

# Pupil premium strategy statement – Dorrington 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	643 (including nursery)
Proportion (%) of pupil premium eligible pupils	35% (219 pupils)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022 - 2023
Date this statement was published	December 2022
Date on which it will be reviewed	December 2023
Statement authorised by	Loretta Barratt
Pupil premium lead	Sean Taylor
Governor / Trustee lead	John Hemmings

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£293,274
Recovery premium funding allocation this academic year	£30,160
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )  <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
<b>Total budget for this academic year</b>  <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>	£323,434

## Part A: Pupil premium strategy plan

### Statement of intent

At Dorrington Academy, we strive to support children's confidence and self-esteem as well as their academic performance. Our first priority is to identify, through in-depth analysis, the needs of Pupil Premium children and following this to offer a range of interventions to meet these individual needs. It is our intention for all children to achieve to their highest potential irrespective of the challenges they encounter and their backgrounds.

Our approach intends to ensure that our disadvantaged children continue to attain well and close any remaining attainment gaps with their peers. Continuous monitoring and review will enable us to ensure appropriate interventions are developed and make a positive impact on pupils' achievement and development as a whole child.

This will result in targeted academic support to address specific gaps. Small group interventions will be provided for disadvantaged as well as other identified children of all abilities including higher ability children. Key areas of focus for interventions will be phonics, reading, writing and maths.

Whilst some of our interventions focus on the key areas of focus, we also provide opportunities for new learning experiences and cultural capital through enrichment activities, such as outdoor education and musical instrument lessons. In addition, we implement interventions which support the development of the whole child through our RESPECT agenda and as part of our Spiritual, Moral, Social and Cultural education (SMSC).

### Challenges

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

Challenge number	Detail of challenge
1	Limited language and vocabulary on entry. Assessment and observations demonstrate a need for oral language and vocabulary skills to be developed and extended.
2	Mobility across the school in all age groups Continued large scale of mobility across all school age groups including of disadvantaged pupils. Challenges faced in supporting these children in key development areas.
3	Home support Home support received by some pupil premium and disadvantaged children
4	Approach to school

	Continual requirement for positive engagement and communication. Highlighted further due to emotional and social support needed following pandemic.
5	Diversity and culture Continued and widened provision for enrichment activities which inspire, motivate and engage pupils.
6	Attendance and punctuality Attendance data demonstrates disadvantaged pupils' attendance is slightly lower than that for all pupils.
7	Recovery Pupil premium pupils' as well as all pupils' attainment and progress across all areas of the curriculum including reading writing and maths have seen significant impact due to the effects of the covid-19 pandemic. Any attainment and progress gaps which have appeared need to be addressed as well as the catch up required for all pupils.
8	Social behaviour and wellbeing Social, wellbeing, physical and emotional support required potentially due to the effects of the pandemic and cost of living changes.

## 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
Further raise progress, and internal attainment, of PPG pupils in Literacy & Maths	<ul style="list-style-type: none"> <li>Identify children from Rec-6 based on progress and attainment data</li> <li>Maintain above national average progress scores in KS2 Reading</li> <li>Maintain above national average progress scores in KS2 Writing</li> <li>Maintain above national average progress scores in KS2 Maths</li> <li>Achieve national average expected standard in Phonics Screening Check</li> <li>Achieve national average expected standard in MTC</li> <li>Ensuring time is given over to allow for staff professional development</li> <li>Ensuring availability of staff to deliver interventions</li> <li>Monitor progress of PPG pupils throughout the year</li> <li>Evidence of development of language and vocabulary skills</li> </ul>
Further develop basic skills in reading and promote reading for pleasure	<ul style="list-style-type: none"> <li>Achieve national average expected standard in PSC</li> <li>Maintain above national average progress scores in KS2 Reading</li> <li>1:1 reading support for all PPG pupils including phonics support where appropriate</li> <li>Reading focus assessments, observations and subject book</li> </ul>



	<p>trawls demonstrate:</p> <ul style="list-style-type: none"> <li>○ Reading curriculum focus on key skills including vocabulary (Gist List)</li> <li>○ Cross curricular links made to texts and reading</li> <li>○ Progress and attainment in line with age related expectations</li> <li>○ Focus on catch up</li> </ul> <ul style="list-style-type: none"> <li>• Evidence of development of language and vocabulary skills</li> <li>• Introduce Wellcomm - Early Years and the Primary toolkits enable quick and easy identification of children needing support.</li> </ul>
Further close gaps between FSM and Non-FSM pupils in Literacy & Numeracy	<ul style="list-style-type: none"> <li>• Identify children from Rec-6 based on progress and attainment data</li> <li>• Maintain above national average progress scores in KS2 Reading. Gaps narrowed between disadvantaged and all children.</li> <li>• Maintain above national average progress scores in KS2 Writing. Gaps narrowed between disadvantaged and all children.</li> <li>• Maintain above national average progress scores in KS2 Maths. Gaps narrowed between disadvantaged and all children.</li> <li>• Continuous assessment leads to successful employment of interventions</li> <li>• Small group teaching across school in Phonics, Reading, Literacy and Numeracy</li> </ul>
To develop self-esteem, confidence and collaboration	<ul style="list-style-type: none"> <li>• Development and timetabled use of Sensory bus</li> <li>• Planning for and continued weekly use of Wellbeing house to develop the whole child and promote life-skills and collaborative working</li> <li>• Development and use of DIY and Art studio. Availability to learn life skills such as plastering and bricklaying</li> <li>• Weekly yoga sessions planned for</li> <li>• Half termly wellbeing and mindfulness weeks</li> <li>• Additional outdoor education sessions</li> <li>• Social skills lessons with Learning Mentor</li> <li>• Social skills activities with specialist PE teacher</li> <li>• Community lead appointed and initiatives</li> <li>• Wellbeing lead appointed and initiatives</li> <li>• Music lessons</li> </ul>
Increased participation in wider enrichment activities, PE and Extra-curricular clubs	<ul style="list-style-type: none"> <li>• Swimming available for two terms for all PPG children</li> <li>• Specialist art studio for enhanced activities such as sculpture</li> <li>• Timetabled and planned for additional PE with specialist teacher to develop skills in sports not on the curriculum</li> <li>• Anti-gravity yoga</li> <li>• Timetabled and planned for additional outdoor education sessions</li> <li>• Monitoring of extracurricular clubs to ensure PPG pupils are fairly represented in them</li> </ul>

Improve attendance and punctuality of PPG pupils	<ul style="list-style-type: none"> <li>Monitoring of attendance</li> <li>Promotion of Early Help support for struggling families</li> <li>Start of the day incentives for persistently late pupils</li> <li>Start of the day incentives for persistently absent pupils</li> <li>Linked to whole school Badge incentive</li> </ul>
Children caught up academically considering effects of covid-19 pandemic	<ul style="list-style-type: none"> <li>Identify children from Rec-6 based on progress and attainment data</li> <li>Maintain above national average progress scores in KS2 Reading</li> <li>Maintain above national average progress scores in KS2 Writing</li> <li>Maintain above national average progress scores in KS2 Maths</li> <li>Achieve national average expected standard in PSC</li> <li>Achieve national average expected standard in MTC</li> </ul>
Consider and improve wellbeing, social and emotional skills for all pupils	<ul style="list-style-type: none"> <li>Swimming available for all children</li> <li>Life skills and activities taught to all children</li> <li>Successful implementation of half-termly wellbeing weeks</li> <li>Development and implementation of RSE curriculum</li> <li>Interactions between pupils and their peers and pupils and teachers improved</li> <li>Successful timetabling and planning for use of the sensory bus</li> </ul>

## 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: £100,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff professional development: <ul style="list-style-type: none"> <li>Use of INSET days</li> <li>Planned staff CPD</li> <li>Support in PPA from SLT</li> </ul>	Quality /at least good teaching in all classes every day. Provision of interventions and challenge teaching for children identified as needing to catchup – see <a href="http://www.gov.uk/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully">www.gov.uk/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully</a> .	1, 7, 8

<ul style="list-style-type: none"> <li>Supportive performance management</li> </ul>		
<ul style="list-style-type: none"> <li>Staffing structure and organisation</li> <li>Effective recruitment of an additional member of staff</li> <li>Effective timetabling for extra member of staff considering interventions and small group teaching</li> </ul>	<p>Reducing class size / small group teaching - the range of approaches a teacher can employ and the amount of attention each student will receive will increase as the number of pupils per teacher becomes smaller.</p> <p>Reducing class size   EEF (<a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p> <p>Interventions and tutoring programmes - School-led tutoring guidance (<a href="http://publishing.service.gov.uk">publishing.service.gov.uk</a>)</p>	1, 7, 8

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

Budgeted cost: £160,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> <li>Small group teaching</li> </ul>	<p>Reducing class size / small group teaching - the range of approaches a teacher can employ and the amount of attention each student will receive will increase as the number of pupils per teacher becomes smaller.</p> <p>Reducing class size   EEF (<a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p>	1, 2, 7, 8
<ul style="list-style-type: none"> <li>Delivering interventions:</li> <li>Employ additional member of staff to release experienced class teachers for interventions</li> <li>SLT to plan timetable allowing release of staff to deliver interventions</li> <li>Intervention lead appointed</li> <li>Targeted interventions</li> </ul>	<p>Interventions and tutoring programmes - School-led tutoring guidance (<a href="http://publishing.service.gov.uk">publishing.service.gov.uk</a>)</p> <p>Provision of QFT, mastery curriculum and effective challenge for children identified as needing to catch-up – see <a href="http://www.gov.uk/publications/the-pupil-premium-howschoolsare-spending-the-funding-successfully">www.gov.uk/publications/the-pupil-premium-howschoolsare-spending-the-funding-successfully</a>.</p> <p>Gifted and Talented / Mastery Teaching Mastery learning   EEF (<a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p>	1, 2, 7, 8



<ul style="list-style-type: none"> <li>Utilise staff to address gaps in learning and misconceptions from previous week</li> <li>Close the gap interventions</li> <li>Free Reign Initiative</li> <li>G and T interventions</li> <li>Tutoring</li> </ul>	<p>Individualised instruction   EEF (<a href="https://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p> <p>Differentiation / personalised approach</p>	
<ul style="list-style-type: none"> <li>Extended teaching day</li> </ul>	<p><b>Extended School Day</b> Extending school time involves increasing learning time in schools during the school day or by changing the school calendar.</p> <p>Extending school time   EEF (<a href="https://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p>	1, 2, 3, 6, 7, 8
<ul style="list-style-type: none"> <li>High Quality Teaching</li> </ul>	<p>Mastery learning   EEF (<a href="https://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p> <p>Subject matter is broken into blocks or units with predetermined objectives and specified outcomes.</p> <p>Individualised instruction   EEF (<a href="https://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p> <p>Differentiation / personalised approach</p>	1, 2, 7, 8
<ul style="list-style-type: none"> <li>1:1 reading support for all PPG pupils including phonics support where appropriate</li> <li>Regular monitoring of 1:1 reading records</li> <li>Phonics interventions</li> </ul>	<p>The reading framework - teaching the foundations of literacy (<a href="https://publishing.service.gov.uk">publishing.service.gov.uk</a>)</p> <p>Phonics   EEF (<a href="https://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p> <p>Phonics is an approach to teaching some aspects of literacy, by developing pupils' knowledge and understanding of the relationship between written symbols and sounds. This involves the skills of hearing, identifying and using the patterns of sounds or phonemes to read written language. The aim is to systematically teach pupils the relationship between these sounds and the written spelling patterns, or graphemes, which represent them. Phonics emphasises the skills of decoding new words by sounding them out and combining or blending' the sound-spelling patterns.</p> <p>Reports from Headteachers Book Club</p>	1, 7, 8

<ul style="list-style-type: none"> <li>• Monitor progress of PPG pupils throughout the year</li> <li>• Carry out regular book, planning trawls and focused drop-ins throughout the year</li> <li>• EAL support interventions</li> </ul>	<p>Interventions and tutoring programmes - School-led tutoring guidance (<a href="https://publishing.service.gov.uk">publishing.service.gov.uk</a>)</p> <p>Provision of a range of initiatives to extend children's experiences see <a href="https://www.gov.uk/publications/the-pupilpremium-how-schools-are-spending-the-funding-successfully">www.Gov.uk/publications/the-pupilpremium-how-schools-are-spendingthe funding-successfully</a>. Education Endowment Trust Toolkit</p> <p>Feedback from pupil/staff/parent voice</p>	1, 7, 8
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### Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £80,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Engaging children and families: Working closely with all families to maintain open communication</p> <ul style="list-style-type: none"> <li>• Workshops</li> <li>• Yoga</li> <li>• Community projects</li> <li>• Wellbeing projects</li> </ul>	<p><a href="https://sandbox.educationendowmentfoundation.org.uk/educationevidence/teaching-learningtoolkit/parental-engagement">https://sandbox.educationendowmentfoundation.org.uk/educationevidence/teaching-learningtoolkit/parental-engagement</a></p> <p>Provision of a range of initiatives to extend children's experiences see <a href="https://www.gov.uk/publications/the-pupilpremium-how-schools-are-spending-the-funding-successfully">www.Gov.uk/publications/the-pupilpremium-how-schools-are-spendingthe funding-successfully</a>. Education Endowment Trust Toolkit</p>	3, 4, 5, 6 and 8
<p>Engaging children and families with attendance and absence issues: Start of the day incentives for persistently late pupils</p> <ul style="list-style-type: none"> <li>• Start of the day incentives for persistently absent pupils</li> <li>• Monitoring of attendance</li> <li>• Promotion of Early Help support for struggling families</li> </ul>	<p>Provision of a range of initiatives to extend children's experiences see <a href="https://www.gov.uk/publications/the-pupilpremium-how-schools-are-spending-the-funding-successfully">www.Gov.uk/publications/the-pupilpremium-how-schools-are-spendingthe funding-successfully</a>. Education Endowment Trust Toolkit</p> <p>Parental engagement   EEF (<a href="https://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p> <p>Deployment of staff to support families to improve attendance and eradicate persistent absenteeism see <a href="https://www.gov.uk/publications/the-pupilpremium-how-schools-are-spending-the-funding-successfully">www.Gov.uk/publications/the-pupilpremium-how-schools-are-spendingthe funding-successfully</a></p>	4, 5, 6



<p>Wider activities:</p> <ul style="list-style-type: none"> <li>Swimming provision increased including hiring of temporary swimming pool and two staff (swimming teacher and lifeguard)</li> <li>Additional PE with specialist teacher to develop skills in sports not on the curriculum</li> <li>Additional anti-gravity yoga</li> <li>Additional outdoor education sessions</li> <li>Monitoring of extracurricular clubs to ensure PPG pupils are fairly represented in them</li> </ul>	<p>Provision of a range of initiatives to extend children's experiences see <a href="http://www.gov.uk/publications/the-pupilpremium-how-schools-are-spending-the-funding-successfully">www.gov.uk/publications/the-pupilpremium-how-schools-are-spending-the-funding-successfully</a>. Education Endowment Trust Toolkit</p> <p><a href="https://www.forestresearch.gov.uk/documents/805/fr0112forestschooolsreport.pdf">https://www.forestresearch.gov.uk/documents/805/fr0112forestschooolsreport.pdf</a>  <a href="https://www.forestresearch.gov.uk/research/forest-schools-impact-on-young-children-in-england-and-wales/">https://www.forestresearch.gov.uk/research/forest-schools-impact-on-young-children-in-england-and-wales/</a></p> <p>Interventions which focus on families, parents, teaching practice and out of school / extra-curricular activities</p> <p>Aspiration interventions   EEF (<a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p>	<p>3, 4, 5, 6 and 8</p>
<p>Wellbeing:</p> <ul style="list-style-type: none"> <li>Sensory bus planning and implementation</li> <li>Half termly wellbeing weeks and activities</li> <li>Wellbeing lead appointed</li> <li>Social skills lessons with Learning Mentor</li> <li>Social skills activities with specialist PE teacher</li> </ul>	<p>Provision of a range of initiatives to extend children's experiences see <a href="http://www.gov.uk/publications/the-pupilpremium-how-schools-are-spending-the-funding-successfully">www.gov.uk/publications/the-pupilpremium-how-schools-are-spending-the-funding-successfully</a>. Education Endowment Trust Toolkit</p> <p>Routine respect based social and emotional learning</p> <p>Social and emotional learning   EEF (<a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p> <p>Targeted behaviour interventions which can have a great impact on learning</p> <p>Behaviour interventions   EEF (<a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p> <p>RSE and Health Education Curriculum</p> <p>Relationships Education, Relationships and Sex Education and Health Education guidance (<a href="http://publishing.service.gov.uk">publishing.service.gov.uk</a>)</p> <p>Mentoring   EEF (<a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p> <p>Mentoring in education involves pairing young people with an older peer or adult volunteer, who acts as a positive role model. In general,</p>	<p>2, 3, 4, 5, 6, 8</p>

	mentoring aims to build confidence and relationships, to develop resilience and character, or raise aspirations, rather than to develop specific academic skills or knowledge.	
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**Total budgeted cost: £ 340,000**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### **Ofsted November 2019:**

*Disadvantaged pupils' needs are well met. They often make better progress than their peers.*

*Pupils have many opportunities to think deeply and to develop their confidence. This is the case in all subjects. Pupils' work in books is neat. They take a pride in all they do. Effective assessment identifies what pupils need help with. Extra support for pupils who need it, including disadvantaged pupils, ensures that they keep up and catch up with their peers. The most-able children also receive the care and attention they need. Whatever a pupil's background or abilities, they make excellent progress in their learning.*

Analysis of the pupil premium strategy outcomes for the previous year demonstrate positive progress for disadvantaged children. Attainment and progress was monitored for all year groups and children are on track to recover following the disruption of previous years. Their outcomes have been monitored through continuous assessment, both formative and summative, and tracking which is then used to plan, group and resource forthcoming teaching and learning opportunities.

Key stage two results were positive across all groups and demonstrate higher than local and national in both attainment and progress. This is across all subjects and in reading, writing and maths combined.

Internal data demonstrates some highlighted subjects and age groups where disadvantaged children require further support in order to close the gaps with their peers. As stated above plans are in place in order to combat this.

Attendance and punctuality will be a continued focus following improved data and disruption of previous years.



## 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
n/a	n/a
n/a	n/a

## Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year**

n/a

**The impact of that spending on service pupil premium eligible pupils**

n/a

Signed : 

Date: 13/12/22