

Pupil premium strategy statement – Dosthill Primary Academy

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	503
Proportion (%) of pupil premium eligible pupils	13% (65 pupils)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2023-2024
Date this statement was published	December 2023
Date on which it will be reviewed	June 2024
Statement authorised by	D Shakeshaft
Pupil premium lead	Joanne Lewis
Governor / Trustee lead	Joanne Smith

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£94575
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>	£10005
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>	£104580

Part A: Pupil premium strategy plan

Statement of intent

At Dosthill Primary Academy we intend for all pupils, irrespective of their background or the challenges they face, to make substantial progress and achieve well in all subject areas. The focus of our Pupil Premium strategy is to support disadvantaged pupils to achieve their goals.

We will consider the contexts of our vulnerable pupils such as those who have a social worker and young carers. We focus on enhancing the cultural and social capital of children. The activity we have outlined in this statement is also intended to support all needs, regardless of whether pupils are disadvantaged or not.

Quality first teaching is at the heart of our approach, with a focus on areas where disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantaged attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery following the COVID-19 pandemic. This includes targeted academic support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

We will continue to keep attendance as a key focus of our whole school plan with a focus on improving the gap between disadvantaged learners and others. We realise that we also need to continue to increase and embed strategies across the school to develop oral language and vocabulary in all pupils with a greater focus on disadvantaged pupils

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help all pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Challenges

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

Challenge number	Detail of challenge
1	<i>Our attendance over the last year indicates that attendance among disadvantaged pupils is improving and currently, it is in line with our non-disadvantaged pupils. In 2023 attendance was 91.1% for non-disadvantaged pupils and 95.8% for disadvantaged pupils. We aim for our gap to be no more than 3%. In 2023 our persistence absence was 11.9%</i>

2	<i>Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.</i>
3	<i>Our assessments, observations, and discussions with pupils and families indicate that the education and wellbeing of many of our disadvantaged pupils continue to be affected by the impact of the partial school closures during the COVID-19 pandemic, and to a greater extent than for other pupils. These findings are supported by national studies.</i> <i>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in reading, writing and Maths.</i>
4	<i>Our assessments (including children mental wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, limited experiences within social and cultural capital and a lack of participation in enrichment activities. These challenges particularly affect disadvantaged pupils, including their attainment.</i>

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 attendance by 2024/2025 demonstrated by: The overall unauthorised absence rate for all pupils is no more than 2%, the attendance gap between disadvantaged pupils and their non-disadvantaged peers is no more than 3% and the percentage of all pupils who are persistently absent is below 10% and the figure among disadvantaged pupils being no more than 3% greater than their peers.
Improved oral language skills and vocabulary among disadvantaged pupils	Assessments and observations indicate significantly improved oral language skills and vocabulary among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, pupil voice, book scrutiny, and ongoing formative assessment.
Improved core skills in Reading and Maths in all our pupils, including disadvantaged pupils.	KS2 reading outcomes in 2024/25 show that more than 80% of disadvantaged pupils met the expected standard. KS2 maths outcomes in 2024/25 show that more than 80% of disadvantaged pupils meet the expected standard.
To achieve and sustain improved well-being for all pupils in our school particularly our disadvantaged pupils.	Sustained high levels of well-being from 2024-2025 demonstrated by: *Qualitative data from pupil voice, pupil and parent surveys and teacher observations. *Pupil voice reflects that children feel happy and safe at school and behaviour is good. *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: £62,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Mentoring and coaching for teachers STEPLAB – professional learning platform to support instructional coaching and improve teaching and learning. StepLab account - £67.50 x 27 = £1, 822.50</p>	<p>There is strong evidence to show that Mentoring and coaching can be an important source of support, particularly for early career teachers. Schools should carefully consider the core components that make these strategies effective when developing their approach. The National Institute of Teaching’s Mentoring and Coaching of Teachers research report gives an overview of the research underpinning mentoring and coaching. NIOT mentoring and coaching - Key Takeaways.pdf</p>	<p>1, 2, 3 & 4</p>
<p>Purchase of class sets of reading books.</p>	<p>Evidence has consistently highlighted that both decoding (the ability to translate written words into the spoken the sounds of spoken language) and comprehension (the ability to understand the meaning of the language being read) skills are necessary for confident and competent reading Why focus on reading fluency? EEF (educationendowmentfoundation.org.uk)</p>	<p>2 & 3</p>
<p>Purchase of Spring and Summer Term White Rose work booklets and homework booklets (1-6)</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Mathematics_guidance: key stages 1 and 2 The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3</p>	<p>3</p>

	Coordinating mathematical success: the mathematics subject report - GOV.UK (www.gov.uk)	
Improve oral and vocabulary skills, including handwriting and spelling. £5k – develop speech and language	There is a strong evidence base that suggest oral language interventions including dialogic activities such as high-quality classroom discussion and increased pupil participation are inexpensive to implement with high impacts on reading (+7 months). Oral language interventions EEF (educationendowmentfoundation.org.uk)	1 & 2
CPD – Explore inequalities in cognitive functioning and the impact acute and chronic stressors and poverty can have on development, cognition, impulsivity and self-regulation.	Research into the impacts of stressors and poverty on neuro-science informs, fascinates, and can make us view lessons and learning differently and why some children present as they do in our classrooms. Through a lens of needs and not labels and what we as teachers can do better to support more a higher quality of teaching and learning. Blinded by the Headlines: Does school... Staffordshire Research School	2, 3, & 4

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

Budgeted cost: £30,280

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition Teaching and Learning Toolkit EEF And in small groups: Small group tuition Teaching and Learning Toolkit EEF Third space Learning - 1:1 maths online maths	2,3 & 4
Purchase of resources to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:	2. 3 & 4

language and communication skills.	Oral language interventions Teaching and Learning Toolkit EEF	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £12000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to embed principles of good practice and procedures to improve attendance set out in the DfE's guidance on working together to improve school attendance	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	1 & 4
Specialist training for all staff from 'Beacon school support' to support classroom management and develop effective behaviour management with the aim of developing our school ethos and continue to improve behaviour across school.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions Teaching and Learning Toolkit EEF	1 & 4
Supporting disadvantaged learners paying for extra enrichment activities. £1k	Sustained high levels of wellbeing by 2024/25 demonstrated by <ul style="list-style-type: none"> a significant increase in participation in enrichment activities, particularly among disadvantaged pupils 	1 & 4
Contingency fund for acute issues.	Based on our experiences and those of similar schools we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £ 104580

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

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 gaps widen from the end of Key Stage 1 to the end of Key Stage 2 and progress in reading is a significant issue. This year, whilst two thirds of their peers achieved the expected standard in all subjects, a third of pupil premium pupils achieved the same. The 2022/23 cohort (11 pupils) also had more than 50% SEND, including an EHCP which further impacted the ability to meet expectations. At Key Stage 1 whilst two thirds of their peers achieved the expected standard in all subjects, half of pupil premium pupils achieved the same.

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at a national and local level (though these comparisons are to be considered with caution given ongoing pandemic impacts) and to results achieved by our non-disadvantaged pupils. The data demonstrates that the disadvantaged gap index nationally was 3.21 at Key Stage 2 – in school the gap is wider – nationally the difference between pupil premium pupils and other achieving the expected outcomes was 22 percentage points, whilst in school it was 39 percentage points. However, the school's IDSR does not indicate a significant issue for pupil premium pupils at either key stage.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour, and wellbeing. The data demonstrates that teachers need a greater understanding of individual pupils and the risk and protective factors around them. Pupils need to be targeted during quality-first teaching and have reading prioritised. The school's approach to the teaching of reading for all pupils requires review – initially at Key Stage 2 once phonic knowledge is secure or how phonic knowledge is supported when not secured.

Based on all the information above, the performance of our disadvantaged pupils did not meet expectations, and we are at present tentative in our ambitions to achieve the outcomes we set out for 2024/25, as stated in the Intended Outcomes section above.

Our evaluation of the approaches delivered last academic year indicates that

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year.

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Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider

Further information (optional)

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