

Pupil premium strategy statement

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Dordon Primary
Number of pupils in school	208
Proportion (%) of pupil premium eligible pupils	30%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 years
Date this statement was published	November 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Moira Cross
Pupil premium lead	Joanne Smith
Governor / Trustee lead	Trevor Turnbull

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£102,220
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	£102,220

Part A: Pupil premium strategy plan

Statement of intent

Our Vision

At Dordon Primary School, our vision is to provide every pupil with access to a rich, engaging, and inclusive curriculum. We believe that all children, regardless of the challenges they may face, are capable of making strong progress and achieving highly across all areas of learning.

We recognise the unique challenges faced by our disadvantaged pupils and are committed to removing barriers to learning that may arise from personal circumstances or academic gaps. Our Pupil Premium funding is used strategically to nurture well-rounded, confident, and resilient individuals who achieve their ambitions and thrive in life.

Fundamental Principles

At the heart of our strategy is a commitment to *quality first teaching*, with a particular focus on the areas where disadvantaged pupils most need support. We address the main barriers to learning through rigorous tracking, careful planning, and targeted interventions, ensuring that every child has the opportunity to enjoy academic success.

In addition to academic support, we are dedicated to meeting the social, emotional, and mental health needs of our pupils through high-quality provision delivered by skilled and well-trained staff. The activities outlined in this statement also aim to support children with a social worker or those who are young carers, regardless of whether they are classified as disadvantaged.

Our approach is informed by a precise understanding of the specific and shared barriers our pupils encounter, not by general assumptions about disadvantage. This enables us to support all pupils in making sustained progress, raising aspirations, and developing a strong sense of self-belief.

We will be using research and following the tiered approach in the Education Endowment Foundation guide to ensure our strategy is robust and effective.

Challenges

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

Challenge number	Detail of challenge
1	Our attendance data over the last 2 years indicates that attendance among disadvantaged pupils has been inconsistent, they are still lower than the national target of 95%. Last year the average attendance of disadvantaged children was 90.9%, lower than that of the other children. Our assessments indicate that absenteeism is negatively impacting disadvantaged pupils' progress

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. 50% of PP readers in Years 1 and 2 are working below the expected standard.
3	Our assessments, observations and discussions with staff indicates that disadvantaged pupils have lower attainment in Maths. Currently, the attainment of PP pupils is lower than their non PP peers, only 50% expected standard compared to 74% of non PP. National data indicates that disadvantaged children are significantly lower than their peers in maths.
4	Our assessments indicate that the attainment of disadvantaged pupils for English in KS2 is a barrier to learning. Internal assessments indicate that attainment in writing for PP children shows 40% are working at the expected standard in comparison to their non-disadvantaged peers working at 67%. English skills are a cornerstone of a broad academic and knowledge rich curriculum which is impeding the progress of PP pupils across the curriculum.
5	Pupils unable to self-regulate and manage emotions in an age appropriate way which has resulted in nurture referrals and additional support during learning time. Currently 20% of disadvantaged children need regular nurture/behavioural support.

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
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high expectations of attendance demonstrated by: the overall absence rate for all pupils being no more than 5%, with no attendance gap between disadvantaged and non-disadvantaged pupils the % of unauthorised absences to be reduced to within 1% of their peers
Improve performance in phonics across KS1.	Phonics outcomes in 2025/26 show that the gap in attainment between PP and non PP pupils is within 5%
Improved maths attainment for disadvantaged pupils.	Maths outcomes in 2025/26 show that the gap in attainment between PP and non PP pupils is within 15%
Children speak confidently and effectively in a variety of situations.	Purposeful talk is an embedded feature of all lessons. Children are able to perform to an audience in assemblies.
Improved attainment in spelling and writing across KS2	GL assessments will indicate that 75% pupils make at least expected progress in spelling and teacher moderation will show a 30% increase in PP writing outcomes (from 40% to 70% ARE).

To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Attainment in Y6 SATs will meet National Average of 62% in reading, writing and maths.
Children build their confidence and skills in oracy to support writing outcomes	Observations of public speaking demonstrates skills. Writing outcomes for PP children will be within 15% of their non-disadvantaged peers.
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.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing by 2025/26 demonstrated by: • qualitative data from student voice, student and parent surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils

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: £ 24,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of Maestro planning and assessment tool. Training for staff to ensure progress of pupils is assessed accurately.	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	3, 4, 5
Bespoke training for teachers and teaching assistants through access to the National College.	Evidence suggests that quality professional development is effective in narrowing the disadvantaged gap.	1, 3, 4, 5

	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	
To develop and enhance quality first teaching through a coaching approach for staff. - Use of growing great people using Flourish to support recording. - Bespoke support for staff with SLT members	“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	1, 3, 4, 5
-To develop and enhance quality first teaching through lesson observations. -Use of Iris Connect for teachers to record their own lessons and be given feedback -Training for SLT and staff in the use of Iris Connect	“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	1, 3, 4, 5
To develop oracy skills across the curriculum -Training for staff led by the Writing Lead -Embed expectations across the curriculum	Improving literacy in KS1 research recommends that schools “Develop pupils’ speaking and listening skills and wider understanding of language” https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/literacy-ks2/EEF-Improving-literacy-in-key-stage-2-report-Second-edition.pdf?v=1759684309 Improving literacy in KS2 states that schools should “Develop pupils’ language capabilities” https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/literacy-ks2/EEF-Improving-literacy-in-key-stage-2-report-Second-edition.pdf?v=1759684309	1, 4, 5
Embedding Spelling Shed to support the teaching of spelling across KS2 Training for staff Login codes issued to pupils to access learning at home	Improving literacy in KS2 research indicates that children must secure spelling and handwriting skills to enable them to focus their working memory on composition rather than transcription when writing	3, 5

Parental workshop to introduce home learning support	https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/literacy-ks2/EEF-Improving-literacy-in-key-stage-2-report-Second-edition.pdf?v=1727109312	
Little Wandle phonics program and decodable books to promote early reading. - Training for staff - Assessments to identify targeted children - Tracking of children to quickly identify gaps and provide catch up.	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	3,5
Times tables rock stars to promote fluency in times tables. - Login codes sent home to support learning - teachers to set challenges for pupils - resource available and used during curriculum time	There is evidence that children require fluency in basic facts to build their understanding in maths, particularly when solving problems: https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/maths-ks-2-3/EEF-Improving-Mathematics-in-Key-Stages-2-and-3-2022-Update.pdf?v=1696484709	4
Continue partnership with a Maths Hub and participation in: Mastering number at Reception and KS1 Teaching for Mastery Readiness Programme CPD for subject leader and staff Implementation of a mastery approach based around automaticity	The guidance on improving early maths recommends that teachers identify the ways children learn and understand maths from an early age and create opportunities for extended discussions of mathematical ideas. https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/early-maths/EEF_Maths_EY_KS1_Guidance_Report.pdf?v=1698843944	4

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

Budgeted cost: £ 53,920

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): https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf	1, 2, 3, 4, 5
Maths tutoring for disadvantaged pupils in upper 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: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	4
English tutoring for disadvantaged pupils in upper 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: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	5
Small group intervention for 1 afternoon each week to provide targeted catch-up support for phonics learning	Research indicates that TA who provide 1:1 or small group targeted intervention have stronger outcomes for children: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	3, 5
Maths intervention for Year 4 to target multiplication facts, one afternoon a week, small group intervention	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

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	
Daily 1:1 reading for least able children, including disadvantaged. - focus on use of phonic knowledge for reading - develop reading comprehension through effective questioning. - Use of Fonetti reading app to support additional reading for targeted KS2 children in class and at home	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	3, 5
Online learning resources to support children to extend their learning at home and provide support for parental subject knowledge Workshop for parents on how to access spelling shed and the activities they can engage in Logins sent home to KS2 pupils Staff to allocate appropriate activities for home learning	There is extensive research that parental engagement can have a moderate impact on progress, particularly when parents are supported with their own subject knowledge. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	5

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

Budgeted cost: £ 23, 600

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 relationship. Develop a leadership role for children to promote happier playtimes through restorative approach.	Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions	1, 2

Training with SEL advisor on the restorative approach Implementation of the restorative approach with children at breaktimes		
Develop emotional literacy and support for children to identify and regulate their emotions.	There is evidence across a range of different interventions with highest impacts for approaches that focus on self-management or role-play and rehearsal. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions	1, 2
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. Attendance admin staff to track and follow up absences Training for attendance lead and admin staff, working with Local Authority regarding unauthorised leave	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities	1, 2, 3, 4, 5
Supporting the cost of Outdoor Adventurous weekend camp	Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning	1, 2
To provide opportunities for children in KS2 to learn an instrument	There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education.	1

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	
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Total budgeted cost: £ 102,220

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 2025 to 2026 academic year.

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

The data demonstrates that in the Y6 SATs the attainment of disadvantaged pupils was below that of their non-disadvantaged peers and was below the national average. 30% of the PP children attained the expected standard across all areas. However, when looking at pupils for whom only disadvantage was their barrier (i.e. not additional needs) 75% of these pupils achieved the expected standard in all areas. In the cohort of Y6 disadvantaged pupils 4 out of 10 did not have additional needs.

Attainment in the Year 1 Phonics Screening Check shows that 20% of disadvantaged (PP) pupils achieved the expected standard. Of the PP pupils, 60% were also identified as having SEND and did not meet the expected standard. The one PP pupil who did not achieve the expected standard and was not previously identified as SEND has since been added to the SEND register.

Attainment in the Multiplication Check shows that 36% of disadvantaged (PP) pupils achieved the expected standard. Of the 11 PP pupils, 55% were identified as having SEND, meaning that only one PP pupil without SEND did not achieve the expected standard.

Attainment gap in EYFS in attaining the Good Level of Development is 16% which is slightly lower than the national average but intervention in Year 1 remains a priority to raise attainment for these pupils.

Attendance data demonstrates that attendance of disadvantaged children in 2024-25 is lower than the previous year. The attendance of disadvantaged pupil this year is 90.9%, in comparison to the national average of 92.2%. A higher percentage of disadvantaged pupils had unauthorised absences than their non-disadvantaged peers. This was due to term time holidays and keeping children at home without reason which were always addressed by the attendance champion. We acknowledge that despite the efforts we have made this year, this figure remains too low and below national average. It does not align to the school's expectations. Therefore, we have included it in the plan above with an even greater focus on our target families. Deprivation data shows education and skills in our local context are 97% more deprived than other neighbourhoods and we will continue to strive to change this for our children.

It should be taken into consideration that 35% of the disadvantaged children at Dordon are also on the SEND register which directly impacts on their attainment. This means that disadvantage is not their only barrier to achievement.

We recognise that achievements come in other areas of the curriculum and also strive to offer pupils opportunities beyond the classroom. Last year pupils were involved with the National Arboretum, worked alongside police, fire and lifeboat services. 72% of our children also took part in at least one extra-curricular club that they may not have had access to otherwise. These included: world dance, cheerleading, art explorers, ultimate Frisbee and golf.

Based on internal data, the performance of our disadvantaged pupils indicates that those not on the SEND register are working within 15% of their non-disadvantaged peers in reading (81% on track), writing (63% on track) and mathematics (70% on track).

Our evaluation of the approaches delivered last year indicates that reading intervention and curriculum progression have been particularly effective. A focus on tracking and intervention for attendance has had a positive impact on identifying and working closely with families. This has had a positive impact on 13 families (20 children) with improved attendance and attitudes to school.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year. This is closely linked to progress and attainment in KS2.

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.