

Pupil premium strategy statement – Dodworth St John the Baptist Primary Academy

Before completing this template, read the Education Endowment Foundation’s guidance on [using your pupil premium funding effectively](#) and DfE’s [using pupil premium guidance](#), which includes the ‘menu of approaches’. It is for school leaders to decide what activity to spend their pupil premium (and recovery premium) on, within the framework set out by the menu.

All schools that receive pupil premium (and recovery premium) are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

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	158
Proportion (%) of pupil premium eligible pupils	17%
	2023-2026
Date this statement was published	May 2024
Date on which it will be reviewed	May 2026
Statement authorised by	
Pupil premium lead	
Governor / Trustee lead	T Rodger

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£39285
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£4060
Pupil 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>	£43345

Part A: Pupil premium strategy plan

Statement of intent

At DSJA, our ultimate objective is to ensure our pupils are equipped to achieve their full potential so that they can experience success in their future lives. We want them to learn about life and all the opportunities that life has to offer; we want them to show kindness and respect at all times; we want them to work together as a team when they find things difficult and feel supported in managing their emotions.

In this Pupil Premium Strategy Plan, we have identified the key barriers to achievement among our disadvantaged pupils. We recognise that a minority of our disadvantaged pupils experience many of these challenges in their daily lives simultaneously whilst others may experience only one or two. A 'one size fits all' approach is therefore not the right one to take; leaders work hard to ensure that support is targeted carefully to address the needs of this diverse group of pupils.

The key principles of this document are as follows:

- Good attendance at school is of vital importance in order that pupils benefit from the high-quality teaching, curriculum, and wider opportunities available to them.
- Quality First Teaching across the curriculum is essential in achieving the best outcomes for all pupils, particularly the most disadvantaged. We aim to achieve this through effective, focussed and relevant CPD for all teaching staff.
- Improving the effective teaching of reading is important in addressing disadvantage for many of our pupils.
- Improving the provision for children with SEND is of vital importance to the attainment of these children.
- Implementing a robust Personal Development offer in school is important as this will help equality of opportunity.
- Supporting mental health and wellbeing is essential to addressing disadvantage and improving educational outcomes for a significant number of our pupils. Developing positive and constructive relationships (teacher to pupil, pupil to pupil and relationships between home and school) is vital.
- A minority of our pupils have very complex needs. We recognise that these pupils and their families may need more support from school (and other agencies) in order to achieve their potential, and that this support requires considerable skill and commitment from staff.

Challenges

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

Challenge number	Detail of challenge
1	Persistent absenteeism at school is higher than local and national average (17.6% compared to 15.3% local and 16.2% national)
2	Pupils' phonics ability at the end of KS1 is of a lower standard than National Average (58% vs 79%)
3	Some children eligible for PP show a lack of resilience towards things they find difficult; this can manifest as a fear of failure and demand avoidance, impacting outcomes at an early age.
4	An increase in the number of children with social, emotional and mental health needs; which can result in significant behavioural challenges for some.
5	43% of PP children also have SEND, meaning that a proportion of our PP children are double-disadvantaged. Of these, 33% have SEMH as an identified need.

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 children benefit from regular attendance at school, resulting in improved academic outcomes.	Increase in average attendance rates among disadvantaged students; improvement in their standardized test scores or grades compared to previous years.
Disadvantaged pupils benefit from a new and approved phonics scheme, leading to an increase in the proportion of children passing the phonics screening check at the end of Y1.	Percentage of disadvantaged pupils passing the phonics screening check at the end of Y1 exceeds the national average or shows significant improvement from the previous year.
Disadvantaged pupils with SEND demonstrate improved outcomes.	Measurable progress against individual School Focussed Plan (SFP) goals; increased attainment in assessments; enhanced participation in class activities.

Children with SEMH needs are increasingly able to show resilience and use strategies to manage their emotions.	Reduction in behavioural incidents reported; positive feedback from staff and parents on emotional management; or observed and recorded instances of effective use of learned strategies in challenging situations.
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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: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Read Write Inc phonics system implementation and training for all staff	<p>Jerry Clay English Hub development days</p> <p>RWI is a proven and approved scheme to teaching children phonics in the early years and KS1.</p> <p>The average impact of the adoption of phonics approaches is about an additional five months' progress over the course of a year (EEF).</p>	2
Trauma Informed Practice training	The average impact of successful Social/Emotional interventions is an additional four months' progress over the course of a year. (EEF)	3, 4, 5
Recruitment of Learning Mentor responsible for supporting children with SEMH needs	<p>Behaviour Interventions shown by EEF to have a positive impact on pupil development (+4 months comparative to peers)</p> <p>The average impact of successful Social/Emotional interventions is an additional four months' progress over the course of a year. (EEF)</p>	3, 4, 5

Support for all teaching staff in the provision for children with SEND via SENDIO	<p>Training staff in SEND equips teachers with the necessary skills to provide high-quality, inclusive teaching, benefiting all students.</p> <p>According to EEF, effective strategies for pupils with SEND enhance overall academic outcomes, fostering an equitable learning environment.</p>	5
Training and development of new approach to teaching of Mathematics (NCETM) with a focus on mastery learning.	Learning to Mastery shown by the EEF to improve attainment and progress comparative to peers (+5 months)	3
Training and development around Rosenshine's Principles of Instruction to secure Quality First Teaching	Pedagogical approaches to encourage strong teaching.	2, 3
Recruitment of staff with responsibility for Personal Development opportunities (e.g. participation in the Arts Award scheme)	Participation in Arts initiatives has been shown by the EEF to improve attainment and performance by +3 months comparative to their peers.	3
CPD and leadership for cross-school curriculum planning to ensure a well-sequenced and progressive curriculum which supports all children	EEF states that curriculum design should be "knowledge-rich," emphasising core knowledge that is explicitly taught and well-sequenced. This approach incorporates cognitive science principles such as spaced learning and retrieval practice to help students retain and apply knowledge effectively, supporting deeper understanding and improved academic outcomes.	2, 3, 4, 5
Development of and CPD around Personal Development curriculum (including oracy approaches)	Teaching around metacognition and self-regulation approaches (as provided by PD curriculum) have been shown to improve progress by +7 months according to EEF.	4, 5

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

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Lego Therapy	The average impact of the deployment of teaching assistants is about an additional four months' progress over the course of a year.	3, 4
Phonics tutoring	The average impact of the adoption of phonics approaches is about an additional five months' progress over the course of a year (EEF).	2

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

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Recruitment of a Parent Support Advisor to support families/children with SEMH and improve familial engagement with pupils	EEF research shows that high parental engagement with school can improve progress by +4 months comparative to peers.	1, 3, 4, 5
Establishment of nurture groups and designated area of school to support children with SEMH needs	The average impact of successful Social/Emotional interventions is an additional four months' progress over the course of a year. (EEF)	1, 3, 4, 5
Recruitment of PSA to take the lead on attendance in school	Improving attendance is crucial for enhancing academic outcomes, particularly for disadvantaged pupils. EEF evidence highlights the importance of a holistic approach, including engaging parents, addressing individual pupil needs, and fostering a sense of belonging. Consistent communication with families and collaboration with external agencies are also key components.	1, 3, 4, 5
Opportunities to participate in wider	Participation in sports and extra-curricular activities provides positive	3

<p>initiatives (e.g. Junior Wardens, Sports Trips, Residential Trips).</p>	<p>impacts on academic attainment (+1 month). These activities enhance physical development, health, and well-being. Integrating academic learning with sports, such as literacy and mathematics, within structured programmes can yield additional academic benefits and improve attendance.</p>	
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Total budgeted cost: £ *[insert sum of 3 amounts stated above]*

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outline the performance of your disadvantaged pupils in the previous academic year and explain how it has been assessed. You should draw on:

- *Data from the previous academic year's national assessments and qualifications, once published (including school attainment and progress measures)*
- *EBacc entry data for secondary schools*
- *Comparison to local and national averages (a note of caution can be added to signal that there are ongoing impacts of the COVID-19 pandemic, which affected schools, and pupils, differently) and outcomes achieved by your school's non-disadvantaged pupils*
- *Information from summative and formative assessments the school has undertaken.*
- *School data and observations used to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing*

You should state whether you are on target to achieve the outcomes of your strategy (as outlined in the Intended Outcomes section above) and outline your analysis of what aspects of your strategy are/are not working well.

If last year marked the end of a previous pupil premium strategy plan, you should set out your assessment of how successfully the intended outcomes of that plan were met.

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

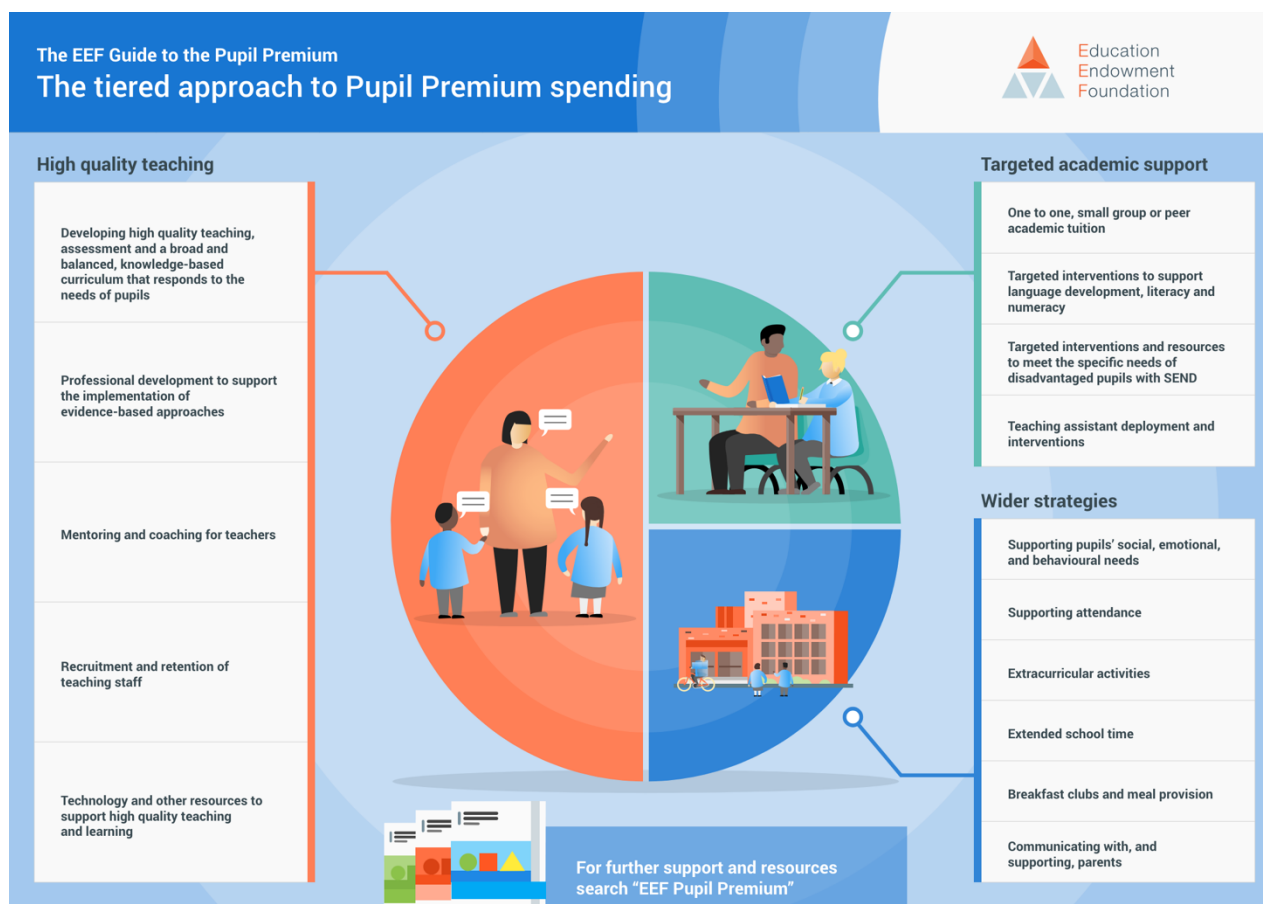
Service pupil premium funding (optional)

*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***

The impact of that spending on service pupil premium eligible pupils

Further information (optional)

At DSJA we follow the EEF tiered approach to Pupil Premium spending:



Teaching and Whole School Strategies:

1. Developing High-Quality Teaching and Curriculum:

We enhance the quality of teaching and develop a responsive curriculum to meet the diverse needs of our pupils, especially targeting socio-economically disadvantaged students to improve their attainment.

2. Professional Development:

We invest in ongoing professional development for our staff, focusing on evidence-based teaching methods to ensure effective practice and teacher growth.

3. Mentoring and Coaching:

We provide structured mentoring and coaching programs for teachers, particularly beneficial for those in the early stages of their careers, to fortify their teaching skills and classroom management.

4. Recruitment and Retention:

We prioritise the recruitment and retention of high-quality teaching staff through supportive measures like cover time for professional development and a focus on reducing workload.

5. Integrating Technology in Teaching:

We strategically use technology and other resources to support high-quality teaching and learning, ensuring that our approaches are informed by the best available pedagogical research.

Targeted Academic Support:

1. Targeted Academic Interventions:

We provide targeted support in key areas such as literacy, numeracy, and language development through bespoke interventions that are closely aligned with our curriculum and the specific needs of our pupils.

2. Teaching Assistant Strategies:

Our teaching assistants are deployed strategically to enhance educational provision within the classroom and to deliver targeted interventions that supplement teaching.

3. Support for Disadvantaged Pupils with SEND:

We implement specialized interventions for disadvantaged pupils with Special Educational Needs and Disabilities (SEND), ensuring these strategies are tailored to maximize learning outcomes.

Wider Strategies:

1. Social, Emotional, and Behavioural Support:

We address the social, emotional, and behavioural needs of our pupils through whole-class and targeted interventions, recognizing the impact of these factors on academic success and well-being.

2. Attendance Improvement:

We employ strategies to improve school attendance, understanding its critical link to academic performance, and engage in targeted parental communication to support this goal.

3. Extracurricular Programs:

We offer a range of extracurricular activities, including sports, arts, and cultural programs,

to enhance engagement and translate increased participation into academic and personal growth.

4. Extended School Time:

We consider extending learning opportunities through after-school tuition, homework clubs, and summer school programs to provide additional academic support.

5. Nutritional Support:

We operate breakfast clubs and provide meal provisions to ensure that pupils, particularly the disadvantaged, are well-nourished and ready to learn.

6. Parental Engagement:

We actively communicate with and support parents to foster a home environment that supports the educational aspirations and needs of their children.