers to learning and improve aspirations. These are actions that are consistently associated with improved academic outcomes.</p> <p>Through our Danebury Champions we will develop practical approaches to support students, fostering positive communications about learning that are actionable for schools. Setting smart targets will support the development of self-efficacy.</p>	<p>4, 5, 6</p>

<p>Increase the offering and accessibility of trips and visits - increase the cultural capital of our students, ensuring the curriculum is brought to life, giving them further opportunities to demonstrate their empowerment and kindness values. Funds are allocated to ensure PP students are given priority and access an equitable range of trips.</p>	<p>Subject-to-background1-1.pdf published by the Sutton Trust evidences the positive impact that trips and visits can have on our PP students.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance</p>	
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Total budgeted cost: £87,425

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Progress towards intended outcomes by the end of our current strategy plan (2023-26):

Intended Outcome 1:

Danebury has an embedded pedagogical model that ensures high quality teaching, assessment and a curriculum which responds to the needs of all pupils.

Impact:

The 2024/25 Year 11 cohort was significantly affected by Covid-related disruption earlier in their secondary education, and therefore progress measures are not available or sufficiently reliable for this group. As a result, impact has been evaluated using GCSE attainment outcomes, FFT target analysis, and whole-school quality assurance evidence.

GCSE outcomes for disadvantaged pupils show that:

- 50% achieved Grade 4+ in English
- 35% achieved Grade 4+ in Maths
- A total of 20 disadvantaged pupils were included in the cohort.

While these outcomes remain below national benchmarks, FFT analysis provides an additional indicator of relative performance against expectations for pupils with similar starting points. In English, 7 disadvantaged pupils met FFT20 targets and 4 exceeded, meaning 55% met or exceeded higher FFT expectations. In Maths, 4 pupils met FFT20 and 1 exceeded, equating to 25% meeting or exceeding FFT20. Overall, FFT50 targets were met for the cohort, indicating that attainment broadly aligned with expectations despite the significant disruption experienced.

Whole-school quality assurance evidence demonstrates that the Danebury pedagogical model is now embedded across departments. Lesson observations, learning walks and book scrutiny show consistent use of explicit modelling, scaffolding, structured routines and regular checks for understanding. Pupil voice indicates that students increasingly recognise common teaching approaches across subjects, suggesting improved coherence and consistency in teaching and curriculum delivery. High-quality CPD and curriculum development have supported teachers to plan more effectively for disadvantaged pupils, helping to stabilise outcomes and prevent further widening of gaps for this cohort.

Taken together, the evidence indicates that while attainment outcomes for disadvantaged pupils are not yet strong enough, the pedagogical model is securely in place and is beginning to translate into improved relative outcomes for a proportion of pupils, particularly in English.

Ongoing challenges and next steps:

While the pedagogical model is now embedded across the school, GCSE attainment for disadvantaged pupils is not yet in line with all pupils, with variation evident between subjects,

particularly in Maths. FFT analysis highlights this subject-level variation and indicates that, for some pupils, the impact of high-quality teaching is still emerging.

Ongoing refinement is required to ensure that adaptive teaching is consistent, particularly for disadvantaged pupils with SEND, so that the pedagogical model has a sustained impact over time.

Next steps will focus on:

- strengthening instructional coaching to secure consistent, high-quality implementation of the pedagogical model in every classroom
- improving the precision of adaptive teaching and scaffolding, particularly for disadvantaged pupils and those with SEND
- refining assessment practices to better inform responsive teaching and intervention
- ensuring curriculum sequencing supports cumulative knowledge retention, particularly in core subjects

Intended Outcome 2:

Improved reading amongst disadvantaged pupils

Impact:

GCSE English outcomes for the 2024 cohort indicate that 50% of disadvantaged pupils achieved Grade 4+ in English. While this remains below national benchmarks, FFT analysis shows that 55% of disadvantaged pupils met or exceeded FFT20 targets, indicating that a significant proportion of pupils achieved outcomes in line with, or above, expectations for their starting points despite the disruption experienced by this cohort.

Alongside GCSE outcomes, the impact of the school's revised whole-school reading strategy is increasingly evident through intervention data and quality assurance evidence. All pupils in Years 7–10 now engage in daily DEAR time, with reading supported through baseline and follow-up assessment using GL and STAR reading tests, enabling precise identification of need.

Targeted reading interventions have demonstrated accelerated progress for disadvantaged pupils:

- 44.8% of pupils accessing reading interventions are disadvantaged
- In Reciprocal Reading, 75% of pupils made 18 months' progress in just 3 months
- FSM pupils made an average of +13 months' progress, compared to +11 months for non-FSM pupils
- In CODE 'GROW', FSM pupils made +12 months' progress, exceeding non-FSM pupils (+10 months)

These outcomes indicate that disadvantaged pupils in targeted literacy interventions are now making equal or stronger progress than their peers, contributing to a narrowing of the literacy gap at KS3. Quality assurance evidence from learning walks, book scrutiny and coaching feedback confirms that structured reading strategies, including explicit vocabulary instruction

and guided comprehension, are increasingly embedded in classroom practice, particularly in English and humanities subjects.

Taken together, the evidence demonstrates that the foundations for improved reading outcomes are now securely in place, with targeted interventions delivering strong early impact for disadvantaged pupils.

Ongoing challenges and next steps:

Despite the positive impact of targeted reading interventions, GCSE English outcomes for disadvantaged pupils are not yet strong enough, indicating that improvements in reading comprehension and fluency have not yet had sufficient time to translate into examination outcomes for older cohorts.

There remains variability in how consistently reading strategies are applied within lessons across subjects, particularly at KS3, which limits the impact of improved reading on wider curriculum access. In addition, while intervention impact is strong, ensuring that gains are sustained and transferred into classroom practice remains a priority.

Next steps will focus on:

strengthening the integration of reading strategies into everyday classroom teaching, particularly comprehension and fluency

- ensuring adaptive teaching supports disadvantaged pupils and those with SEND to access increasingly complex texts
- refining the monitoring of reading interventions through regular assessment points and QA
- tracking the longer-term impact of KS3 reading gains on KS4 attainment, particularly English.

Intended Outcome 3:

Improve oral language skills and vocabulary among disadvantaged pupils

Impact:

Improving oral language and vocabulary has been a sustained whole-school priority. Impact has been evaluated using quality assurance evidence, inclusion reviews and participation indicators.

Quality assurance cycles indicate that structured opportunities for pupil talk and explicit vocabulary instruction are now evident in the majority of lessons observed. Learning walks and instructional coaching feedback confirm that teachers routinely promote discussion, use structured questioning and support pupils to articulate their thinking using subject-specific language. Book scrutiny further shows increasing accuracy in pupils' use of key terminology, reflecting improved oral rehearsal within lessons.

Inclusion evidence demonstrates that disadvantaged pupils, including those with SEND, are more consistently supported to participate verbally in lessons. Reasonable adjustments and adaptive teaching strategies are routinely used to remove barriers to participation, enabling pupils to engage in discussion and access increasingly complex language across the curriculum.

Personal development and wellbeing evidence further supports this impact, showing that pupils are more willing to participate, reflect and communicate their ideas, indicating increased confidence in oral expression. This demonstrates that improvements in classroom talk and vocabulary instruction are strengthening disadvantaged pupils' access to learning and participation across subjects.

Ongoing challenges and next steps:

While improvements in oracy and vocabulary are increasingly evident, consistency of implementation remains variable across classrooms and subjects, limiting the impact for disadvantaged pupils. In some lessons, opportunities for structured talk and explicit vocabulary instruction are not yet embedded well enough to ensure sustained improvement.

In addition, while engagement and participation have improved, the capture of oracy impact is still developing. Further work is required to strengthen the link between improved oral language and the quality of written responses across the curriculum, particularly for disadvantaged pupils with SEND.

Next steps will focus on:

- embedding a small number of agreed whole-school oracy strategies to secure consistency
- strengthening the link between oral rehearsal and extended writing
- using coaching to refine adaptive teaching
- capturing impact more precisely through QA cycles, inclusion reviews and pupil voice

Intended Outcome 4:

Supporting pupils' social, emotional and behavioural needs

Impact:

Significant improvements have been made in supporting the social, emotional and behavioural needs of disadvantaged pupils, underpinned by strengthened pastoral systems, increased staffing capacity and a more consistent, inclusive behaviour approach.

Behaviour data demonstrates a clear positive impact for disadvantaged pupils. The positive to negative behaviour ratio has improved from 93% to 96%, indicating improved engagement and regulation within lessons. Over the same time, lesson removals have reduced by 25%, and internal exclusions have decreased significantly year-on-year, reflecting improved classroom behaviour and more effective early intervention.

Suspensions for disadvantaged pupils have reduced substantially, falling from 66% to 35%, demonstrating that pupils' needs are increasingly being met within school. This reduction indicates a stronger culture of inclusion, improved consistency in behaviour management and more effective use of targeted pastoral support.

Qualitative evidence further supports this impact. Pupil voice indicates that pupils feel safe and supported, with 100% of pupils reporting that they feel safe in school, and 98% of parents stating they would recommend the school. Disadvantaged pupils are increasingly accessing targeted pastoral interventions and alternative provisions where appropriate, supporting emotional regulation, resilience and readiness to learn.

Taken together, this evidence demonstrates that strengthened pastoral systems and consistent behaviour approaches are contributing to improved inclusion, reduced disruption and greater emotional security for disadvantaged pupils.

Ongoing challenges and next steps:

While behaviour outcomes have improved significantly, a small number of disadvantaged pupils continue to require high levels of support, particularly those with overlapping SEND and attendance needs. For these pupils, behaviour difficulties are often linked to unmet emotional needs or barriers beyond the classroom.

In addition, while systems for intervention and support are increasingly effective, the tracking and evaluation of pastoral provision is still being refined to ensure that impact is consistently monitored and that support is proactive rather than reactive.

Next steps will focus on:

- further strengthening early identification and proactive intervention for disadvantaged pupils at risk of repeated behaviour incidents
- refining the tracking of pastoral support and interventions, ensuring impact is monitored over time
- improving consistency in classroom practice through quality assurance and coaching, particularly for pupils who repeatedly struggle to regulate behaviour
- strengthening home-school communication, supporting parents and carers to understand how emotional and behavioural support contributes to academic success
- expanding targeted therapeutic and preventative interventions to build long-term resilience and self-regulation.

Intended Outcome 5:

To achieve and sustain improved attendance for all pupils, particularly disadvantaged pupils

Impact:

Attendance remains a key priority for the school, particularly for disadvantaged pupils, and impact is evaluated regularly using the DfE Attendance data and internal attendance tracking.

Data for 2024–25 shows that overall attendance for pupils in Years 7–11 was 89.2%, broadly in line with similar schools. However, attendance for disadvantaged pupils remains significantly lower at 83.1%, compared with 91.1% for non-dis pupils, clearly identifying an ongoing gap.

Despite this, there has been a sustained improvement over the past two years. Attendance for all pupils has improved from 5% below national in 2023 to 2% below national in 2025, demonstrating that whole-school systems are increasingly effective. FSM attendance has also improved year-on-year, rising from 82.3% (2023–24) to 83.1% (2024–25), and attendance for pupils with SEN support has increased from 84.2% to 85.7%.

Attendance data is reviewed regularly enabling leaders to identify priority cohorts, including disadvantaged pupils, pupils with SEND, and service families. This data is triangulated with behaviour, SEND and wellbeing information to inform targeted action.

Danebury has strategically reshaped existing roles to strengthen impact. A dedicated Attendance, Equity and Inclusion Officer now leads on attendance casework for hard-to-reach families, working closely alongside the Mental Health and Wellbeing Lead to address attendance barriers linked to anxiety, emotional wellbeing and family circumstances. This relational approach is reflected in improved attendance for some of the school's most vulnerable pupils, including those accessing the Flexible Learning Centre, where many pupils have increased attendance significantly compared with their previous academic year.

This evidence demonstrates that, while attendance for disadvantaged pupils remains a challenge, systems are increasingly coherent, data-informed and beginning to deliver sustained improvement.

Ongoing challenges and next steps:

Despite improvements, attendance for disadvantaged pupils remains below that of their peers, and persistent absence remains high, at 32.5, with disadvantaged, SEND and older pupils over-represented; Year 9 and Year 11 are particular focus groups, alongside disadvantaged girls. Further work is required to accelerate improvement, particularly for pupils approaching the persistent absence threshold and those requiring bespoke pathways.

Next steps will focus on:

- increasing attendance for disadvantaged pupils towards 86.8%
- reducing persistent absence to below 25%, with a targeted focus on disadvantaged, SEND and service pupils
- sharpening tiered attendance intervention thresholds, using DfE and Trust guidance to ensure earlier, proactive support
- strengthening the impact of the Attendance, Equity and Inclusion Officer, particularly through sustained family engagement

Intended Outcome 6:

To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged.

Impact:

Wellbeing for disadvantaged pupils at Danebury School has improved as a result of strengthened pastoral systems, a clear culture of safety and targeted support for pupils experiencing the greatest barriers to engagement. Impact is evaluated through pupil and parent voice, triangulation of data and access to targeted provision.

Whole-school indicators demonstrate a secure foundation for wellbeing. 100% of pupils report feeling safe in school, and 98% of parents and carers would recommend Danebury, reflecting high levels of trust and confidence in the school's culture. These conditions are particularly significant for disadvantaged pupils, many of whom experience overlapping vulnerabilities including SEND, service mobility and mental health needs.

Targeted wellbeing provision has had a measurable impact for disadvantaged pupils. Through bespoke pathways, including the introduction of the Flexible Learning Centre, pupils accessing this provision have increased attendance compared with the previous academic year, for example with one pupil improving attendance to above 70%, from attendance below 20% previously. This demonstrates improved sense of belonging, engagement, and readiness to learn for pupils most at risk.

Disadvantaged pupils have also been supported through mentoring and pastoral support, ensuring they have a trusted adult in school who can identify barriers, coordinate support and advocate on their behalf. This has contributed to improved engagement and participation in wider school life for a number of vulnerable pupils.

Ongoing challenges and next steps:

While wellbeing systems are increasingly effective, impact is not yet sufficiently consistent for all disadvantaged pupils. The current Danebury Champions mentoring model will be refined and relaunched to ensure that every pupil is supported and has access to mentoring, enrichment participation and improved outcomes.

Next steps will focus on:

- ensuring disadvantaged pupils have equitable access to enrichment and wider school opportunities
- capturing disadvantaged pupils voice more systematically to evaluate the impact of well-being support
- relaunching Danebury Champions, establishing clear success measures for mentoring support

Summary of 2024/25 academic year

Overall Outcomes

Good progress Average progress / Minimal progress

During 2024/25, the pupil premium strategy has delivered progress for some disadvantaged pupils. There is clear evidence of strengthening systems, improved consistency in practice and emerging impact in reading, behaviour, wellbeing and engagement. Teaching quality is increasingly aligned with the school's pedagogical model, but this has not yet translated into consistently strong academic outcomes for disadvantaged pupils. Targeted academic support shows early signs of effectiveness, particularly in reading, though impact is not yet reflected securely in headline outcomes. Wider strategies, including behaviour, attendance and wellbeing, demonstrate improving trends, but persistent absence remains a significant barrier for a minority of pupils. Overall, foundations are increasingly secure, with further refinement and sustained implementation needed to accelerate impact.

Teaching

Good progress Average progress / Minimal progress

The Danebury pedagogical model is now established and increasingly visible across classrooms, with growing consistency in modelling, scaffolding, structured questioning and checking for understanding. Staff engagement with CPD is strong, and quality assurance evidence indicates improving alignment with whole-school teaching principles. However, implementation remains variable across subjects and classrooms, and the impact on outcomes for disadvantaged pupils is not yet sufficiently secure. While some disadvantaged pupils met or exceeded expectations, this was not consistent enough to indicate good overall impact. Progress in teaching is therefore developing, with a clear foundation in place but further work is required to embed practice and strengthen outcomes.

Targeted academic support

Good progress / Average progress Minimal progress

Targeted academic support, particularly in reading, is beginning to show emerging impact for disadvantaged pupils. Diagnostic assessment and intervention data indicate early signs of accelerated progress within specific programmes, suggesting that support is well targeted. However, these gains are not yet consistently reflected in wider classroom performance or GCSE outcomes. Oracy and vocabulary strategies are increasingly evident in the classroom but are not yet embedded consistently enough to secure a demonstrable impact. Overall, targeted academic support is appropriately designed and showing early effectiveness, with impact expected to strengthen as approaches become more consistently embedded.

Wider strategies

Good progress / Average progress Minimal progress

Wider strategies to support disadvantaged pupils have made good progress, particularly in strengthening behaviour, wellbeing and inclusion. Behaviour data shows sustained reductions in suspensions and exclusions, and pupil and parent voice indicates a strong culture of safety, trust and belonging. Targeted pastoral and wellbeing provision is effectively supporting vulnerable pupils, including those with complex needs, to remain engaged in education.

Attendance remains the most significant ongoing challenge within wider strategies, particularly for disadvantaged pupils, and pupils with SEND. However, Danebury has a clear understanding of the barriers faced by these pupils and are using a range of strategies to address persistent absence. While attendance outcomes are not yet secure, the systems are in place with progress evident but not yet sufficient.

Further information (optional)

What is a Danebury Champion?

A Danebury Champion's role is to support children and families. They will become an advocate for the pupil, at times linking families with other agencies and offering extra opportunities in school, for example joining a club or supporting the pupil with an ambition or aspiration they may have. Danebury Champions will try and remove any barriers that might get in the way of the pupil becoming the best they can be.

Alongside the commitment we make to ensuring quality first teaching, Danebury Champions will be listening, supporting, and seeking help if needed. Danebury Champions will meet children regularly to discuss:

-Progress and achievements-using class Charts to highlight and celebrate success

-Checking equipment

-Reviewing Attendance

-Discussing aspirations and careers

-Setting SMART targets for review in the next meeting

Our Danebury Champions will also contact parents/carers regularly to talk about their child, offer support, guidance or just be a person to talk to. They will support parents/carers to engage with school events, such as parents evenings and curriculum information evenings. We aim to offer our children something new and exciting with lots of talk about their futures, their happiness, and their well-being. Over time Danebury Champions will identify themes that would benefit pupils and organise trips to support schoolwork

9.2 Building effective relationships with parents, carers and families can improve pupils' motivation, behaviour and academic success

The link between pupils' behaviour, motivation, attendance, and academic achievement is clear (Day et al) and the EEF Teaching and Learning Toolkit identifies that parental engagement has a positive impact on average of 4 months' additional progress.

Communication should be two way: parents' happiness with how schools engage them increases when they feel consulted, but fifty percent of parents say they are not consulted (EEF 2019)

Simple messages, which are positive and focused on parents' efficacy are often the most effective. Rogers and Feller (2018) describes how parents made an extra effort to improve their children's attendance when told how many days they had had off, and that this was more than their children's peers, and then prompted with regular, brief prompts and tips.