

Pupil premium strategy statement 23/24

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2024 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.

This is Year 3 of a 3-year plan

School overview

Detail	Data
School name	Dothill Primary School
Number of pupils in school	372
Proportion (%) of pupil premium eligible pupils	25.5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022 2022-2023 2023-2024
Date this statement was published	December 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Becca Butler Head Teacher
Pupil premium lead	Becca Butler
Governor	Ellie Cheetham-Wilkinson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£109,265
Recovery premium funding allocation this academic year	£10,440
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£119,705

Part A: Pupil premium strategy plan

Statement of intent

At Dohill Primary School we want all our pupils to fulfil their academic potential, making good progress from their starting points and to achieve high attainment across all areas of the curriculum. The main purpose of our Pupil Premium Strategy is to support pupils identified as disadvantaged, to ensure that they have every opportunity to achieve positive outcomes and make strong academic progress.

Our strategy is built on the following principles and practices:

- A tiered approach to spending, balancing the improvement in teaching, targeted support and wider strategies.
- A focus on a small number of strategies that will make the biggest difference and ensuring that these are implemented effectively.
- Approaches adopted on the basis of a range of strong external evidence.
- The strategy is cyclical and considered part of school development planning.

Quality first teaching is the first response in our approach, increasing our pupil's cultural capital, followed by planned intervention which can be directed at the areas in which disadvantaged pupils need the most support. The desire is that, in closing the attainment gap, disadvantaged pupils are then on a level playing field with all pupils and can then maintain that progress to prevent the gap remaining.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Gaining a thorough knowledge of our disadvantaged pupils' level of attainment is the first step in developing our strategy. We will use a baseline of accurate diagnostic assessment information to inform our approaches. Then implement evidenced based strategies that complement each other to ensure the best possible outcomes for our pupils. Successful implementation of these strategies is key, and we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	<p>Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations in reading, writing and maths.</p>
2	<p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This can lead to issues with fluency as they develop as readers which impacts negatively on their ability and confidence to comprehend their reading.</p>
3	<p>Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps amongst many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent amongst our disadvantaged pupils than their peers.</p>
4	<p>Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils as well as a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Teacher referrals for support have markedly increased during the pandemic. 24 (5 of whom are disadvantaged) have received small group interventions to support with SEL.</p>
5	<p>Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been on average 3.81% lower than for non-disadvantaged pupils.</p> <p>Pre-COVID the number of disadvantaged children who were persistently absent was consistently falling year on year, however, COVID has had a negative impact on this and currently in the autumn term of 21/22 33% of disadvantaged pupils have been 'persistently absent' compared to 21% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</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
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2023/2024 show that the number of disadvantaged pupils meeting the expected standard is in line with all pupils nationally.

Improved writing attainment for disadvantaged pupils at the end of KS2.	KS2 reading outcomes in 2023/2024 show that the number of disadvantaged pupils meeting the expected standard is in line with all pupils nationally.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 reading outcomes in 2023/2024 show that the number of disadvantaged pupils meeting the expected standard is in line with all pupils nationally.
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2023/2024 demonstrated by: <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations. • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2023/2024 demonstrated by: <ul style="list-style-type: none"> • the overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being in line. • The percentage of all pupils who are persistently absent being below 10% and the figure among disadvantaged pupils being no more than 3% lower than their peers.

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: £47,027

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use standardised diagnostic assessments to inform learning needs.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction and feedback.	1, 2

<p>Use accurate and effective feedback methods to improve attainment and progress.</p> <p>Regular pupil progress meetings with a focus on PPG pupils</p> <p>Staff meeting discussing EEF strategies and approaches.</p>	<p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/assessment-feedback?utm_source=/guidance-for-teachers/assessment-feedback&utm_medium=search&utm_campaign=site_searchh&search_term</p>	
<p>Embedding oracy activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>Ongoing training and coaching to support oracy opportunities .</p> <p>Focus on curriculum vocabulary through unit plans</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	3
<p>Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</p> <p>Ongoing training and coaching for phonics staff.</p> <p>Non-teaching coach.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	2
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD.</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	1
<p>Enhancement of our reading teaching and curriculum planning in line with DFE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access resources and CPD.</p>	<p>The DfE Reading Framework has been produced drawing on evidence-based approaches:</p> <p>https://assets.publishing.service.gov.uk/government/uploads/sys- tem/uploads/attach-</p>	1

	ment_data/file/1000986/Reading_framework_Teaching_the_foundations_of_literacy_-_July-2021.pdf The EEF guidance is based on a range of the best available evidence:	
Enhancement of our writing teaching and curriculum planning in line with EEF guidance. We will fund teacher release time to embed key elements of guidance in school and to access resources and CPD.	The EEF Literacy guidance reports have been produced drawing on evidence-based approaches: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2	1
Improve the quality of social and emotional learning (SEL). SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff. Calm brain Zones of regulation	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	4

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

Budgeted cost: £43,970

Activity	Evidence that supports this approach	Challenge number(s) addressed
Develop a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills. Talk Boost	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF(educationendowmentfoundation.org.uk)	1,3

Talk through stories		
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	2
Pre-teaching tuition to support learners to 'keep up'. A significant proportion of the pupils who receiving support will be disadvantaged, including those who are high attainers.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	1

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

Budgeted cost: £29,421

Activity	Evidence that supports this approach	Challenge number(s) addressed
Analysis of behaviour to ensure the needs of individuals are being addressed. Individual behaviour plans in place	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	4
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	5

<p>Wellbeing support and emotional regulation</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life, in relation to physical and mental health, school readiness and academic achievement, crime, employment and income.</p> <p>There is also evidence that children’s skills can be improved purposefully through school-based SEL programmes, and that these impacts can persist over time. Numerous large evidence reviews indicate that, when well implemented, SEL can have positive impacts on a range of outcomes, including:</p> <ul style="list-style-type: none"> • Improved social and emotional skills; • improved academic performance (• improved attitudes, behaviour and relationships with peers; • reduced emotional distress (student depression, anxiety, stress and social withdrawal); • reduced levels of bullying; • reduced conduct problems; and • improved school connection. 	<p>4</p>
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Total budgeted cost: £ 120,418

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes completed September 2024

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

Teaching (for example, CPD, recruitment and retention)

Activity	Impact	Challenge number(s) addressed																		
<p>Use standardised diagnostic assessments to inform learning needs.</p> <p>Use accurate and effective feedback methods to improve attainment and progress.</p> <p>Accurate moderation of assessment data internally and externally.</p>	<p>White Rose is used in maths every half term to carry out assessments on learning taught to date. Based on this, teachers are becoming experienced in analysing and finding knowledge gaps to inform teaching.</p> <p>Pre/post teaching interventions are having a positive impact.</p> <p>Writing is assessed against age related expectations. This is evidence based on an assessed piece of writing. Training has taken place to ensure that teachers are assessing accurately and using the assessment information to plan intervention steps for pupils in pre/post teaching.</p> <p>Pupil/teacher conferences have proven successful in supporting progress as this gives an opportunity for teachers to give clear, specific individualised feedback for the pupils to be able to take immediate action to improve their work.</p> <p>Twinkl assessments are used for reading. This is comprehension based in line with SATS papers. Again, this provides the teachers with a way of identifying knowledge gaps for groups and individuals. Next step interventions then inform pre/post teaching.</p> <p>Our 2024 Year 6 data shows that we have made a great difference for our disadvantaged pupils in reading, GPS and writing with data being greater than national. Maths EXS is greater than national for our PPG pupils however, there is still work to be done in maths for our wider cohort.</p> <table border="1" data-bbox="786 1198 1870 1377"> <thead> <tr> <th colspan="6">2024 KS2 outcomes for Pupil Premium Children</th> </tr> <tr> <th>Disadvantaged pupils 11</th> <th>RWM</th> <th>R</th> <th>W</th> <th>M</th> <th>GPS</th> </tr> </thead> <tbody> <tr> <td>School EXS %</td> <td>61%</td> <td>82%</td> <td>82%</td> <td>61%</td> <td>82%</td> </tr> </tbody> </table>	2024 KS2 outcomes for Pupil Premium Children						Disadvantaged pupils 11	RWM	R	W	M	GPS	School EXS %	61%	82%	82%	61%	82%	1, 2
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National EXS%*	45%	62%	58%	59%	59%
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Although we no longer report on end of Key Stage 1 nationally, of the 14 Pupil Premium children, only 4 have achieved the expected standard. Ensuring these children continue with RWI will be key, as will keeping a FT TA in both of the classes, even though they are projected to be smaller than average.

2024 KS1 outcomes for Pupil Premium Children				
Disadvantaged pupils 14	RWM	R	W	M
School EXS %	29%	36%	29%	29%

In EYFS our pupil premium children have achieved beyond national. Although there is a gap between our PPG and non-PPG, our pupil premium children achieved almost in line with all children nationally. This shows that we are gradually diminishing the gap for these pupils.

2024 EYFS outcomes for Pupil Premium Children	School	National
GLD (cohort)	72%	68%
Pupil Premium	59%	52%

Embedding oracy activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.

Ongoing training and coaching to support oracy opportunities

High quality classroom discussion is expected in every lesson. This is developed by:

- targeted reading aloud and book discussion with young children;
- explicitly extending pupils' spoken vocabulary;
- the use of structured questioning to develop reading comprehension; and
- the use of purposeful, curriculum-focused, dialogue and interaction.

A clear progression of the expected vocabulary for each subject areas has been mapped across the curriculum on the medium-term planning for all subjects. This is supporting teachers in developing the use and understanding of appropriate language in lessons. Feedback from monitoring for mathematics and science shows that pupils are making better use of vocabulary to explain their learning. A set of questions have been agreed to be used by subject leaders when carrying

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	<p>out a learning walk to check for pupil metacognition in terms of what they are learning and how well they are explaining their thinking.</p> <p>Our reading and writing leader has worked with our early reading leader to explore resources available for talking stories. We are investigating 'Talk Through Stories' which is a Ruth Miskin approach as part of the RWI programme.</p>	
<p>Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</p> <p>Ongoing training and coaching for phonics staff.</p>	<p>RWI has been renewed and we have access to all resources and online training.</p> <p>All staff are trained, and ongoing coaching happens weekly facilitated by a dedicated RWI leader. This ensures fidelity to the scheme by all staff who are teaching phonics.</p> <p>Interventions have continued into Years 3/4/5 to ensure that those children who had not passed the phonics screening by Year 2 were continuing to receive quality teaching to close the gaps.</p> <p>Feedback from Phonics learning walk (STSA advisor):</p> <ul style="list-style-type: none"> • All phonics is being taught at the same time in EYFS and KS1. • Good fidelity of language to the scheme. • Calm settled children who listen well with high levels of concentration within some groups. • Working areas well set out with all appropriate resources ready. • The crib sheet in supporting adults in working through the steps of the phonics lesson. (There is a feel that staff are taking still in the learning process with confidence growing) • Pace and expectation have greatly improved. • The phonics lead knows the teaching team well and is addressing any issues observed in the lesson, through coaching and training sessions. • Common exception words relating to the appropriate stage are on display and pupils were able to explain what these were in relation to "red words". <p>Groups are much smaller, and this is allowing adults to:</p> <ul style="list-style-type: none"> • Target the support for pupils in more focused teaching groups (the phonics lead was clear about the pitch of each phonic group). • Check that all pupils are engaged in the learning and are repeating sounds and blending with good responses from pupils. • Model the phonemes effectively for pupils (When this was not the case the phonics lead intercepted and modelled the correct sound – this member of the team is being tutored by the phonics lead). 	2

	<ul style="list-style-type: none"> • Refer to the speed sounds to support pupils in identifying the correct phoneme (charts are on display in all areas where the teaching of phonics is taking place). • Good transitions from working as a group on the floor to moving to writing at tables. • Effectively model the correct handwriting formation and to move around the group to check and correct formation using live marking. (The phonics lead was aware when this was not the case and is offering additional tutoring for the member of staff). • Clear procedures for recording phonemes and words in pupil books. • Effectively model the procedures for paired reading using the ditty books and to monitor the pairs of readers. <p>Our 2024 phonics data shows that our pupil premium pupils are doing better than those nationally however there is still a gap between PPG pupils and all pupils which we will continue to work on. School will continue to do what we are doing as this is having a positive impact across the school. Phonics interventions are proving effective and there are fewer children now requiring these.</p> <table border="1" data-bbox="786 708 1872 887"> <thead> <tr> <th>2024 Phonics outcomes for Pupil Premium Children</th> <th>School</th> <th>National</th> </tr> </thead> <tbody> <tr> <td>Year 1 Phonics (cohort)</td> <td>83%</td> <td>80%</td> </tr> <tr> <td>Year 1 Phonics (Pupil Premium)</td> <td>81%</td> <td>68%</td> </tr> </tbody> </table>	2024 Phonics outcomes for Pupil Premium Children	School	National	Year 1 Phonics (cohort)	83%	80%	Year 1 Phonics (Pupil Premium)	81%	68%	
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Year 1 Phonics (Pupil Premium)	81%	68%									
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD.</p>	<p>Staff meeting time has been dedicated to maths teaching with new elements introduced. This has ensured that consistent teaching is happening across year groups and whole school as a format is followed provided by White Rose resources. Elements introduced are:</p> <p>Flashback four – retrieval of prior learning</p> <p>Get ready – AFL for the teaching to be received</p> <p>Instructional, qualifying and depth model</p> <p>Maths monitoring over 23/24 shows that the quality of teaching is good with a greater focus on pre and post teaching to ensure that children are keeping up rather than catching up.</p> <p>ECTs have accessed maths hub training, and this has improved quality first teaching.</p> <p>Maths leader has attended maths hub training focussing on pupils with EAL.</p> <p>This training has been disseminated to staff through staff meetings.</p>	1									

<p>Enhancement of our reading teaching and curriculum planning in line with DFE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access resources and CPD.</p>	<p>See Phonics above</p> <p>More phonics resources have been purchased to ensure that all pupils get access to phonically decodable books.</p> <p>Quality texts have been identified and purchased for Key stage 2.</p> <p>Fiction library has been further enhanced to help develop a love for reading. This is a special place that classes visit each week where quality texts are shared and where children can choose books based on recommendations. Pupils are encouraged to articulate their reasons for choosing books and what it is that they like about them.</p> <p>Reading leader has worked with teachers to develop the classroom reading areas to promote a love of books/reading.</p> <p>Staff meeting time has been allocated to support teachers in developing reading progression.</p> <p>A daily story continues to be used in each class to support a love for reading.</p> <p>Some of our PPG children fall within the bottom 20% of readers in the class. They are heard to read daily, and their reading diaries are monitored more closely.</p>	<p>1</p>
<p>Enhancement of our writing teaching and curriculum planning in line with EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access resources and CPD.</p>	<p>The quality texts purchased for reading have been used effectively to enhance to contexts for writing.</p> <p>There has been a big focus on grammar and punctuation. Staff meeting time has been allocated to ensure all staff, including support staff, are clear on the grammar being taught and that they can articulate it accurately.</p> <p>Writing in Year 1 has been developed further to ensure that the journey from EYFS is smooth.</p> <p>Talk through stories is being investigated as a resource to enhance writing in Key Stage 1 to give pupils a wide vocabulary and knowledge of stories to develop their writing.</p>	<p>1</p>
<p>Purchase of high-quality homework resources.</p> <p>We will offer a homework club for those with limited access to a quiet learning space at home.</p>	<p>Times Tables Rockstars has been purchased and continues to be very effective in supporting times tables fluency. This has been effective in providing many practice opportunities for pupils to develop their times tables knowledge. All pupils have access to TTRS at home and teachers have ensured that pupil premium pupils are able to access TTRS through technology at home.</p> <p>Two pupil premium children were identified as having no access to technology at home and we have been able to give them laptops for use at home to access their home learning. This meant that the homework club was not required as all pupil premium pupils can access it.</p> <p>We have purchased a wide range of RWI home reading books to ensure that we had enough home books that could be phonologically decoded. We have also worked on developing the Key</p>	

	Stage 2 fiction library with a range of more modern authors so that children are excited about the books that they are reading at home.	
<p>Improve the quality of social and emotional learning (SEL).</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>Wellbeing checks continue to be used effectively in class. Children can safely come into the classroom and place their names discreetly on the checker. This identifies to the teacher how the children are feeling and gives opportunity for children to talk to a safe person about their concerns. Teachers are monitoring how often this is being used by pupil premium children</p> <p>Calm Brain has been used very effectively across the school with all classes. This is a resource that was developed by an educational psychologist to focus on brain integration, calming the lower area of the brain which is where stress, anxiety and mental health are routed. The lower brain encourages children to be at ease. This is having a very positive impact with all children but specifically with children eligible for pupil premium.</p> <p>All staff have received training from the educational psychologist to help us to understand the needs of children with autism. This is good practice to be used with all pupils and particularly support the children who are pupil premium.</p> <p>We continue to ensure the whole staff training on a restorative approach to behaviour management. This has really helped those children who find it hard to conform to classroom norms. All staff now have a clearer understanding of the need to develop positive relationships with all pupils – particularly those pupil premium pupils who need to know that there is someone there for them. We need to ensure that the children are clear on the steps that we take when children make poor choices so that they can know that they are safe.</p> <p>Every classroom has a dedicated wellbeing area which gives pupils a safe space to have some time away from the classroom when required.</p>	4

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

Activity	Impact	Challenge number(s) addressed
Develop a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who	<p>'Talk Boost' training has taken place with key EYFS staff. Pupils were identified as needing support with developing vocabulary and oracy skills. EYFS staff attended Talk Boost training in November 2023 boosting the vocabulary of these children, leading to high GLD outcomes.</p> <p>Talk Boost is having a positive impact on identified children. Talk Boost KS1 is a targeted intervention for 4–7-year-old children that need help with talking and understanding words,</p>	

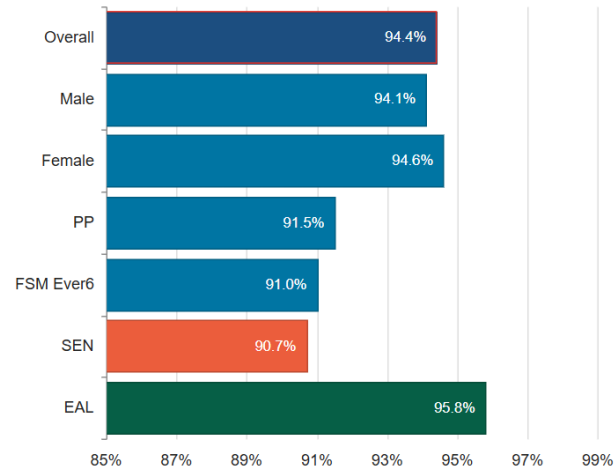
have relatively low spoken language skills.	including children in Reception classes. The programme is delivered by classroom teachers and teaching assistants and provides a structured programme that boosts children's progress in language and communication by an average of 9 - 18 months after a ten-week intervention. Children who are selected to take part in the intervention attend three sessions per week in small groups, each lasting 30-40 minutes delivered by the teaching assistant. The sessions include activities that cover the key elements of language: Attention and Listening, Vocabulary, Building Sentences, Telling Stories and Conversations. In order to develop our Talk Boost provision further in 23/24 the teacher will consider running a weekly whole-class activity and there are activities that can be practiced at home.	
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	Individuals identified for targeted support which enables keep up rather than catch up in Key Stage 1. In Key Stage 2 there are dedicated phonics interventions taking place with identified pupils who have not yet reached the standard of the phonics screening check. In Year 3/4 in September 2023 there were 22 children who were still accessing Phonics interventions. By the end of July 2024 there were only 6 children who still required phonics intervention. Interventions are targeted at our vulnerable groups including PPG.	2
Pre-teaching tuition to support learners to 'keep up'. A significant proportion of the pupils who receiving support will be disadvantaged, including those who are high attainers.	Support assistants have been used effectively across the phases to provide pre and post teach interventions for identified individuals. This has had a positive impact, especially in Year 6 where disadvantaged pupils have made great progress in reading and writing. There is further work to do in maths in 24/25.	1

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

Activity	Impact	Challenge number(s) addressed
Whole staff training on behaviour management approaches with the aim of	The Behaviour Policy has been reviewed again and is on the school website. This has been a major way forward for the school in terms of developing a shared and understood way of working. Information about this new approach to behaviour management was shared with the governors. The	4

<p>developing our school ethos and improving relationships across school.</p>	<p>whole school approach and policy is based on the book “When Adults Change Everything Changes” by Paul Dix and is based on a restorative approach and developing a whole school culture to behaviour management. This was well received by staff and is changing attitudes to understanding and managing the range of behaviours that pupils display. There is a real feel of a consistent belief and approach across the school with adults working as a team. In 2023/2024 we introduced a clear structure of consequences and look at a consistent system of reward across the school.</p> <p>This approach was supported through Verbal Intervention training which took place for all adults in school to support the de-escalation of conflict.</p> <p>Learning walks confirm that behaviour for learning is good across the school. Pupils are polite and respectful as they move around the school.</p> <p>Adviser discussion with groups of pupils confirms that they believe that behaviour is good at Dothill Primary School. They feel that lessons are rarely disrupted by poor behaviour and teachers are quick to deal with any negative behaviour that occurs so that everyone can learn and play safely and happily. One pupil said, <i>“Sometimes the behaviour goes a bit funny if the lessons are exciting”</i>.</p> <p>A Y6 pupil stated: <i>“If someone has done something they shouldn’t do then the teachers will come and speak with the children. They talk to people about the situation to sort it, we have a special person called Mrs S who helps us understand and solve a problem.”</i></p> <p><i>“When a problem has occurred, we are listened to, it is fair, and we are not made to do things”</i></p> <p>Pupils are clear about what bullying is and the different forms it may take. Pupils felt that bullying does not happen at their school. They said the following: <i>“People might have a different point of view; we need to listen to them.”</i></p> <p><i>“People have different abilities; everyone is good at something. Sometimes people bully, it does not happen here.”</i></p> <p>They also went on to say: <i>“People may be a bully because they have been bullied themselves or they could be jealous.”</i> They know that the adults in school would take action to stop it from happening.</p>	
<p>Embedding principles of good practice set out in the DfE’s Improving School Attendance advice.</p> <p>This will involve training and release time for staff to</p>	<p>The work that we are doing with attendance is having a positive impact. All groups are above national. We will continue to work hard to diminish the gap between PPG and all pupils.</p> <p>Attendance for Groups 23/24</p>	<p>5</p>

develop and implement new procedures and appointing attendance/support officers to improve attendance.



Attendance Data 23 /24

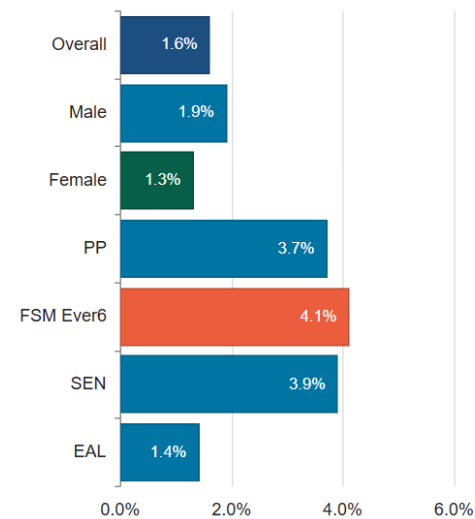
National Attendance Rate 94.6

Telford and Wrekin Attendance Rate 94.3

Dothill Attendance Rate 94.4

This shows that Dothill is broadly in line with National

Unauthorised Attendance for Groups 23/24



Unauthorised Absence 23/24

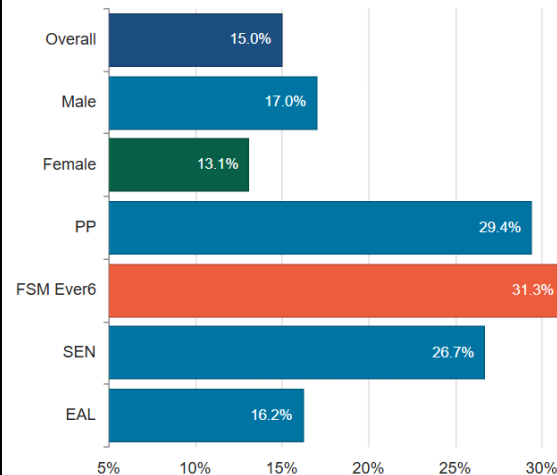
National Unauthorised Absence Rate 1.5

Telford and Wrekin Attendance Rate 1.7

Dothill Attendance Rate 1.6

This shows that Dothill is broadly in line with National and the Local Authority.

Persistent Absence 23/24



Persistent Absence Rate 23/24

National persistent absence rate 14.9%

Telford and Wrekin persistent Attendance Rate 16%

Dothill persistent absence rate 15%

This shows that Dothills rate of persistent absence is lower than both local and national.

Attendance Panels

We invited the parents of 25 children to an attendance panel meeting to discuss the reasons for poor attendance in the last academic year, the impact of that on their child and how we can work together to improve things for this year. Attendance audit completed and action plans put in place.

Examples of support given:

- child with repeated tonsillitis. I have written to ENT and to GP to explain the impact on attendance and to ask for referral to be expedited.
- Family of 3 with no transport who live on the other side of Wellington. I have written to two housing trusts in support of Dad's application for new housing nearer to school.
- Two children with asthma concerns. I have referred to the school nurse to support them with managing asthma.

Details of Costings 23/24

<p>Teaching (CPD, recruitment and retention)</p> <ul style="list-style-type: none"> Identified children to attend nurture bubble in PM sessions Immediate feedback is given to pupils in lessons. Moderation by planning partner and SLT (Focus EYFS/Year 2/Year 6) Planning support from SLT when required Purchase and use of x tables rock stars Purchase and use of Test base Support from reading lead with phonics. Purchase of Seesaw in support of homework Purchase of RWI and Bug Club Additional RWI training (22/23) 1 day a week teacher to cover release R,W,M subject leader release for CPD, assessment and monitoring CPD related to actions 	<p>10 hours TA (x2) weekly</p> <p>3 hours per term moderation by SLT</p> <p>3 hours per term planning support by DHT</p> <p>Annual subscription</p> <p>Annual subscription</p> <p>Annual subscription</p> <p>Annual subscription</p> <p>Whole school day</p> <p>Leadership days x2</p> <p>Online support</p>	<p>£6925</p> <p>£3800</p> <p>£950</p> <p>£508</p> <p>£700</p> <p>£1899</p> <p>£3100</p> <p>£1500</p> <p>£7020</p> <p>£14,625</p> <p>£6000</p>
		£47,027
<p>Targeted academic support (tutoring, one-to-one support structured interventions)</p> <ul style="list-style-type: none"> An experienced HLTA deployed to support in year 1/2, 3/4, 5/6 Homework club led by SLT Pre-teaching interventions to support 'keep up' 	<p>10 hours a week 3x HLTA</p> <p>2 hours a week</p> <p>Scale 1 TA pre-teaching weekly</p>	<p>£26,769</p> <p>£11,800</p> <p>£5401</p>
		£43,970
<p>Wider strategies (related to attendance, behaviour, wellbeing)</p> <ul style="list-style-type: none"> Learning mentor employed to offer interventions to groups and individuals to remove social and emotional barriers to learning Learning mentor has another identified member of the support team to support her work, due to increased numbers following COVID19 school closures. ELSA training from EP service Lunchtime structure Access Future in Mind Project to support the mental health and wellbeing of pupils, ensuring learning mentor receives training and skills development Pupil chronology analysed and used effectively for support Admin time to monitor pupils' attendance and follow up quickly on absences using first day response 3 weekly meeting with head teacher and deputy to analyse attendance and discuss appropriate actions Head teacher time to meet with parents to ensure engagement and offer support if necessary After school enrichment clubs 	<p>HLTA x 15 hours a week</p> <p>Scale 1 TA 5 hours a week</p> <p>ELSA supervision</p> <p>Playground equipment</p> <p>Annual subscription</p> <p>9 hours HLTA</p> <p>Purchase CPOMS</p> <p>Annual subscription</p> <p>Admin 10 hours a week</p> <p>12 meetings per year including prep</p> <p>Early help meetings X12</p> <p>Resources</p>	<p>£13,384</p> <p>£3,462</p> <p>£150</p> <p>£200</p> <p>£350</p> <p>£980</p> <p>£6,863</p> <p>£2500</p> <p>£772</p> <p>£760</p>
		£29,421
		Total £120,418