

# Pupil premium strategy statement



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 period and the effect that previous 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	182
Proportion (%) of pupil premium eligible pupils	13%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2023
Date this statement was published	Draft Oct 22
Date on which it will be reviewed	January 2023
Statement authorised by	Melanie Priestley
Pupil premium lead	Paddy Wright
Governor / Trustee lead	Mark Phillips

## Funding overview

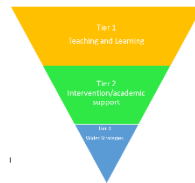
Detail	Amount
Pupil premium funding allocation this academic year	£ 29,000
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£29000

# 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-peer 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.

- *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 of our community.

## Challenges

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

Challenge number	Detail of challenge
1	<b>Aspiration and ambition</b> - 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	<b>Academic Confidence, resilience and Emotional Wellbeing</b> - 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	<b>Support for learning at home</b> - some disadvantaged pupils do not have the resources 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	<b>Receptive language</b> - 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	<b>Attendance and Punctuality</b> - 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: £14,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Language Acquisition training and CPD EYFS-Y6	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.	1, 2, 4
Engagement with the White Rose Sustaining Programme CPD	EEF+ 5 months Mastery learning approaches have consistently positive impacts, but effects are higher for primary school pupils and in mathematics.	1, 2, 4
Metacognitive and self regulation training	EEF +7 months. Professional development can be used to develop a mental model of metacognition and self-regulation, alongside an understanding of teaching metacognitive strategies.	1,2
Behaviour interventions and support	EEF +4 months Both targeted and universal approaches have positive overall effects. Approaches that focus on self management have the highest impact	1, 2, 4
Reading comprehension CPD and resourcing	EEF + 6 months it is important to identify the appropriate level of text difficulty, to provide appropriate context to practice the skills, desire to engage with the text and enough challenge to improve reading comprehension.	2, 4
EYFS adult interaction CPD	EEF +6 month Communication and language approaches emphasise the importance of spoken language and verbal interaction for young children. They are based on the idea that children's language	1, 2, 4

	development benefits from approaches that explicitly support communication through talking, verbal expression, modelling language and reasoning.	
--	--	--

## Tier 2- Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 10,000

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	<p>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.</p> <p>EEF+4 months Small group tuition has an average impact of four months' additional progress over the course of a year.</p> <p>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).</p>	1, 2, 4
Support Staff feedback coaching CPD	EEF +6 months Pupils require clear and actionable feedback to employ metacognitive strategies as they learn, as this information informs their understanding of their specific strengths and areas for improvement, thereby indicating which learning strategies have been	1, 2, 4



	effective for them in previously completed work.	
Targeted same day intervention to ensure pupils keep up and do not fall further behind	<p>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.</p> <p>EEF+4 months Small group tuition has an average impact of four months' additional progress over the course of a year.</p>	1, 2, 4

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

Budgeted cost: £5,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Early intervention and support for pupils attendance and punctuality	<p>The Department for Education (DfE) published research highlights that the links between attendance and achievement are strong.</p> <p>Those with better attendance are 1.3 times more likely to make ARE and 3.1 times more likely to reach GD.</p> <p>Pupils with persistent absence are less likely to attain at school and stay in education after the age of 16 years</p>	1, 5

Purchase targeted texts to engage disadvantaged pupils in home reading and comprehension strategies	EEF + 6 months disadvantaged children are less likely to own a book of their own and read at home with family members, and for these reasons may not acquire the necessary skills for reading and understanding challenging texts..	3, 4
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
Parental workshops to support home learning and engagement	EEF + 4 months By designing and delivering effective approaches to support parental engagement, schools and teachers may be able to mitigate some of these causes of educational disadvantage, supporting parents to assist their children's learning or their self-regulation, as well as specific skills, such as reading.	1, 2, 3
Raise pupil participation in extracurricular activities.	EEF +1 month Pupils from disadvantaged backgrounds may be less likely to be able to benefit from sport clubs and other physical activities outside of school due to the associated financial costs (e.g. equipment). By providing physical activities with reduced charge, schools give pupils access to benefits and opportunities that might not otherwise be available to them.	1, 2,

**Total budgeted cost: £ 29000**

## 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 2021 to 2022 academic year.

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

Gaps in reading have narrowed at all phases of school due to the focus on language acquisition and understanding. Attainment and progress in maths has seen the biggest improvement in terms of narrowing the gap between disadvantaged and non-disadvantaged both in comparison to their peers and nationally.

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

	EYFS GLD		
Year	Number of Eligible children	% at ARE Disadvantaged	% at ARE Non-Disadvantaged
2019	4	37%	83%
2022	6	67%	72%

	Phonics		
Year	Number of Eligible children	% at ARE Disadvantaged	% at ARE Non-Disadvantaged
2019	3	61%	88%
2022	2	50	67%

	KS1 Reading		
Year	Number of Eligible children	% at ARE Disadvantaged	% at ARE Non-Disadvantaged
2019	4	0%	77%
2022	6	33%	77%

	KS1 Writing		
Year	Number of Eligible children	% at ARE Disadvantaged	% at ARE Non-Disadvantaged
2019	4	50%	83%
2022	6	50%	72%

	KS1 Maths		
Year	Number of Eligible children	% at ARE Disadvantaged	% at ARE Non-Disadvantaged
2019	4	25%	83%
2022	6	33%	77%

	KS2 Reading		
Year	Number of Eligible children	% at ARE Disadvantaged	% at ARE Non-Disadvantaged
2019	8	50%	72%
2022	3	100%	77%

	KS2 Writing		
Year	Number of Eligible children	% at ARE Disadvantaged	% at ARE Non-Disadvantaged
2019	8	50%	79%
2022	3	67%	72%

	KS2 Maths		
Year	Number of Eligible children	% at ARE Disadvantaged	% at ARE Non-Disadvantaged
2019	8	36%	72%
2022	3	100%	77%

## 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
Now Press Play	Now Press Play
White Rose Maths	White Rose Maths

DRAFT