

Pupil premium strategy statement – Dosthill Primary Academy 2024/2025 to 2026/2027

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	503
Proportion (%) of pupil premium eligible pupils	66 children (13%)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement for each academic year)	2024/2025 to 2026/2027
Date this statement was published	December 2024
Date on which it will be reviewed	June 2025
Statement authorised by	<i>Richard Gould</i> , Head of School
Pupil premium lead	<i>Joanne Lewis</i> , Assistant Headteacher
Governor / Trustee lead	<i>Joanne Smith</i> , Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£1,480 per child
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£97,680

Part A: Pupil premium strategy plan

Statement of intent

At Dosthill Primary Academy, our mission is to ensure that all pupils, irrespective of their background or the challenges they face, achieve their full potential academically, socially, and emotionally. Our Pupil Premium strategy is designed to close the attainment gap between disadvantaged pupils and their peers, while fostering an inclusive environment where all children can thrive.

Our primary objectives for disadvantaged pupils are:

- To achieve and sustain progress in core areas such as reading, writing, and mathematics.
- To enhance oral language and vocabulary skills, enabling pupils to access the full breadth of the curriculum.
- To support their social and emotional well-being, ensuring they feel safe, valued, and confident in their learning journey.

Key principles of our strategy include:

- **High-Quality Teaching:** Placing quality-first teaching at the core of our approach, ensuring that all pupils receive tailored instruction that meets their specific needs.
- **Targeted Support:** Using diagnostic assessments to identify individual barriers to learning and implementing evidence-based interventions to address them effectively.
- **Whole-School Commitment:** Promoting a collective responsibility among all staff to support disadvantaged pupils, raising expectations for their achievement and celebrating their successes.

Through this strategy, we aim to address the specific challenges faced by our disadvantaged pupils and provide a foundation for long-term academic and personal success. This plan builds on our commitment to equity, ensuring that all children are given the opportunities they deserve to Explore, Dream, and Discover.

Challenges

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

Challenge number	Detail of challenge
1	Underdeveloped oral language skills and vocabulary gaps are prevalent among disadvantaged pupils. These gaps hinder access to a broad and balanced curriculum and limit their ability to articulate ideas effectively.
2	Disadvantaged pupils often face barriers to achieving age-related expectations in reading, writing, and mathematics due to knowledge gaps that developed during the COVID-19 pandemic.
3	Limited access to enrichment opportunities and cultural capital reduces aspirations and engagement among disadvantaged pupils.
4	Social and emotional challenges, including low confidence, inconsistent school-family relationships, and low self-regulation skills, affect many disadvantaged pupils, impacting their readiness to learn and their academic progress.
5	Ensuring teachers consistently make classroom adjustments for pupil premium children, including seating plans, targeted questioning, and planning for independent or group work, to enable all to achieve.

Intended outcomes

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

Intended outcome	Success criteria
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly enhanced oral language skills and vocabulary. Evidence from engagement in lessons, pupil voice, and book scrutiny demonstrates improvement.
Improved attainment in reading, writing, and mathematics for disadvantaged pupils.	By the end of the strategy plan, at least 80% of disadvantaged pupils achieve age-related expectations in reading, writing, and mathematics at KS2.
Increased participation in enrichment activities to enhance cultural capital and aspirations.	A significant increase in the number of disadvantaged pupils participating in extracurricular activities, school trips, and cultural events. Pupil voice reflects improved aspirations and engagement.

Enhanced social and emotional well-being of disadvantaged pupils.	Pupil and parent surveys, teacher observations, and feedback demonstrate improved well-being and self-regulation skills. A reduction in behavioural incidents and increased engagement in learning are evident.
Improved classroom practices tailored to pupil premium pupils' needs.	Observations and teacher feedback show consistent use of effective seating plans, targeted questioning, and planning for independent and group work for pupil premium children.
Strengthened relationships between the school and families of disadvantaged pupils.	Increased engagement from families of disadvantaged pupils as evidenced by participation in meetings, events, and school activities. Positive feedback from families reflects strengthened trust and collaboration.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£40,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Mentoring and coaching for teachers using Step Lab to enhance questioning techniques and adaptive classroom practices.	Research shows that mentoring and coaching improve teacher effectiveness, enabling tailored support for disadvantaged pupils.	5
Purchasing new books for a brand-new library to enhance reading engagement and comprehension.	Access to high-quality texts is proven to improve literacy outcomes and encourage a love of reading, especially for disadvantaged pupils.	2, 3
Purchase of the Little Wandle Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.	Systematic phonics instruction has a strong evidence base for improving early reading skills, particularly for disadvantaged pupils. Oral language interventions EEF (educationendowmentfoundation.org.uk) Phonics EEF	2

Purchase of White Rose resources to support the teaching and learning of maths.	The White Rose Maths programme aligns with evidence-based recommendations from the DfE and EEF for improving mathematical understanding and fluency. Coordinating mathematical success: the mathematics subject report - GOV.UK Improving Mathematics in the Early Years and Key Stage 1 EEF Improving Mathematics in Key Stages 2 and 3 EEF	2, 3
Ongoing CPD on classroom adjustments for pupil premium children, including seating plans, questioning, and planning group/independent work.	Research highlights the importance of tailored classroom strategies in narrowing the attainment gap for disadvantaged pupils (EEF). EEF blog: Moving from 'differentiation' to 'adaptive teaching' EEF	5
Embedding dialogic activities across the curriculum to improve oral language skills.	Oral language interventions, such as structured classroom discussion, are cost-effective and yield high gains in reading and vocabulary skills (EEF). Oral language interventions EEF (educationendowmentfoundation.org.uk)	1
Training staff to effectively use the WellComm Toolkit for speech and language development.	Evidence shows that targeted speech and language interventions have a significant impact on communication and learning for disadvantaged pupils.	1

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

Budgeted cost: **£30,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implementing pupil progress meetings with a focus on pupil premium children to identify needs and track progress.	Regular progress monitoring ensures timely intervention and enhances accountability for pupil premium outcomes (EEF).	5

Use of WellComm Toolkit for targeted speech and language interventions.	WellComm has a strong evidence base for improving speech and language development, which supports access to learning.	1
Additional phonics sessions for disadvantaged pupils who require extra support, delivered through the Little Wandle programme.	Systematic phonics interventions are shown to improve reading outcomes, particularly for disadvantaged pupils (EEF). The outcomes from regular Little Wandle phonics assessments will help identified children who need further catch-up sessions. Phonics EEF	2
Providing structured interventions for maths using White Rose workbooks and resources for focused support groups.	Evidence indicates structured interventions with resources tailored to pupil needs enhance maths fluency, maths talk and confidence (EEF). Coordinating mathematical success: the mathematics subject report - GOV.UK Improving Mathematics in the Early Years and Key Stage 1 EEF Improving Mathematics in Key Stages 2 and 3 EEF	2, 3
Targeted reading sessions to address comprehension and fluency gaps among disadvantaged pupils.	Guided reading is an evidence-based approach to improve reading comprehension and fluency, especially for struggling readers (EEF).	2

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

Budgeted cost: **£27,680**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Strengthening school relationships with families of disadvantaged pupils through regular communication, workshops, and engagement activities.	Strong family-school relationships improve attendance, engagement, and academic outcomes for disadvantaged pupils (EEF).	4

Recognising pupil premium achievements through gold star moments and celebrating successes in assemblies and class.	Positive reinforcement builds self-esteem and encourages ongoing engagement in learning and school activities (EEF). Improving Social and Emotional Learning in Primary Schools EEF	4
Whole-staff CPD on behaviour management strategies to support social and emotional development for disadvantaged pupils.	Targeted and universal behaviour interventions have a positive impact on pupil outcomes and classroom climate (EEF).	4
Providing funding for enrichment activities, including school trips, extracurricular clubs, and cultural events.	Participation in enrichment activities builds cultural capital, boosts aspirations, and enhances engagement in school (EEF). Improving Social and Emotional Learning in Primary Schools EEF	3
Embedding principles of effective self-regulation and resilience-building practices through PSHE and well-being activities.	Evidence highlights the importance of self-regulation and resilience in improving learning behaviours and emotional well-being (EEF). Improving Social and Emotional Learning in Primary Schools EEF	4
Allocating a contingency fund to address acute and unforeseen needs for disadvantaged pupils.	Schools with flexibility to address unexpected needs are better equipped to support pupil outcomes promptly (EEF).	All

Total budgeted cost: £97,680

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

During the 2023–2024 academic year, we closely monitored the performance of our disadvantaged pupils across key areas, including academic attainment, engagement, and well-being. The following summarises our findings:

- **Academic Outcomes:**
While progress was made in some areas, there remains a disparity in outcomes between disadvantaged and non-disadvantaged pupils. The gap between disadvantaged and non-disadvantaged pupils is 18%. This reflects an improvement, but further targeted interventions are required to close the gap.
- **Oral Language Development:**
Assessments and classroom observations highlighted improvements in oral language skills and vocabulary among disadvantaged pupils, supported by targeted interventions such as the WellComm Toolkit and dialogic activities. However, ongoing efforts are needed to sustain these gains and extend their impact.
- **Social and Emotional Well-Being:**
Qualitative data from pupil and parent surveys, as well as teacher feedback, indicates progress in well-being and self-regulation skills among disadvantaged pupils. The implementation of targeted behaviour strategies and well-being initiatives contributed to a reduction in behavioural incidents and increased classroom engagement.
- **Engagement in Enrichment Activities:**
Participation in enrichment activities, including clubs and school trips, increased for disadvantaged pupils compared to the previous year. However, there remains a need to further boost cultural capital and aspirations.
- **Attendance:**
Attendance for disadvantaged pupils improved significantly, with the gap between disadvantaged and non-disadvantaged pupils narrowing to 1.4%. Persistent absenteeism also decreased, reflecting the success of attendance-focused strategies now embedded in school practice.

Next Steps

Building on this review, the 2024–2027 strategy will:

- Intensify efforts to address gaps in attainment, particularly in mathematics and writing.
- Continue to prioritise oral language development and cultural capital building.

- Enhance classroom practices, including targeted questioning and tailored group/independent work plans.
- Strengthen family engagement to foster a collaborative approach to supporting disadvantaged pupils.

Externally provided programmes

Programme	Provider