# Pupil premium strategy statement

*Before completing this template, you should read the guidance on* [using pupil premium](https://www.gov.uk/guidance/pupil-premium-effective-use-and-accountability#online-statements).

*Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.*

## This statement details our school’s use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 effect that last year’s spending of pupil premium had within our school.

## School overview

|  |  |
| --- | --- |
| Detail | Data |
| School name | Dordon Primary School |
| Number of pupils in school | 203 |
| Proportion (%) of pupil premium eligible pupils | 28% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 3 years |
| Date this statement was published | December 2021 |
| Date on which it will be reviewed | December 2022 |
| Statement authorised by | Moira Cross |
| Pupil premium lead | Sinead McGroarty |
| Governor / Trustee lead | David Shakespeare |

**Funding overview**

|  |  |
| --- | --- |
| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £77,011 |
| Recovery premium funding allocation this academic year | £8,265 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| **Total budget for this academic year**  If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £85,276 |

# Part A: Pupil premium strategy plan

## Statement of intent

|  |
| --- |
| Our vision at Dordon Primary School is to provide all pupils with the opportunity to access a rich and vibrant curriculum. We believe that all pupils who attend our school, irrespective of the challenges they face in their lives, will make good progress and high attainment across all subject areas.  As a school, we have carefully considered the challenges faced by our disadvantaged pupils and employ strategies and interventions to remove these barriers which can be caused by personal circumstances or learning gaps. Our Pupil Premium funding is used to ensure we develop well-rounded individuals who achieve their ambitions and flourish in life.  **Fundamental Principles**  At the core of our strategy will be quality first teaching, with a focus on areas which disadvantaged pupils require the most. We will address the main barriers our children face through rigorous tracking, careful planning and targeted support and intervention, which will provide all children the access and opportunities to enjoy academic success. Alongside academic support, we will ensure that those pupils who have social, emotional and mental health needs will access high quality provision from appropriately trained adults. The activities we have outlined in this statement are also intended to support the needs of any children who have a social worker or who are a young carer regardless of whether they are disadvantaged or not.  Our approach will be responsive to common challenges and individual needs, not assumptions about the impact of disadvantage. In following this approach, we believe that our pupils will make good progress and aspiration will be raised in our school, resulting in pupils who believe in their capabilities. |

## Challenges

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

|  |  |
| --- | --- |
| Challenge number | Detail of challenge |
| 1 | Pupils unable to self-regulate and manage emotions in an age appropriate way (post lock-down) which has resulted in nurture referrals and additional support during learning time. 6% of disadvantaged children needed nurture/behavioural support before periods of time learning at home. Currently 21% of disadvantaged children need regular nurture/behavioural support. |
| 2 | Our assessments, observations and discussions with pupils indicates that disadvantaged pupils have lower attainment in Reading. Early reading in Reception and KS1 show 69% of our disadvantaged pupils are not working at ARE at this point in the year (Autumn term 2021). |
| 3 | Assessments, observations and discussions with pupils indicate underdeveloped oral skills and vocabulary gaps among many disadvantaged pupils. This is evident from Reception and throughout the school. |
| 4 | Our assessments indicate that the attainment of disadvantaged pupils is lower than that of their peers across the curriculum.  Reading – 56% PP 62% Non PP  Writing – 48% PP 58% Non- PP  Maths – 44% PP 60% Non-PP (Summer 2021)  A similar pattern is seen in foundation subjects too. |
| 5 | Our attendance data over the last 2 years indicates that attendance among disadvantaged pupils has been 3% lower than for non-disadvantaged.  31% of disadvantaged pupils have been persistently absent compared to 5% of their peers during this period. Our assessments indicate that absenteeism is negatively impacting disadvantaged pupils’ progress |

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

|  |  |
| --- | --- |
| Intended outcome | Success criteria |
| Disadvantaged children feel safe and are supported to express their needs in an appropriate way. | Observations indicate an improvement in self-regulation for all pupils. Disadvantaged children will understand who they can ask for help and how to express their needs in a safe way. |
| Children will be supported to achieve their early reading skills in class and at home. Parents to have an increased awareness of how to support their child with reading and the implementation of Little Wandle will support reading in school (phonics support in school). | Assessments, observations and home reading targets will show an improvement in Early Reading in Reception and KS1. |
| Improved oral language skills and vocabulary among disadvantaged pupils. | Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment. |
| Children have an engaging curriculum which builds skills progressively throughout their learning journey. | Planning, assessments and work trawls show clear progression of skills across the curriculum. The attainment of disadvantaged children is within 8% of their non disadvantaged peers. |
| To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils. | Sustained high attendance from 2024/25 demonstrated by:   * the overall absence rate for all pupils being no more than 5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 3%.   the percentage of all pupils who are persistently absent being below 10% and the figure among disadvantaged pupils being no more than 3% lower than their peers. |

## 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: £20,958

|  |  |  |
| --- | --- | --- |
| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Gateway Alliance Training  Professional development for teaching staff to ensure a broad and balanced curriculum is delivered effectively | Effective teaching requires considerable knowledge and skill, which should be developed as teachers’ careers progress. High-quality professional development requires workplaces to be steeped in rigorous scholarship, with professionals continually developing and supporting each other so that pupils benefit from the best possible teaching.  DFE – Standard for teachers’ professional development | 4 |
| Purchase of a DfE validated Systematic Synthetic Phonics programme (Little Wandle) to secure stronger phonics teaching for all pupils. | Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:  [Phonics | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/) | 2 |
| The purchase of Cornerstones Maestro as a whole school planning and assessment tool | The DfE statutory guidance has been produced drawing on evidence-based approaches which required children to have a broad and balanced curriculum:  [https://www.gov.uk/government/publications/national- curriculum-in-england-framework-for-key-stages-1- to-4/the-national-curriculum-in-england-framework-for-key-stages-1-to-4](https://www.gov.uk/government/publications/national-%20%20%20curriculum-in-england-framework-for-key-stages-1-%20%20%20to-4/the-national-curriculum-in-england-framework-for-key-stages-1-to-4) | 2, 3, 4 |
| Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.  We will provide staff training and have a focus on vocabulary across the curriculum in planning. Links will be made across the curriculum using ‘big ideas’. | There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on learning:  [Oral language interventions | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/oral-language-interventions/) | 3 |
| To develop and enhance quality first teacher through a coaching approach for staff.  - Use of growing great people.  - Bespoke support for staff with Teaching and Learning lead. | “Supporting high quality teaching is pivotal in improving children’s outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.”  <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development> | 2, 3, 4 |

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

Budgeted cost: £18,320

|  |  |  |
| --- | --- | --- |
| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Provide social and emotional support in 1:1 sessions or small group nurture groups | There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): | 1 |
| 3:1 Tutoring for disadvantaged pupils in KS2 | Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind in small group tuition: | 4 |
| Small group intervention with teaching staff x3 per week | Research indicates that Teacher/TA who provide 1:1 or small group targeted intervention have stronger outcomes for children: | 2, 4 |
| Small group intervention for 2 afternoons each week targeting children to attain ARE expectation and to close the gap including disadvantaged children | 2, 3, 4 |
| Daily 1:1 reading for least able children, including disadvantaged.  - focus on use of phonic knowledge for reading  - develop reading comprehension through effective questioning. | There is extensive evidence that phonics and reading comprehension skills are a crucial component of being a successful reader:  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics>  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies> | 2 |

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

Budgeted cost: £45,998

|  |  |  |
| --- | --- | --- |
| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| To develop and embed a restorative approach to behaviour management.  Staff training and work with children around relationships. | Evidence suggests that, on average, behaviour inter-ventions can produce moderate improvements in ac-ademic performance along with a decrease in prob-lematic behaviours.  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions> | 1 |
| To provide one-to-one learning support for those children who struggle to participate in whole class learning for extended periods of time and an individualised curriculum to cater for specific needs (The Hive) | Evidence suggests all learners have different needs, and that therefore an approach that is personally tailored — particularly in terms of the activities that pupils undertake and the pace at which they progress through the curriculum — will be more effective.  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction> | 1 |
| Embedding principles of good practice set out in the DfE’s Improving School Attendance advice. | The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. | 5 |
| Warwickshire Adult & Community Learning Scheme  To develop family support in reading (Story Sacks and Brilliant Books workshops) | There is extensive evidence that phonics and reading comprehension skills are a crucial component of being a successful reader:  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics>  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies> | 2 |

**Total budgeted cost: £85,276**

# 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 2020 to 2021 academic year.

|  |
| --- |
| Internal data shows…   * Reading 83% with 63% notable * Writing 80% with 71% notable * Maths 76% with 59% notable * Attainment remains lower than national average but has increased since Summer 2020. * Reading 56% at ARE up 9% * Writing 48% at ARE up 24% * Maths 44% at ARE up 10%   Attainment remains lower than national average but has increased since Summer 2020.   * Reading 56% at ARE up 9% * Writing 48% at ARE up 24% * Maths 44% at ARE up 10%   Of the 12 PP pupils in Y6:   * 75% in reading * 75% in writing * 66% in maths made expected progress from their starting points in KS1.   During maths lessons, pupils independently select resources to support their work in maths – frequently starting with concrete materials before moving on to abstract. This has improved conceptual understanding.  All children accessed Eschools during lockdown. One platform with a child friendly interface proved useful in lockdown.  All families had access to their learning during the lockdown period if it was requested ensuring pupils could keep up to date.  Families have been supported with uniform so all children feel included. Additional items have been purchased on an individual basis. |

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

|  |  |
| --- | --- |
| Programme | Provider |
|  |  |
|  |  |

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

|  |  |
| --- | --- |
| Measure | Details |
| How did you spend your service pupil premium allocation last academic year? | N/A |
| What was the impact of that spending on service pupil premium eligible pupils? | N/A |

# 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.* |