

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	207
Proportion (%) of pupil premium eligible pupils	35%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 years
Date this statement was published	December 2022
Date on which it will be reviewed	December 2023
Statement authorised by	Moira Cross
Pupil premium lead	Sinead McGroarty
Governor / Trustee lead	Martin Eade

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£73,536
Recovery premium funding allocation this academic year	£6960
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	£80,496

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 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 27% 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 48% of our disadvantaged pupils are not working at ARE at this point in the year (Autumn term 2022).
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 – 54% PP 79% Non PP Writing – 49% PP 74% Non- PP Maths – 54% PP 80% Non-PP (Summer 2022) 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 3.4% lower than for non-disadvantaged. 41% of disadvantaged pupils have been persistently absent compared to 16% 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.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2024/25 demonstrated by: <ul style="list-style-type: none"> 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 10%. the percentage of all pupils who are persistently absent being below 20% and the figure among disadvantaged pupils being no more than 10% lower than their peers.
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 5% of their non-disadvantaged peers.

Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2024/25 show that more than 75% of disadvantaged pupils met the expected standard.
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.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing by 2024/25 demonstrated by: <ul style="list-style-type: none"> • 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: £ 12,349

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of Maestro planning and assessment tool.</p> <p>Training for staff to ensure correct coverage of the foundation curriculum developing a knowledge and skills rich curriculum which builds on previous learning.</p>	<p>The DfE statutory guidance has been produced drawing on evidence-based approaches which required children to have a broad and balanced curriculum:</p> <p>https://www.gov.uk/government/publications/national-curriculum-in-england-framework-for-key-stages-1-to-4</p>	3, 4, 5
<p>Bespoke training for teachers and teaching assistants through access to the National College.</p>	<p>Evidence suggests that quality professional development is effective in narrowing the disadvantaged gap.</p>	1, 3, 4, 5, 6

	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	
DfE validated Systematic Synthetic Phonics programme (Little Wandle) to secure stronger phonics teaching for all pupils. Additional resources and ongoing CPD for staff	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	2
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	1, 3, 4, 5

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

Budgeted cost: £ 18,350

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 and 6

3:1 maths 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: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	4
Small group intervention for 4 afternoons 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
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	3, 5

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

Budgeted cost: £ 37,012

Activity	Evidence that supports this approach	Challenge number(s) addressed
To develop and embed a restorative approach to behavior management. Staff training and work with children around relationships.	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, 6
Develop emotional literacy and support	There is evidence across a range of different interventions with highest impacts for approaches	1, 2, 5

<p>for children to identify and regulate their emotions.</p>	<p>that focus on self-management or role-play and rehearsal.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p>	
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>1, 2, 6</p>
<p>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/ Hub)</p>	<p>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.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction</p>	<p>1,6</p>
<p>Supporting the cost of Outdoor Adventurous weekend camp</p>	<p>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.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</p>	<p>1, 6</p>
<p>To enable all disadvantaged children in KS2 to learn an instrument</p>	<p>There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p>	<p>6</p>

Total budgeted cost: £ 67,711

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.

We have analysed the performance of our school's disadvantaged pupils during the 2021/22 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

Schools are not required to publish their 2022 key stage 2 results as DfE is not publishing this data. This is because statutory assessments returned for the first time since 2019, without adaptations, after disruption caused by the pandemic. This is a transitional arrangement for one year only, and DfE plans to publish key stage 2 school performance data for 2023.

To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils at a national and regional level (although these comparisons are to be considered with caution given the caveats stated above). We also looked at these comparisons using pre-pandemic scores for 2019, in order to assess how the performance of our disadvantaged pupils has changed during this period.

The attainment gap between our disadvantaged pupils and non-disadvantaged pupils has grown since the start of the pandemic. This is reflective of national figures and demonstrates the additional impact of COVID-19 on disadvantaged pupils.

Absence among disadvantaged pupils was 3.4% higher than their peers in 2021/22 and persistent absence 25% higher. We recognise this gap is too large which is why raising the attendance of our disadvantaged pupils is a focus of our current plan.

Our observations and assessments demonstrated that pupil behaviour improved for the majority of pupils last year, but challenges in relation to wellbeing and mental health remain significantly higher than before the pandemic. The impact on disadvantaged pupils has been particularly acute.

Internal data shows...

PROGRESS

- Reading 87% with 36% notable
- Writing 79% with 36% notable
- Maths 82% with 36% notable

ATTAINMENT

Attainment remains lower than national average

- Reading 54% at ARE down 2%
- Writing 49% at ARE up 1%
- Maths 54% at ARE up 10%

Of the 13 PP pupils in Y6 SATS results 2022:

- 62% in reading with 8% GDS
- 62% in writing with 0% GDS
- 63% in GPS with 11% GDS
- 62% in maths with 0% GDS

Disadvantaged pupils outperformed their non-PP peers in writing and maths

Combined R,W and M was 54% for PP pupils and 47% for non-disadvantaged pupils
4 disadvantaged pupils also had SEND needs (31%) the same percentage of SEND pupils in the non-PP demographic.

Progress and attainment data in 2022 was better for disadvantaged pupils than in 2019.

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
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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.