



This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Dodworth St Johns Primary Academy
Number of pupils in school	210
Proportion (%) of pupil premium eligible pupils	10%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2023
Date this statement was published	NA
Date on which it will be reviewed	January 2022
Statement authorised by	Paddy Wright
Pupil premium lead	Paddy Wright
Governor / Trustee lead	Mark Phillips

Funding overview

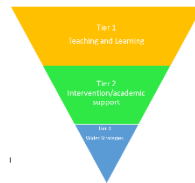
Detail	Amount
Pupil premium funding allocation this academic year	£ 29,500
Recovery premium funding allocation this academic year	£3190
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£32690 Just check these numbers against the new ones from James

Part A: Pupil premium strategy plan

Statement of intent

OUR PHILOSOPHY

At Dodworth Saint Johns Primary Academy we believe that the quality of teaching received will have the greatest impact on disadvantaged children and allow them to fulfil their potential. We therefore use a weighted three-tiered approach in school when allocating our pupil premium spending



Tier 1 strategies improve outcomes through improving the quality of provision for disadvantaged pupils across the curriculum.

Tier 2 strategies are targeted academic support to help individuals or small groups of disadvantaged children make progress towards individual targets in order to narrow the gap.

Tier 3 strategies are designed to support children's wider needs including their social, emotional and mental health. Tier 3 strategies also incorporate strategies to engage and support disadvantaged family's wider needs.

What are the key principles of our strategy plan?

High quality teaching for all

- The school places a strong emphasis on ensuring all disadvantaged pupils receive high quality teaching; responsive on- going formative assessment is essential to ensure disadvantaged pupils make strong progress.
- All staff are committed to successfully engage with the disadvantaged pupils who are less successful learners.
- Professional development is focused on securing strong subject knowledge, questioning, feedback, and self-regulation.
- Interventions are additional to the entitlement to high quality teaching; class teachers retain accountability for pupil achievement.

Whole-school ethos of attainment for all

- There is a culture of high expectations for all.
- There is a belief that all disadvantaged pupils are capable of overcoming their personal barriers to succeed.
- Disadvantaged pupils and their families are held in high regard
- Leaders, teachers and other adults understand their role within the school's strategy

Meeting individual learning needs

- There is a strong understanding of the barriers to learning and how these barriers present in school.
- Personalised profiles are used to ensure barriers are overcome so that disadvantaged pupils can benefit from enrichment, emotional wellbeing support and interventions that enable them to succeed in their learning across a wide range of subjects.
- Learning gaps and misconceptions are identified and addressed so that pupils can secure learning skills that will enable them to catch up to meet age related expectations or increasingly work at greater depth.
- Transition processes for disadvantaged pupils are carefully planned and implemented

Data-driven

- The progress of disadvantaged pupils is discussed at all pupil progress meetings and at key assessment milestones. Actions are identified, implemented and regularly reviewed within each assessment phase.
- Accelerated progress must lead to higher attainment within an academic year and key stages.

Clear, responsive leadership

- Leaders including governors, review the effectiveness of strategies based on internal analysis, research and best practice.
- Self-evaluation is rigorous and honest.
- Leaders apply robust quality assurance processes and clear success criteria.

Deploying staff effectively

- Highly skilled and effective staff, deployed flexibly in response to the changing learning needs of disadvantaged pupils.

- Resources are targeted at pupils at risk of underachievement based on their starting points.
- Ongoing CPD is provided for all staff through peer-per coaching

Addressing attendance and supporting families

- Attendance is monitored. Strategies, where applicable, are implemented to improve absence or lateness to maximise opportunities for learning in school.
- Persistent absence is rigorously challenged.
- Families are supported to ensure children continue to develop their learning at home including through remote education when necessary.

- *What are our ultimate objectives for your disadvantaged pupils?*

To narrow the attainment gap between disadvantaged and non-disadvantaged pupils when compared to their peers both locally and nationally. For all disadvantaged pupils in school to exceed nationally expected progress rates in order to reach Age Related Expectation at the end of Year 6 and therefore be prepared for the next stage of their education and preparation for adult life. This is reflected in our motto 'Do it, Learn it, Live it'

- *How does our current pupil premium strategy plan work towards achieving those objectives?*

We believe that the priorities identified for this academic year meet the needs of the children based on their current position. They build on the strengths of last years strategy while incorporating the evolving needs that have been created due to the COVID pandemic.

Challenges

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

Challenge number	Detail of challenge
1	Aspiration and ambition - many of our disadvantaged pupils have low aspirations of themselves both in the short and long term. Some pupils struggle to retain and reuse prior knowledge leading to lower outcomes than their peers. Many do not see a link between work and learning in school and their futures beyond school.
2	Academic Confidence, resilience and Emotional Wellbeing - many of our disadvantaged pupils demonstrate they do not have the emotional intelligence or confidence to remain resilient when they make mistakes. This has a negative impact on their progress and wellbeing. Analysis shows that for some of our disadvantaged pupils homelife factors negatively impact on their ability to concentrate and being academically and emotionally resilient.
3	Support for learning at home - some disadvantaged pupils do not have the recourses or access to support needed to further their learning at home. They often lack quiet spaces to work or the technology to access learning platforms used within school.
4	Receptive language - disadvantaged pupils have a lower receptive language age leading to a barrier to access teaching materials both verbal and written. This then impacts on their progress across the curriculum and in particular in reading and writing.
5	Attendance and Punctuality - analysis shows that our disadvantaged are less likely to have good attendance and punctuality. This has a direct impact on the progress they can make as when they are not in school or are late they miss key concepts and then are trying to catch up rather than keep up.

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
Disadvantaged pupils make accelerated progress to narrow the gap to their peers.	Outcomes at end of phase key assessments are in line with their peers nationally. The gap between disadvantaged pupils and their peers narrows at each internal collection point

	<p>Impact of targeted support can be identified within children's retention of new knowledge across the curriculum</p> <p>Families are assisted in supporting learning at home</p>
<p>Attendance and punctuality is above the local and national average.</p>	<p>Disadvantaged pupils attendance is above 96.5%</p> <p>Late marks are below their peers and reducing throughout the year</p> <p>Persistent absenteeism is below national average and reducing throughout the year</p>
<p>Improved learning behaviours</p>	<p>Pupils have raised ambitions and link these to short and long term educational outcomes.</p> <p>Increased resilience leads to increased outcomes</p> <p>Pupil surveys show increased attitudes to learning</p> <p>Pupils have access to meeting a wide range of professionals to inspire future career paths</p> <p>Pupils develop own leadership skills through opportunities provided to them</p>

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.

Tier 1- Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>All staff trained in assessing children's receptive language to raise outcomes in reading and writing across the curriculum</p> <p>I would add some bullet point under each of these general activities to demonstrate how that will work in school and progress eg CPD, coaching</p>	<p>EEF+6 months There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives.</p>	1, 2, 4
<p>Engagement with the White Rose Mastery Programme</p> <p>Add bullet points</p>	<p>EEF+ 5 months Mastery learning approaches have consistently positive impacts, but effects are higher for primary school pupils and in mathematics.</p>	1, 2, 4
<p>Where the proportion of disadvantaged pupils is highest deploy an additional member of Support Staff to impact on progress through an agile approach to teaching .</p> <p>Should this be in Tier 2, Im not sure?</p>	<p>EEF +4 months Teaching assistants can provide a large positive impact on learner outcomes, however, how they are deployed is key.</p>	1, 2, 4
<p>Effective CPD for middle leaders ensures a broad and balanced curriculum leads to raised academic outcomes</p>	<p>EEF + 3 months Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum.</p> <p>EEF +1 month There is a small positive impact of physical activity on academic</p>	1, 2, 4

through transferable skills and improved wellbeing Add bullet points	attainment (+1 month). While this evidence summary focuses on the link between physical activity and academic performance, it is crucial to ensure that pupils access to high quality physical activity for the other benefits and opportunities it provides.	
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Tier 2- Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 11,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Extended school day provision to target specific needs of individuals and groups of learners created over What will this look like ?	EEF +3 months Before and after school programmes with a clear structure, a strong link to the curriculum, and well-qualified and well-trained staff are more clearly linked to academic benefits than other types of extended hours provision. EEF+4 months Small group tuition has an average impact of four months' additional progress over the course of a year. EEF + 5months Some pupils may not have a quiet space for home learning – it is important for schools to consider how home learning can be supported (e.g. through providing homework clubs for pupils).	1, 2, 4
Support Staff Coaching and CPD to ensure high quality intervention What will this look like?	EEF + 4 months Investing in professional development for teaching assistants to deliver structured interventions can be a cost-effective approach to improving learner outcomes due to	1, 2, 4

	the large difference in efficacy between different deployments of teaching assistants.	
Targeted same day intervention to ensure pupils keep up and do not fall further behind Add bullet points	EEF+4 months well-evidenced teaching assistant interventions can be targeted at pupils that require additional support and can help previously low attaining pupils overcome barriers to learning and 'catch-up' with previously higher attaining pupils. EEF+4 months Small group tuition has an average impact of four months' additional progress over the course of a year.	1, 2, 4

Tier 3- Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £6,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Early intervention and support for pupils attendance and punctuality	The Department for Education (DfE) published research highlights that the links between attendance and achievement are strong. Those with better attendance are 1.3 times more likely to make ARE and 3.1 times more likely to reach GD.	1, 5

	Pupils with persistent absence are less likely to attain at school and stay in education after the age of 16 years	
Learning Mentor to support emotional and wellbeing needs	EEF+ 4 months Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment.	1, 2
Support families with home learning- in particular with reading and core maths skills.	EEF + 5 months Pupils eligible for free school meals typically receive additional benefits from homework.	3, 4
Raise attainment through engaging in Primary Futures programme. Ensure clear links are formed between children's aspiration and academic outcomes	EEF- The existing wider evidence suggests that the relationship between aspirations and attainment is not straightforward. In general, approaches to raising aspirations have not translated into increased learning. Approaches linked to gains in attainment almost always have a significant academic component, suggesting that raising aspirations in isolation will not be effective	1, 2,

Total budgeted cost: £ 32000

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

The data below indicates the progress made towards our ultimate outcome of narrowing the gap between disadvantaged and non-disadvantaged pupils

The majority of the Tier 1 support funding allocation last year was based around consistent phonics teaching through school with a particular focus on the EYFS and KS1. The impact of this approach, despite the implications of lockdown are highlighted in the outcomes at Y1 where the gap significantly narrowed over the year and in Y2 where the gap was closed for all learners.

In core subjects last academic year the gap narrowed in the majority of classes from their baseline starting points.

It is important to note that with the low number of disadvantaged children in each class that the data is not the only measure of impact. Pupil voice and triangulation of outcomes also indicated that gaps were narrowing over time.

Phonics		
Year	% at ARE Disadvantaged	% at ARE Non-Disadvantaged
1	50	62%
2	100	100

Reading			
Year	Number of Children	% at ARE Disadvantaged	% at ARE Non-Disadvantaged
R	0	NA	
1	4	25	42

2	3	50	71
3	5	60	50
4	3	0	80
5	3	100	40
6	5	67	75

Writing

Year	Number of Children	% at ARE Disadvantaged	% at ARE Non-Disadvantaged
R	0	NA	
1	4	50	65
2	3	0	67
3	5	40	61
4	3	0	74
5	3	67	60
6	5	67	68

Maths

Year	Number of Children	% at ARE Disadvantaged	% at ARE Non-Disadvantaged
R	0	NA	
1	4	25	42
2	3	0	67
3	5	0	31
4	3	0	61
5	3	33	40

6	5	67	57
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Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Floppy's Phonics	OUP
TT Rock-stars	TT Rock-stars
Teaching Live	Pie Corbett, David Mitchell, Creative Blogs
White Rose Maths	White Rose Maths