

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	646 (including nursery)
Proportion (%) of pupil premium eligible pupils	34% (220 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2023 - 2024
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Loretta Barratt
Pupil premium lead	Sean Taylor
Governor / Trustee lead	Keith Hyem

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£309,673
Recovery premium funding allocation this academic year Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.	£30,740
Pupil premium (and recovery 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>	£340,413

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	Social Approach to school.

	Positive engagement and communication. Highlighted further due to emotional and social support needed following pandemic.
5	Enrichment activities. 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 disruption in recent years. 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"> Identify children from Rec-6 based on progress and attainment data Maintain above national average progress scores in KS2 Reading Maintain above national average progress scores in KS2 Writing Maintain above national average progress scores in KS2 Maths Achieve national average expected standard in Phonics Screening Check Achieve national average expected standard in MTC Ensuring time is given over to allow for staff professional development Ensuring availability of staff to deliver interventions Monitor progress of PPG pupils throughout the year Evidence of development of language and vocabulary skills
Further develop basic skills in reading and promote reading for pleasure	<ul style="list-style-type: none"> Achieve national average expected standard in PSC Maintain above national average progress scores in KS2 Reading 1:1 reading support for all PPG pupils including phonics support where appropriate Reading focus assessments, observations and subject book trawls demonstrate:

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

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

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: £110,000

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

<p>NPQSL and ECT</p> <ul style="list-style-type: none"> • Support in PPA from SLT • Supportive performance management 		
<ul style="list-style-type: none"> • Staffing structure and organisation • Effective recruitment of staff • Effective timetabling for staff considering interventions and small group teaching 	<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 (educationendowmentfoundation.org.uk)</p> <p>Interventions and tutoring programmes - School-led tutoring guidance (publishing.service.gov.uk)</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"> • Small group teaching. Where possible reducing class and teaching group size 	<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 (educationendowmentfoundation.org.uk)</p>	1, 2, 7, 8
<ul style="list-style-type: none"> • Delivering interventions: • Employ additional member of staff to release experienced class teachers for interventions • SLT to plan timetable allowing release of staff to deliver interventions 	<p>Interventions and tutoring programmes - School-led tutoring guidance (publishing.service.gov.uk)</p> <p>Provision of QFT, mastery curriculum and effective challenge for children identified as needing to catch-up – see www.gov.uk/publications/the-pupil-premium-howschoolsare-spending-the-funding-successfully.</p>	1, 2, 7, 8

<ul style="list-style-type: none"> • Intervention lead appointed • Targeted interventions • Utilise staff to address gaps in learning and misconceptions from previous learning • Close the gap interventions • Free Reign Initiative • G and T interventions • Tutoring 	<p>Gifted and Talented / Mastery Teaching Mastery learning EEF (educationendowmentfoundation.org.uk)</p> <p>Individualised instruction EEF (educationendowmentfoundation.org.uk)</p> <p>Differentiation / personalised approach</p>	
<ul style="list-style-type: none"> • Extended teaching day 	<p>Extended School Day 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 (educationendowmentfoundation.org.uk)</p>	1, 2, 3, 6, 7, 8
<ul style="list-style-type: none"> • High Quality Teaching 	<p>Mastery learning EEF (educationendowmentfoundation.org.uk)</p> <p>Subject matter is broken into blocks or units with predetermined objectives and specified outcomes.</p> <p>Individualised instruction EEF (educationendowmentfoundation.org.uk)</p> <p>Differentiation / personalised approach</p>	1, 2, 7, 8

<ul style="list-style-type: none"> • 1:1 reading support for all PPG pupils including phonics support where appropriate • Regular monitoring of 1:1 reading records • Phonics interventions 	<p>The reading framework - teaching the foundations of literacy (publishing.service.gov.uk)</p> <p>Phonics EEF (educationendowmentfoundation.org.uk)</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>	<p>1, 7, 8</p>
<ul style="list-style-type: none"> • Monitor progress of PPG pupils throughout the year • Carry out regular book, planning trawls and focused drop-ins throughout the year • EAL support interventions 	<p>Interventions and tutoring programmes - School-led tutoring guidance (publishing.service.gov.uk)</p> <p>Provision of a range of initiatives to extend children's experiences see www.Gov.uk/publications/the-pupilpremium-how-schools-are-spendingthe funding-successfully. Education Endowment Trust Toolkit</p> <p>Feedback from pupil/staff/parent voice</p>	<p>1, 7, 8</p>
<ul style="list-style-type: none"> • Continued provision for use of the library including librarian sessions for all pupils. • Utilising staffing, technology and library for Know More, Remember More initiative • Further reading interventions for all groups and a focus on potential greater depth / G and T children. Timetabling and staffing for provision. 	<p>The reading framework - teaching the foundations of literacy (publishing.service.gov.uk)</p> <p>Gifted and Talented / Mastery Teaching Mastery learning EEF (educationendowmentfoundation.org.uk)</p> <p>Individualised instruction EEF (educationendowmentfoundation.org.uk)</p> <p>Differentiation / personalised approach</p> <p>Interventions and tutoring programmes - School-led tutoring guidance (publishing.service.gov.uk)</p>	<p>1, 7</p>

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

Budgeted cost: £80,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engaging children and families: Working closely with all families to maintain open communication <ul style="list-style-type: none"> • Workshops • Yoga • Community projects • Wellbeing projects 	<p>https://sandbox.educationendowmentfoundation.org.uk/educationevidence/teaching-learningtoolkit/parental-engagement</p> <p>Provision of a range of initiatives to extend children's experiences see www.gov.uk/publications/the-pupilpremium-how-schools-are-spending-the-funding-successfully. Education Endowment Trust Toolkit</p>	3, 4, 5, 6 and 8
Engaging children and families with attendance and absence issues: Start of the day incentives for persistently late pupils <ul style="list-style-type: none"> • Start of the day incentives for persistently absent pupils • Monitoring of attendance • Promotion of Early Help support for struggling families 	<p>Provision of a range of initiatives to extend children's experiences see www.gov.uk/publications/the-pupilpremium-how-schools-are-spending-the-funding-successfully. Education Endowment Trust Toolkit</p> <p>Parental engagement EEF (educationendowmentfoundation.org.uk)</p> <p>Deployment of staff to support families to improve attendance and eradicate persistent absenteeism see www.gov.uk/publications/the-pupilpremium-how-schools-are-spending-the-funding-successfully</p>	4, 5, 6
Wider activities: <ul style="list-style-type: none"> • Year of Reading, Arithmetic and Community initiatives • Swimming provision increased including building to house swimming pool and two staff (swimming teacher and 	<p>Provision of a range of initiatives to extend children's experiences see www.gov.uk/publications/the-pupilpremium-how-schools-are-spending-the-funding-successfully. Education Endowment Trust Toolkit</p> <p>https://www.forestresearch.gov.uk/documents/805/fr0112forestschooolsreport.pdf https://www.forestresearch.gov.uk/research/forest-schools-impact-on-young-children-in-england-and-wales/</p> <p>Interventions which focus on families, parents,</p>	3, 4, 5, 6 and 8

<p>lifeguard)</p> <ul style="list-style-type: none"> • Additional PE with specialist teacher to develop skills in sports not on the curriculum • Additional anti-gravity yoga • Additional outdoor education sessions • Monitoring of extracurricular clubs to ensure PPG pupils are fairly represented in them • Art, DIY, plastering, bricklaying, special theatrical effects 	<p>teaching practice and out of school / extra-curricular activities</p> <p>Aspiration interventions EEF (educationendowmentfoundation.org.uk)</p>	
<p>Wellbeing:</p> <ul style="list-style-type: none"> • Sensory bus planning and implementation • Half termly wellbeing weeks and activities • Wellbeing lead appointed • Social skills lessons with Learning Mentor • Social skills activities with specialist PE teacher • DFE Passport activities taught in lifestyle house 	<p>Provision of a range of initiatives to extend children's experiences see www. Gov.uk/publications/the-pupilpremium-how-schools-are-spendingthe funding-successfully. Education Endowment Trust Toolkit</p> <p>Routine respect based social and emotional learning Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p> <p>Targeted behaviour interventions which can have a great impact on learning Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p> <p>RSE and Health Education Curriculum Relationships Education, Relationships and Sex Education and Health Education guidance (publishing.service.gov.uk)</p> <p>Mentoring EEF (educationendowmentfoundation.org.uk)</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, mentoring aims to build confidence and relationships, to develop resilience and character, or raise aspirations, rather than to develop specific academic skills or knowledge.</p>	<p>2, 3, 4, 5, 6, 8</p>

Total budgeted cost: £ 350,000

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. Internal data identifies some highlighted subjects and age groups where disadvantaged children benefit from further support to ensure gaps with their peers continue to be closed. Through the initiatives outlined, those gaps are closing and are often exceeded. 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 data was positive across all groups and subjects, and demonstrates higher than local and national in both attainment and progress. This is across all subjects and in reading, writing and maths combined. Greater depth in reading for all pupils is an area for development and is targeted throughout the Academy with the introduction of further reading interventions and timetabled provision of the library. In key stage two across all subjects, pupil premium children attainment and progress performance was broadly in line with all pupils.

Phonics data demonstrated the percentage of pupil premium children attaining the expected pass score was higher than national as was the average mark. Initiatives as outlined above will continue to close the gap with their peers within the Academy.

Key stage one data demonstrated positive results within writing at the expected standard against national data with a small gap to close to their internal peers. In reading and writing, pupil premium children are broadly in line with national data.

The Year 4 MTC was widely successful for the whole Academy including pupil premium children. The Academy's mean average score was 22.4 which was higher than both local and national data.

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)

<i>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</i>
n/a
The impact of that spending on service pupil premium eligible pupils
n/a

Signed : _____

Date: _____