

Pupil premium strategy statement – Dothill Primary School

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	381
Proportion (%) of pupil premium eligible pupils	30%
Academic years that our current pupil premium strategy plan covers	2024 - 2027
Date this statement was published	05/12/24
Date on which it will be reviewed	05/12/25
Statement authorised by	Mrs J Thomas
Pupil premium lead	Mrs J Thomas
Governor lead	Mrs K Weston

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£136,010
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£136,010

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, feel nurtured, valued and secure whilst making good progress and achieving high attainment across all subject areas. We hold high expectations for everyone whatever their starting point and seek to ensure that each child can feel fulfilled and proud of themselves and their achievements. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not. This is supported through our school values: Ready – Respectful – Safe which will help pupils *'be our best'*.

Dothill Primary School is committed to delivering a fun-engaging curriculum rich in experiences that empowers children to become curious life-long learners with dreams and aspirations. High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Pupils are taught to make choices which have a positive impact on their physical and mental health and be able to face challenges without fear of failure.

Our strategy will continue to consider where additional support is required for pupils whose education and wellbeing were impacted by the COVID-19 pandemic. Also, support will be given for those families working alongside external agencies facilitated through close relationships with school.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- Ensure disadvantaged pupils are challenged in the work that they are 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	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers. To support this development, we need to continue to develop the provision both indoors and outdoors which will further opportunities for high-quality interactions.
2	Monitoring has shown that attainment for disadvantage pupils is lower than for their peers; this is especially evident in mathematical fluency and reasoning skills. Internal and external assessments indicate that maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils.
3	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties in both reading and writing than their peers.
4	Our proportion of pupil premium pupils has significantly increased over the past couple of years. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress. Persistent absentees and late arrivals require sustained support from our school team and EWO service to reduce numbers.
5	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to deprivation. The proportion of PPG pupils who also have a SEN has increased, particularly with regards to SEMH. These challenges particularly affect disadvantaged pupils, including their attainment. Teacher referrals for support remain relatively high with several pupils currently requiring additional needs in nurture, pastoral support, mental health support and external agency support.

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 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.
Improved maths attainment for	KS2 maths outcomes in 2026/27 show that more disadvantaged pupils met the expected standard.

disadvantaged pupils at the end of KS2.	
Improved English attainment among disadvantaged pupils.	<ul style="list-style-type: none"> - KS2 reading outcomes in 2026/27 show that more disadvantaged pupils met the expected standard. - KS2 writing outcomes in 2026/27 show that more disadvantaged pupils met the expected standard.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance by 2026/27 demonstrated by:</p> <ul style="list-style-type: none"> · The overall unauthorised absence rate for all pupils reducing; the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced · The percentage of all pupils who are persistently absent reducing; and the figure among disadvantaged pupils being like their peers.
To achieve and sustain improved wellbeing for all pupils in our school, particularly disadvantaged pupils (including SEMH)	<p>Sustained high levels of wellbeing by 2026/27 demonstrated by:</p> <ul style="list-style-type: none"> · Qualitative data from pupil voice, staff and parent surveys and teacher observations. · A significant reduction in children displaying dysregulated behaviours through the pastoral and nurture provision in school.

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: £ 27,431

Activity	Evidence that supports this approach	Challenge number(s) addressed
Termly CPD sessions for leaders linked to PPG plan £243	<p>Effective Professional Development Guidance Report (EEF)</p> <p>Implement professional development programmes with care taking into consideration the context and needs of the school</p> <p>https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/effective-professional-development/EEF-Effective-Professional-Development-Guidance-Report.pdf?v=1733319194</p>	1,2,3,4,5
Purchase of standardised diagnostic assessments. Training for staff to ensure assessments are interpreted and administered correctly.	<p>When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups:</p> <p>Diagnostic assessment EEF</p>	1,2,3,5

<p><i>NFER assessments: £4,500</i></p>		
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will purchase resources and fund ongoing teacher training and release time.</p> <p><i>Talk Boost x2 trained staff members: £13,850</i></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 Teaching and Learning Toolkit EEF</p>	<p>1,2,3,5</p>
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p><i>White Rose Maths £210</i> <i>TTRS £270</i></p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p> <p><i>Subject leaders to receive regular CPD through network meetings: £480</i></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>Mathematics guidance: key stages 1 and 2</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>	<p>1,2</p>
<p><i>Enhancement of our reading and writing teaching and curriculum planning in line with DfE and EEF guidance.</i></p> <p>We will fund teacher release time to embed key elements of guidance in school to ensure subject leader carries out CPD and accesses and delivers and signposts CPD to staff.</p> <p><i>Subject leader to receive regular CPD through network meetings with STSA core package: £3850</i></p>	<p>Reading comprehension strategies focus on the learners understanding of written texts. Pupils learn a range of techniques which enable them to comprehend the meaning of what they have read.</p> <p>Impact 6+ Months</p> <p>Reading comprehension strategies EEF</p> <p>Strong Foundations in the first Years of School (Ofsted, October 2024)</p> <p>This report evidenced that schools introduced complex reading and writing tasks too early. They do not give children enough teaching and practice for them to become fluent in foundational knowledge and skills such as in handwriting and composing sentences.</p> <p>https://www.gov.uk/government/publications/strong-foundations-in-the-first-years-of-school/strong-foundations-in-the-first-years-of-school#main-findings</p>	<p>1,3</p>
<p>Phonics training and support package for all children from Reception until at least the end of Year 2.</p> <p><i>RWI Phonics and Spelling</i> <i>£1653</i></p>	<p>Phonics is an approach to teaching some aspects of literacy, by developing pupils' knowledge and understanding of the relationships between written symbols and sounds.</p> <p>Phonics has an overall positive impact of +5 months with extensive evidence in the development of early reading skills, particularly for children from</p>	<p>5</p>

<i>Online phonics £260</i>	disadvantaged backgrounds due to its structured nature. Phonics Teaching and Learning Toolkit EEF	
Purchase of scheme to support teaching of PSHE and wellbeing for pupils. <i>Jigsaw: £1,175</i> Purchase of Calmbrain to support SEMH need within school. <i>Calmbrain: £550</i>	To achieve and sustain improved wellbeing for all pupils in our school, particularly disadvantaged pupils (including SEMH) Research shows a conducive environment for learning can be achieved through supporting the social, behavioural and emotional needs of pupils.	
Safety Intervention Training (previously known as MAPA). X3 staff members annual refresher <i>£390</i>	Specialised programmes to support students with specific behavioural needs. Both targeted interventions and universal approaches have positive overall effects +4 months.	

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

Budgeted cost: £ 57,402

Activity	Evidence that supports this approach	Challenge number(s) addressed
One to one and small group tuition for vulnerable pupils in need of additional support, delivered in addition to, and linked with, normal lessons. <i>£41,554</i>	Small group targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind: One to one tuition Teaching and Learning Toolkit EEF Small group tuition Teaching and Learning Toolkit EEF	1,2,3,5
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support and further embedded across the whole school. <i>£8,923</i>	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 Teaching and Learning Toolkit EEF	1,3
Additional Teaching assistants in KS2 to support the development of speaking and listening skills. <i>£6,925</i>	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 Teaching and Learning Toolkit EEF	1,2,3,5

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

Budgeted cost: £ 51,1776

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Whole staff training in positive behaviour management with a trauma informed approach. Supportive approaches with the aim of developing our school ethos and improving behaviour across school. £295</p>	<p>Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions Teaching and Learning Toolkit EEF</p>	<p>4, 5</p>
<p>Embedding principles of good practice set out in the DfE's guidance on working together to improve school attendance. This will involve training and support from EWO to develop and implement new procedures and appointing attendance/support officers to improve attendance. School buys into a service level agreement for an educational welfare Officer half a day every 3 weeks. £ 1,564 The Attendance lead follows up attendance daily. £ 5,940</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. The EWO attends core group meetings to support families; 1:1 work with pupils to improve attendance; Carries out home visits and communicates with parents; Organises attendance Panel meetings; attends 3-weekly review meetings with attendance manager, pastoral team and Headteacher.</p>	<p>4</p>
<p>Behaviour Manager & Nurture support to improve attainment by reducing challenging behaviour in school. Behaviour Interventions with pastoral team; Specialised programmes which are targeted at pupils with specific behaviours are in place. Approaches to developing a positive school ethos or</p>	<p>Both targeted and universal approaches have positive overall effects +4 months (EEF). There is evidence across a range of different interventions with approaches that focus on self-management or role play and rehearsal. Metacognition and self-regulation approaches to teaching support pupils to think about their own learning more explicitly, often by teaching them specific strategies. The potential impact of metacognition and self-regulation approaches is high +7 months (EEF), although it can be difficult to realise this impact in practice as such methods require pupils to take greater</p>	<p>5</p>

<p>improving discipline across the whole school which also aim to support greater engagement in learning.</p> <p>Nurture Provision</p> <p>£ 26,769</p>	<p>responsibility for their learning and develop their understanding of what is required to succeed.</p> <p><i>Nurture Group Leads: The overall decrease in SEBD features in nurture group children may be due to improved social skills. The small group facilitates the development of interactive skills such as turn taking. The sustained emphasis on considerate behaviour facilitates positive social interactions between children that are mutually rewarding ... Pro-social behaviour is known to predict peer acceptance (Dodge, 1983; Ladd et al., 1988).</i></p> <p><i>Children in nurture groups learn behaviour that renders them more rewarding and likable to both peers and adults. Underlying the development of social and friendship skills are a specific and evolving set of social and cognitive capacities, including empathy (Hay et al., 2004).</i></p> <p><i>Nurture groups place particular emphasis on promoting children's ability to recognise and communicate about feeling states in themselves and their peers. Improvements in peer group relationships have a protective function if they generalise into children's lives. Evidence suggests that these improvements are sustained in nurture group children; reintegration into the mainstream class has shown to be successful following time in nurture groups (Iszatt & Wasilewska, 1997).</i></p> <p><i>Nurture group children's interactions are also likely to be influenced by the teacher's attitudes to their peers, many of whom would in a mainstream classroom be experienced as 'disruptive.' Evidence suggests that peers make use of their observations of teacher-child interactions to inform their own interactions with a particular child (Hughes et al., 2001; Meehan et al., 2003); Changed teacher attitudes can impact on peer acceptance (Zionts et al., 2004)."</i> (p. 30)</p>	
<p>Learning Mentor</p> <p>Mentoring in education involves pairing young people with an older peer or adult, who acts as a positive role model.</p> <p>Social and emotional learning interventions to improve pupils' decision-making skills, interaction with others and self-</p>	<p>Mentors typically build relationships with young people by meeting with them 1:1 for about an hour a week over a sustained period. On average, there is a small impact on attainment of +2 months (EEF).</p> <p>Social and emotional learning approaches have a positive impact, on average, of +4 months' additional progress in academic outcomes over the course of the year (EEF).</p> <p>There is extensive evidence associating childhood social and emotional skills with</p>	5

<p>management of emotions rather than focusing directly on the academic or cognitive elements of learning.</p> <p>£16,609</p>	<p>improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>Improving Social and Emotional Learning in Primary Schools EEF</p>	
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Total budgeted cost: £ 136,010

Part B: Review of the previous academic year

See previous Pupil Premium Strategy