

Pupil premium strategy statement – Dorrington Academy

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 the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	635
Proportion (%) of pupil premium eligible pupils	35%
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	December 2025
Statement authorised by	John Harrison
Pupil premium lead	Sean Taylor
Governor / Trustee lead	Keith Holt

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£319,525
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£319,525

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	<p>Pupil Outcomes</p> <p>Internal and external assessments show that disadvantaged pupils generally do not attain as well as their peers. Whilst the types of barriers to learning and the difficulties disadvantaged pupils experience vary, their overall academic progress tends to be lower in most subjects compared to non-disadvantaged pupils. Notably across the school, attainment in reading is an identified area for improvement.</p>
2	<p>Limited language and vocabulary on entry</p> <p>Assessment and observations demonstrate that disadvantaged pupils have greater language and vocabulary difficulties. This is additionally apparent with non-disadvantaged pupils also. Oracy and vocabulary skills continue to be required to be developed and extended.</p>
3	<p>Enrichment Activities and Cultural Capital</p> <p>Observations and discussions with pupil and their families demonstrate that disadvantaged pupils have less access to enrichment activities and those which provide cultural capital outside of school. Continued and widened provision for enrichment activities which inspire, motivate and engage pupils.</p>
4	<p>Attendance</p> <p>Analysis of attendance data demonstrates disadvantaged pupils' attendance is lower than that for all pupils. Challenges and the reasons faced concerning attendance are broad. It is important to address attendance issues school-wide.</p>
5	<p>Social Behaviour and Wellbeing</p> <p>Our assessments, observations, and conversations with pupils indicate that disadvantaged pupils often face more significant challenges in communicating and expressing their feelings and needs compared to their peers. This includes difficulties with non-verbal communication, limited language skills, and positive social interactions. As a result, they require support in social, wellbeing, physical, and emotional areas.</p>
6	<p>SEN</p> <p>Data analysis demonstrates that just under one half of SEN children at Dorrington are disadvantaged. This is in comparison to 16% of pupils whole school who are SEN.</p>

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
<p>Improved attainment for disadvantaged pupils in all subjects, notably reading as this is a school wide development point, relative to their starting points as identified through baseline assessments.</p>	<ul style="list-style-type: none"> • Identify children from Rec-6 based on progress and attainment data. • Achieve above national average attainment scores in KS2 Reading. • Maintain above national average attainment scores in KS2 Writing. • Maintain above national average attainment scores in KS2 Maths. • Achieve above national average RWM attainment. • Achieve national average expected standard in Phonics Screening Check. • Achieve national average expected standard in MTC. • Gaps closed in all of the above, if apparent, between disadvantaged and non-disadvantaged.
<p>Further develop skills in reading and promote reading for pleasure. Improve language comprehension for disadvantaged pupils.</p>	<ul style="list-style-type: none"> • Achieve national average expected standard in PSC. • Achieve above national average attainment scores in KS2 Reading. • Disparity between disadvantaged and non-disadvantaged in attainment and progress is diminished by the end of key stage 2. • 1:1 reading support for all PPG pupils including phonics support where appropriate demonstrates improved language comprehension. • Reading focus assessments, observations and subject book trawls demonstrate: • 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. • Evidence of development of language and vocabulary skills. • Children's love of reading evident and enthusiasm for reading initiatives is high.

<p>Pupils leave Dorrington Academy having experienced a wide range of experiences and feel ready to transition to secondary school and to engage in wider opportunities.</p>	<ul style="list-style-type: none"> • All pupils given opportunities to experience wider curriculum initiatives regularly. • All children to experience enrichment trips and visits. • Observations demonstrate engagement and motivated pupils. • Identified children supported through challenges or needs. • Increased participation in wider enrichment activities, PE and Extra-curricular clubs
<p>Attendance for all pupils including disadvantaged is improved and disparity between the two is diminished.</p>	<ul style="list-style-type: none"> • Disparity between disadvantaged and non-disadvantaged pupils' attendance is reduced. • All children attend school consistently unless they really are unable to. • Motivation to attend school is high. • Parents and pupils understand the importance of school attendance. • Barriers to school attendance are reduced. • Residual impact of Covid-19 on attendance is reduced and school attendance returns to at least pre-pandemic levels.
<p>Enhance the wellbeing and social-emotional skills of all pupils to foster self-esteem, confidence, and collaboration. Disadvantaged pupils have greater confidence and independence to help them engage more with the school and wider community.</p>	<ul style="list-style-type: none"> • Pupil Feedback: Surveys or focus groups of pupils demonstrate their feelings of confidence and belonging within the school and wider community. • Parental Engagement: Increase parental involvement in initiatives, including parents participating in workshops or information sessions about supporting their children's social-emotional development at home. • Involvement: Track the number of disadvantaged pupils engaging in skills sessions aimed at enhancing wellbeing and social-emotional skills, community activities, collaborative school projects or partnerships.
<p>Continue to provide the opportunities and support for SEN children to make the progress they are capable of.</p>	<ul style="list-style-type: none"> • SEN children make expected progress on all forms of tracking on achievable targets • Tailored interventions have demonstrable impact. • Targeted support is consistent and supports where appropriate for SEN children to make progress.

	<ul style="list-style-type: none"> • Collaboration with stakeholders including parents / carers and external agencies is comprehensive and demonstrates impact on pupil outcomes. • Case studies of individual SEN pupils demonstrate impact of specific interventions.
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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: £131,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Creation of extra reading and Literacy Lead post to take total to two. Develop, improve and motivate reading, teaching of reading, phonics in line with DFE guidance.</p> <p>The lead will engage with our local literacy hub to develop the quality of reading, literacy and oracy teaching through CPD.</p>	<p>Specific recommendations from the DfE's Reading Framework (July 2023) emphasise the importance of:</p> <ul style="list-style-type: none"> • Organising reading materials according to the phonics progression. • Ensuring all pupils engage fully during reading sessions to maximise practice time. • Providing high-quality, focused phonics instruction. <p>Teaching and Learning Toolkit EEF Guidance reports EEF The reading framework - GOV.UK Phonics EEF</p>	1, 2
<p>CPD for all subject leaders and dissemination for all teaching staff.</p>	<p>Developing high quality teaching, assessment and a broad and balanced, knowledge based curriculum which responds to the needs of the pupils.</p> <p>Teaching and Learning Toolkit EEF Guidance reports EEF EEF-Effective-Professional-Development-Guidance-Report.pdf</p>	1, 2
<p>CPD considering leadership succession, supporting recruitment</p>	<p>Managing workload and offering effective professional development supports retention of great teachers which is crucial to</p>	1 - 6

and retention of teaching staff. DSL courses, National Professional Qualifications (NPQSL and NPQH), Safer Recruitment.	maintaining a high standard of teaching and learning. Evidence reviews EEF EEF-Effective-Professional-Development-Guidance-Report.pdf	
CPD for teaching staff to improve the quality of teaching to develop pupils' mental health models, social and emotional learning. Purchase, training and introduction of My Happy Mind.	Effective teaching of social and emotional learning across the school. Evidence stresses the importance for children from disadvantaged backgrounds and other vulnerable groups. Home - myHappyMind Improving Social and Emotional Learning in Primary Schools EEF	3, 4 & 5
Purchase, CPD and introduction of teaching staff CPD, mentoring and coaching (Walkthrus) and recording system for ongoing CPD and staff development (Steplabs)	Mentoring and coaching an important source of support for staff. Effective, high-quality ongoing professional development. NIOT mentoring and coaching - Key Takeaways.pdf EEF-Effective-Professional-Development-Guidance-Report.pdf	1, 2, 5, 6
Purchase of time with Educational Psychologist and Pupil School Support. To further support SEN children and those with additional needs	Birmingham City Council supported services providing support for SEN children About the service - Local Offer Birmingham Pupil & School Support – Access to Education	6

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

Budgeted cost: £103,075

Activity	Evidence that supports this approach	Challenge number(s) addressed
One to one and small group teaching / interventions for pupils in need of additional support, delivered as	Reducing class size / small group teaching / one to one targeted at specific pupils can be an effective method to support low attaining pupils and those falling behind. Regular small group teaching provides	1 - 6

<p>regularly as possible as well as in addition to, and linked with, normal lessons.</p>	<p>pupils opportunities for more teacher interactions.</p> <p>Reducing class size EEF</p> <p>One to one tuition Teaching and Learning Toolkit EEF</p> <p>Small group tuition Teaching and Learning Toolkit EEF</p>	
<p>Delivering structured interventions:</p> <ul style="list-style-type: none"> • Employ additional member of staff to release experienced class teachers for interventions • SLT to plan timetable allowing release of staff to deliver interventions • 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 • EAL Support • WellComm • Arithmetic / Timetables interventions 	<p>Provision of QFT, mastery curriculum and effective challenge for children identified as needing to catch-up</p> <p>The pupil premium: how schools are spending the funding successfully - GOV.UK</p> <p>Gifted and Talented / Mastery Teaching</p> <p>Mastery learning EEF</p> <p>Differentiation / personalised approach</p> <p>Individualised instruction EEF</p> <p>Small Group interventions</p> <p>Reducing class size EEF</p>	<p>1, 2, 5, 6</p>
<p>1:1 reading for all pupils including phonics support where appropriate. Regular monitoring of 1:1 reading records. Phonics interventions. Lowest 20% Readers heard read regularly.</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>The reading framework - GOV.UK</p> <p>Phonics EEF</p>	<p>1, 2, 6</p>

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

Budgeted cost: £117,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Investment in mentoring and coaching as above and CPD programme (Walkthrus and Steplabs) alongside whole staff training and introduction of new behaviour management and anti-bullying processes with the aim of developing our school ethos and improving behaviour across school. Further supporting pupils' social, emotional and behavioural needs</p>	<p>Interventions and whole school approaches can have positive effects.</p> <p>Social and emotional skills support effective learning and are linked to positive outcomes later in life.</p> <p>Behaviour interventions EEF NIOT mentoring and coaching - Key Takeaways.pdf EEF-Effective-Professional-Development-Guidance-Report.pdf</p>	<p>1,4, 5</p>
<p>Embedding principles of good practice set out in the DfE's guidance on working together to improve school attendance.</p> <p>This involves working with the DLP supported programme Inclusive Attendance and further includes:</p> <ul style="list-style-type: none"> • Staff training and CPD for all teaching and office based staff. Further training to support staff. • Release time for a member of staff to develop and implement new procedures. • Investment in new hardware to support signing in of late pupils. • Increased communications with parents re attendance with focus on school days missed. 	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>Understanding the use of Attendance & Family Liaison Officers... EEF</p> <p>BITUP: Updating Parents on Number of School Days Missed - trial EEF</p> <p>Supporting attendance EEF</p> <p>An Inclusive Approach to Improving Attendance - Inclusive Attendance</p> <p>Working together to improve school attendance - GOV.UK</p>	<p>4, 5, 6</p>

<ul style="list-style-type: none"> • Interventions focussed on vulnerable chn. • Magic breakfast 		
<p>Parent / Carer focussed support and engagement. Working closely with all families to maintain open communication, trust and develop support and skills.</p> <ul style="list-style-type: none"> • Parent workshops • Community projects • Wellbeing projects • Swimming for adults • Yoga for adults 	<p>Levels of parental engagement are consistently associated with improved academic outcomes.</p> <p>Parental engagement EEF EEF Parental Engagement Guidance Report.pdf</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> <p>https://sandbox.educationendowmentfoundation.org.uk/educationevidence/teaching-learningtoolkit/parental-engagement</p>	5, 6
<p>All school wide trips paid for.</p> <p>Cultural trips and in-school activities, including historical based learning to tie in with curriculum themes, cooking, social skills, team building, drama, dance and securing greater engagement in the wider curriculum.</p>	<p>School trips are a valuable component of the educational experience, offering a range of benefits that support academic learning, personal development, and social skills. By facilitating real-world experiences, fostering engagement, and promoting cultural understanding, school trips play a crucial role in enriching pupils' educational journeys.</p> <p>Outdoor adventure learning EEF</p> <p>Ofsted - School Trips: The Benefits of Learning Outside the Classroom</p>	3
<p>Swimming provision for whole school Y1-Y6.</p> <p>All chn swim once a week with a trained instructor and lifeguard present. Goal for all chn to be able to swim at least 25 metres by the end of Y6.</p> <p>Rental of pop-up pool and staff for coaching and lifeguarding.</p> <p>Heating of pool facilities.</p> <p>Further sports provision through extra time with sports coach specialist</p>	<p>Extracurricular activities are an important part of education. These approaches may increase engagement in learning but it is important to consider how increased engagement will be translated into improved outcomes.</p> <p>Physical activity EEF</p> <p>Drive to ensure all children can swim by end of primary school - GOV.UK</p>	3

before school and in lunchtimes		
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Total budgeted cost: £351,575

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the educational 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 internal data demonstrated that across key stage 1 and 2 a higher percentage of disadvantaged pupils attained expected in reading than non-disadvantaged children. In writing, the number of non-disadvantaged pupils who attained expected was slightly higher than disadvantaged although they were broadly in line. In maths, the number of non-disadvantaged pupils who attained expected was higher than disadvantaged pupils. Reading, writing and maths combined data demonstrates that approximately 6% more non-disadvantaged children attained expected than disadvantaged.

External end of key stage 2 data demonstrated that a higher percentage of non-disadvantaged pupils attained in reading, writing and maths combined compared to disadvantaged. In maths and in writing, higher percentages of non-disadvantaged children attained expected than disadvantaged. In reading disadvantaged and non-disadvantaged attainment was broadly in line. It is worth noting that attainment in reading was lower when compared to previous years and national data. The Year 1 Phonics screening check demonstrated that disadvantaged and non-disadvantaged pupils attained broadly in line with one another. Overall attainment in the year 4 multiplication check was high. Across the year group the average score was 24.5. 75% of all children scored full marks. However, 83% of non-disadvantaged pupils scored full marks compared to 66% of disadvantaged.

We have also analysed our disadvantaged pupils' wider development outcomes, drawing on our own assessments and observations. Attendance of pupil premium children was broadly in line with whole school data. However, it is worth noting that whole school attendance data was lower than national averages. Observations and data collection of pupil behaviour demonstrate that behaviour is not an issue at the school. However, an improved behaviour policy and processes could have a positive impact on outcomes and the development of a relatively large number of newly qualified or recently qualified staff members and apprentices. Parental surveys demonstrated parents wanted to receive more communication and interaction with the school.

Based on all the information above, the performance of our disadvantaged pupils has not yet *met* expectations, and we are at present *on course* to achieve the outcomes we are setting out to achieve by 2026/27, as stated in the Intended Outcomes section above.

Our evaluation of the approaches delivered last academic year indicates that the pupil premium children will benefit from the initiatives presented in this statement. An improved approach to attendance, behaviour and wider curriculum visits will be a focus as well as introducing a second lead for literacy and reading in order to prioritise reading across the school.