

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	102
Proportion (%) of pupil premium eligible pupils	25%
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)	2023-2026
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	L Swift
Pupil premium lead	L Swift
Governor / Trustee lead	J Machin

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£34,845
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year	£34,845
<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>	

Part A: Pupil premium strategy plan

Statement of Intent

Preparing for Life's Big Adventures - At Dodworth St John the Baptist Primary Academy, we prepare our pupils for the adventures life brings. By fostering respect, curiosity, and teamwork, we aim to nurture individuals who will contribute positively to their community and the wider world.

Together, we build a legacy of pride, purpose, and possibility for the future.

Our vision is rooted in the Christian principles of guiding kindness, honesty, and unity, (Mark 1:3:

"Prepare the way for the Lord, make straight paths for Him" from John, who pointed the way), to embrace learning and ***life in all its fullness*** (John 10:10).

In this Pupil Premium Strategy plan, and in line with the tiered approach in [EEF's pupil premium guide](#), our overarching objectives for our disadvantaged pupils are to:

- 1) Ensure high-quality teaching in every class;
- 2) provide targeted academic support in order to narrow the attainment gap between disadvantaged and non-disadvantaged pupils; and
- 3) ensure wider strategies are used to support their academic success including accessing a wide range of enrichment experiences, which will positively impact on their academic achievement and well-being.

We have identified the key barriers to achievement and success 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:

- 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.
- Ensuring provision for disadvantaged pupils who may also have an additional educational need, is prioritised and effective at improving their progress.
- Ensuring the effective teaching of reading is important to address the reading disadvantage for many of our pupils.
- 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.
- Implementing a robust Personal Development offer in school is important as this will help to promote equality of opportunity and the development of life skills.
- 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.

In addition to the spending outlined in this strategy, there are wider training and development opportunities for the school accessed and provided through the wider Trust. This includes access to training and development in relation to developing teaching and learning, targeted support and wider aspects of school leadership. The list of strategies for the school which benefit disadvantaged pupils (outlined within this strategy) is not exhaustive.

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 in the academic year 2024-25 is higher than local and national averages (Attendance is lower)
2	Pupils' phonics ability in Year 1 for disadvantaged pupils has historically been lower than the National Average
3	Some children eligible for Pupil Premium funding show a lack of resilience towards things they find difficult; this can manifest as a fear of failure and some avoidance of school / tasks, impacting academic outcomes at an early age.
4	44% of SEND children are also disadvantaged, meaning that a proportion of our PP children are double-disadvantaged. Of these, 25% have SEMH as an identified need
5	An increase in the number of children with social, emotional, mental health and wellbeing needs; which can result in significant behavioural challenges for some.

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.	<p>Increase in average attendance rates among disadvantaged students (2024-25 = 89.6% vs. N 92%; All school pupils 94.2%) leading to improvement in their outcomes.</p> <p>Reduced persistent absence: All pupils: 21.2% compared to 15.3% Local and 14.6% National (Disadvantaged Ever6: 50% compared to National 27.1%)</p> <p><i>For KS2 outcomes – see Part B</i></p>
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 Year 1.	<p>Percentage of disadvantaged pupils passing the phonics screening check at the end of Y1 continues to exceed the national average or show significant improvement compared to the 3-year trend</p> <p>(2023-23: 28.6%; 2023-24: 50%, 2024-25: 100% vs 80% in PSC)</p>
Disadvantaged pupils with SEND demonstrate improved outcomes.	<p>Measurable progress against individual School Focussed Plan (SFP) goals; increased attainment in assessments; enhanced participation in class and wider activities.</p> <p>In 2024-25 46% of disadvantaged pupils attended clubs, took part in leadership opportunities or were given opportunities to develop their talents or interest.</p> <p><i>For KS2 outcomes – see Part B</i></p>
Children with SEMH needs are increasingly able to show resilience and	<p>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</p>

use strategies to manage their emotions.	challenging situations. In 2024-25, there were 168 behavioural incidents recorded for all pupils and 139 for disadvantaged pupils.
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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: £15,365

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Professional development to support implementation of approaches, for example, training provided by a DfE validated systematic synthetic phonics programme</p> <p>Read Write Inc phonics system implementation and training for all staff</p>	<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>Phonics EEF The average impact of the adoption of phonics approaches is about an additional five months' progress over the course of a year (EEF).</p> <p>Choosing a phonics teaching programme - GOV.UK</p>	2
<p>Developing high-quality teaching, assessment and a broad and balanced, knowledge-based curriculum which responds to the needs of pupils; Professional development</p> <p>CPD and leadership for cross-school curriculum planning to ensure a progressive curriculum which supports all children</p>	<p>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.</p> <p>The EEF states that schools should 'focus on building teacher knowledge and pedagogical expertise, curriculum development, and the purposeful use of assessment'</p> <p>EEF-Effective-Professional-Development-Guidance-Report.pdf summarises evidence regarding the positive impact of professional development.</p>	2, 3, 4, 5

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

Budgeted cost: £ 7420

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted interventions to support language development, literacy Phonics tutoring	Phonics EEF The average impact of the adoption of phonics approaches is about an additional five months' progress over the course of a year (EEF). Small group tuition EEF	2
Targeted interventions to support language development, literacy; Targeted interventions and resources to meet the specific needs of disadvantaged pupils with SEND Lego Therapy	Targeted interventions can have a positive impact on pupils skills and learning. Small group tuition EEF Similarly, interventions targeted to support language and communication skills also have a positive impact on pupils Oral language interventions EEF	3, 4, 5

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

Budgeted cost: £ 12,060

Activity	Evidence that supports this approach	Challenge number(s) addressed
Supporting pupils' social, emotional and behavioural needs Specialist Learning Mentor responsible for supporting children with SEMH needs	Behaviour Interventions shown by EEF to have a positive impact on pupil development (+3 months comparative to peers) Behaviour interventions EEF ; Improving Behaviour in Schools EEF The average impact of successful Social/Emotional interventions is an additional three months' progress over the course of a year. Social and emotional learning EEF	3, 4, 5
Supporting pupils' social, emotional and behavioural needs; supporting attendance; Communicating with and supporting parents Parent Support Advisor to support families/children with SEMH and improve familial engagement with pupils	Parental engagement EEF shows that high parental engagement with school can improve progress by +4 months comparative to peers. Supporting school attendance EEF and Summary of evidence EEF – promotes taking a holistic approach in understanding pupils and their specific need, and addressing the specific barriers to attendance that have been identified	1, 3, 4, 5

Supporting pupils' social, emotional and behavioural needs Establishment of nurture groups and a designated area of school to support children with SEMH needs (including ELSA programme)	ELSA programme - The average impact of successful Social/Emotional interventions is an additional three months' progress over the course of a year. Social and emotional learning EEF	1, 3, 4, 5
Supporting attendance Part time EWO to improve and support pupil attendance in school	Supporting school attendance EEF and Summary of evidence EEF 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
Extra-curricular activities, including sport, outdoor activities, arts and culture and school trips Opportunities to participate in wider initiatives (e.g. Junior Wardens, Sports Trips, Residential Trips).	EEF Teaching and Learning Toolkit includes strands on arts participation and physical activities . The EEF also state that these may increase engagement in learning. 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.	3

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data.

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national level and to results achieved by our non-disadvantaged pupils (though we know that pupils included in the performance data will have experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils and schools differently).

The data demonstrates that DSJA *pupils are achieving well in phonics, MTC and outcomes are improving over time in Y6 and Attendance; however attendance remains a key focus area.*

Phonics: All pupils achieved the Phonics check score. The data below represents those pupils disadvantaged relative to national.

Estab. No.	Estab. Name	Indicator	Average of Years	Values (& YoY* vs Self)			Values Trend
				2023	2024	2025	
NCER National		Cohort	131617	132,600	132,600	129,650	
		WA	67.3%	66.8%	68.2%	66.8%	•••••
		APS	0.3	29.9	30.3	29.9	•••••
2145 Dodworth St John the Baptist CofE Primary Academy		Cohort	5	7	2	5	
		WA	59.5%	28.6%	50.0%	100.0%	•••••
		APS	0.3	25.3	32.0	35.4	•••••

MTC: In Year 4 there was a low number of disadvantaged pupils (N=1). All pupils in the cohort average 23.1 (72%@25).

Estab. No.	Estab. Name	Cohort	Eligible ¹	No Score ²	Score					Average Score ³ (out of 25)
					0-5	6-10	11-15	16-20	21-25	
-	NCER National	29,270	28,420	4.6%	3.1%	8.1%	13.1%	17.2%	53.9%	19.4
2145	Dodworth St John the Baptist CofE Primary Academy	1	1	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	24.0

Year 6 exit of RWM combined at expected standard (Note the low number of disadvantaged pupils n=2 in 2025 data set)

Disadvantaged pupils - Reading, writing and mathematics expected standard

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
3-year	13	31%	46%	Below (non-sig)	68%	-37	Not applicable	Not applicable
2025	2	50%	47%	Small cohort	69%	-19	Suppressed	-
2024	7	29%	46%	Below (non-sig)	67%	-39	Suppressed	-
2023	4	25%	44%	Small cohort	66%	-41	Not available	-

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

The data demonstrated that DSJA has had a relative improvement of pupil's attendance in the disadvantaged group, although it remains low and an area to develop.

FSM6 - Attendance

Year	Cohort	School	National	National distribution banding	Sch trend vs Nat trend	School context
2024/25	23	89.6%	92.6%	Below	Relative improvement	-
2023/24	24	87.0%	92.0%	Below	Relative improvement	-
2022/23	27	86.2%	91.6%	Below	Relative decline	-

Based on all the information above, the performance of our disadvantaged pupils did not meet expectations, and we are at present on course to further improve the outcomes we set out to achieve by 2026, as stated in the Intended Outcomes section above.

Our evaluation of the approaches delivered last academic year indicates that phonics and wellbeing are particularly effective. Other areas are yet to be determined as they are impacted by low pupil numbers.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year. The Further Information section below provides more details about our planning, implementation, and evaluation processes.

Wellbeing, Social and Emotional Health

In 2024-25 46% of disadvantaged pupils attended clubs, took part in leadership opportunities or were given opportunities to develop their talents or interest.

In 2024-25, there were 168 behavioural incidents recorded for all pupils and 139 for disadvantaged pupils.

Externally provided programmes

Non-DfE programmes that we used pupil premium to fund in the previous academic year.

Programme	Provider
Breakfast club for selected target pupils to improve attendance and wellbeing	Grassroots

Service pupil premium funding

*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 ELSA programme provides emotional literacy support to service children as required. This also supports smooth transition between year groups. Our service pupils' parents are not deployed; therefore, provision is school based.

The impact of that spending on service pupil premium eligible pupils

Teachers and parents have identified improvements in the emotional wellbeing of service children, enabling them to flourish and focus on learning.

Further Information

The Pupil Premium Strategy has been written, reflecting on guidance from the DfE and Education Endowment Foundation. The DfE [Using pupil premium: guidance for school leaders](#) outlines what pupil premium funding can be spent on to make the most impact on pupil outcomes. In addition to the information outlined in this strategy we consider all aspects of DfE guidance:

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. We access both external, Local Authority and Trust training and development opportunities for staff.

3. Mentoring and Coaching for teachers:

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 of staff:

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, including 1:1, small group:

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 specialised interventions for disadvantaged pupils with Special Educational Needs and Disabilities (SEND), ensuring these strategies are tailored to maximise learning outcomes.

4. Extended School Time:

We consider extending learning opportunities through clubs to provide additional opportunities.

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, recognising 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.

5. Breakfast Club and Meal Provision:

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

6. Parental Engagement and Communication:

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