

Pupil Premium Strategy Statement 2023-2024

This statement details our school’s use of pupil premium (and recovery premium for the 2023 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.

School overview

Detail	Data
School name	Great Doddington Primary School
Number of pupils in school	130
Proportion (%) of pupil premium eligible pupils	11.5% (15 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year strategy).	2024-2027
Date this statement was published	December 2023
Date on which it will be reviewed	November 2024
Statement authorised by	Josie Garnham
Pupil premium lead	Rachael Shelton
Governor / Trustee lead	Chris Davies

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£20,370
Recovery premium funding allocation this academic year	£2,755
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£3,942
Total budget for this academic year	£27,067
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	

Part A: Pupil premium strategy plan

Statement of intent

Our aim is to use the pupil premium funding to help us improve and sustain progress for disadvantaged pupils, including those who are already high attainers, at our school, we aim to support all pupils to achieve high standards across all areas of the curriculum.

Our ultimate objectives are:

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- To support disadvantaged pupils with social and emotional barriers to enable them to make increased progress.
- To improve support for disadvantaged pupils with SEMH and attachment difficulties
- To ensure that attendance of disadvantaged pupils improves and is in line with non- disadvantaged pupils.
- To provide increased enrichment opportunities for disadvantaged pupils.

We aim to do this through:

- Ensuring that all pupils receive quality first teaching.
- To ensure all disadvantaged pupils are challenged in the work they are set.
- Act early to intervene at the point the need is identified, so that they are able to 'keep up' with non-disadvantaged pupils.
- Targeted academic support for disadvantaged and vulnerable groups.
- Providing additional pastoral capacity to allow dedicated time to improve attendance and fostering links with parents of disadvantaged pupils.
- Support payments for enrichment opportunities (music lessons, trips and clubs etc.).

Achieving these objectives:

- Ensuring that all teaching is of a high standard through effective training in key teaching and learning strategies.
- Training on the teaching of early reading/vocabulary as a tool to improve reading and writing across the curriculum.
- Improved assessment strategies for foundation curriculum to ensure that disadvantaged pupils make good progress across the curriculum.
- Targeted English and Maths teaching for pupils who are working below age-related expectations.
- To increase the capacity for addressing social and emotional barriers to learning for key disadvantaged pupils through the addition of a Family Support Worker.
- To remove social and emotional barriers to learning through effective pastoral care through staff training and intervention provided by a Family Support Worker.

Challenges

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

Challenge number	Detail of challenge
1	The progress measure gap between disadvantaged and non-disadvantaged pupils is still evident.
2	A high percentage (86%) of our disadvantaged pupils have been identified as having social and emotional needs which act as a barrier to them to making increased progress.
3	The school needs to improve the provision for disadvantaged pupils with SEMH and attachment difficulties.
4	Attendance of disadvantaged pupils is below non-disadvantaged pupils.
5	The school needs to ensure that there is sufficient enrichment opportunities for disadvantaged pupils.

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
Progress measures for disadvantaged and non-disadvantaged pupils will be inline.	End of year outcomes, including National assessments, will show all children including disadvantaged children, will make expected progress from their starting point.
Pupils with SEMH barriers will receive support to address their SEMH needs.	Boxall profiling is used to show progress from interventions delivered. Interventions have impact of the SEMH needs of the child Pupil voice will show improved outcomes in their SEMH needs.
Pupils with SEMH barriers, that are making progress with their SEMH needs, will make rapid progress in Reading, Writing and Maths.	End of year outcomes in Reading, Writing and Maths for disadvantaged children will show a progress measure that is in line with their peers. PiXL assessments will be used as a comparison.
The attendance of disadvantaged pupils will be closer to the attendance of non-disadvantaged pupils and closer to national expectations.	The attendance of disadvantaged pupils will be at least 97%
Disadvantaged pupils will have enrichment opportunities through the curriculum and other identified actions to ensure they are in line with the non-disadvantaged peers.	100% attend at least one club or funded activity. Disadvantaged pupils are equally engaged with home learning evidenced on Seesaw.

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: £9202.78

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To use PiXL as a tool for gap analysis and strategies for teaching</p> <p>Use PiXL reading strategies alongside Accelerated reader.</p>	<p>PiXL strategies involve the forensic analysis of learning and provides high quality therapies and CPD to enable small group tuition is focused on needs.</p> <p>Average impact of 4 months (EEF)</p> <p>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.</p>	1
<p>Effective deployment of support staff to teach targeted children to improve outcomes in Reading and Maths in KS2</p>	<p>EEF Toolkit guidance: 'Some pupils may require additional support alongside high- quality teaching in order to make good progress. The evidence indicates that small group and one to one interventions can be a powerful tool for supporting these pupils when they are used carefully.'</p>	1
<p>To use effect and timely feedback to help pupils know how to focus future learning on areas of weakness, through identifying and explaining misconceptions</p>	<p>There is evidence to suggest that feedback involving metacognitive and self-regulatory approaches may have a greater impact on disadvantaged pupils and lower prior attainers than other pupils.</p> <p>Pupils require clear and actionable feedback to employ metacognitive strategies as they learn, as this information informs their understanding of their specific strengths and areas for improvement, thereby indicating which learning strategies have been effective for them in previously completed work. EEF Toolkit guidance</p>	1
<p>Embedding dialogic activities across the school curriculum. To support pupils to accurately articulate key ideas, and extend vocabulary.</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: EEF: Oral language interventions</p> <p>Speech therapist support in school.</p>	1

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Establish small group intervention for disadvantaged pupils falling behind age-related expectations	EEF Toolkit guidance : ‘Some pupils may require additional support alongside high-quality teaching in order to make good progress. The evidence indicates that small group and one to one interventions can be a powerful tool for supporting these pupils when they are used carefully.’	1
Effective deployment of staff, Teaching Assistants and HLTA to support key children and year groups.	EEF Toolkit guidance: https://educationendowmentfoundation.org.uk/support-for-schools/schoolimprovement-planning/2-targetedacademic-support ‘Some pupils may require additional support alongside high-quality teaching in order to make good progress. The evidence indicates that small group and one to one interventions can be a powerful tool for supporting these pupils when they are used carefully.’	1
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 . Coaching and mentoring support from the phonics lead.	1
To analyse summative assessment data and identify the children who require catch up and more targeted intervention. Closely monitored by PP Lead Pupil progress meetings termly Regular monitoring of targeted interventions	EEF Toolkit guidance ‘These interventions should be targeted at specific pupils using information gathered from assessments and their effectiveness and intensity should be continually monitored. Some pupils may have made quick gains once they returned to school full time, so assessment needs to ongoing, but manageable.’	1
Engaging with the National Tutoring Programme to provide tuition, for pupils whose specific gaps are identified via rigorous data analysis. A significant proportion of the pupils who receive tutoring 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 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: £8390.77

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Pastoral support from Family Support Worker for vulnerable children and families- key support needed to ensure attendance is maintained and readiness to learn.</p> <p>Well planned transition arrangement into EYFS to ensure nursery and parental engagement identifies 'at risk' pupils as, or before, they start school.</p> <p>Family Support Worker to: Offer parenting group sessions working on specific needs developed through a needs analysis.</p> <p>CAF/ TAF process with vulnerable families- allowing them to access key services</p> <p>Bespoke and intensive support for the most vulnerable pupils in school including those at risk from exclusions</p> <p>Family drop in session weekly for targeted families.</p>	<p>EEF Guidance about Wider strategies focusing on: SEL, Well-being and Mental Health. Wider strategies EEF</p> <p>Family support worker</p> <p>Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps. Parental engagement EEF</p>	<p>2 & 3</p>
<p>Attendance monitoring and meetings when needed.</p> <p>Engage the relevant support professionals in line with the Attendance policy and Medical Conditions policy to encourage good attendance.</p> <p>Attendance to be a focus item for key pupils at parent evenings and pupil progress meetings</p> <p>Fines for unauthorised absence</p>	<p>The higher a pupil's attendance, the more they are likely to learn, and the better they are likely to perform in exams and formal assessments. Data from 2019 shows that 84% of Key Stage 2 pupils who had 100% attendance achieved the expected standard, compared to 40% of pupils who were persistently absent across the key stage DFE.</p> <p>Attendance officer and attendance meetings</p>	<p>4</p>
<p>Targeted well-being/SEMH interventions, including tea and toast</p>	<p>Tea and Toast resources</p> <p>Family support worker and family support worker assistant</p> <p>Worry boxes</p>	<p>3,4</p>
<p>Support for children to access clubs such as gymnastics, music and martial arts</p>	<p>Whole school ethos of opportunity for all. Some children come from homes with financial constraints which without support may set them apart from others.</p> <p>'Extracurricular activities are an important part</p>	<p>5</p>

	<p>of education in its own right. These approaches may increase engagement in learning, but it is important to consider how increased engagement will be translated into improved teaching and learning.'</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/childrens-university</p>	
Play therapy and drawing and talking intervention identified children	<p>Improved social and emotional skills in childhood have a positive impact in later life such as improved academic performance, attitudes, behaviour and relationships</p> <p>EEF Social and emotional learning</p>	3,4
Support for children to access school uniform and trips.	<p>Whole school ethos of opportunity for all. Some children come from homes with financial constraints which without support may set them apart from others.</p>	5
Whole staff training on social and emotional issues with the aim of developing our school ethos and improving well-being across school.	<p>Based on the research, if pupils receive the correct targeted social and emotional support they can increase their learning by 4+ months.</p> <p>Improving social and emotional learning in primary school.</p>	3,4
Improve the quality of social and emotional learning. Approaches will be embedded into routine educational practices and supported by professional development and training for staff.	<p>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):</p> <p>Social and emotional learning</p>	3,4

Total budgeted cost: £ 27,025.66

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

Intended outcome	Success criteria	2023 review				
The attainment gap between disadvantaged and non-disadvantaged pupils will be smaller than in 2019.	National end of year outcomes in Year 6 assessments and Reception will evidence that disadvantaged pupils are working in line with national expectations and their non-disadvantaged peers in school. 2019 data KS2 disadvantaged = 50% combined non-disadvantaged= 69% Target for 2023 DA=66% combined	National: 59% of pupils reached combined expected standard 73% of pupils met the expected standard in reading 73% of pupils met the expected standard in maths 71% of pupils met the expected standard in writing				
		PP/ SEN	Reading	Maths	Writing	Combined
		Total children working at or above age related	18 (90%)	16 (80%)	12 (60%)	12 (60%)
		Total children working above age related	8 (40%)	1 (5%)	0	0
		PP	3 (100%)	2 (66%)	2 (66%)	2 (66%)
		NON PP	15 (88%)	14 (82%)	10 (58%)	10 (58%)
		SEN	2 (66%)	1 (33%)	0	0
		NON SEN	16 (94%)	15 (88%)	12 (70%)	12 (70%)
Pupils with SEMH barriers will make rapid progress in Reading, Writing and Maths.	End of year outcomes in Reading, Writing and Maths for disadvantaged children will be in line with their peers across the country- using PiXL assessments as a comparison.	PiXL was used as an effective, planning and assessment tool and assisted in making rapid progress for disadvantaged children. The use of standardized tests supported the identification of gaps in learning and enabled these to be addressed with precision. White Rose is used across the school- this needs to continue to be embedded. The maths lead will regularly monitor through learning walks, pupil voice, book looks and pupil progress meetings.				
Pupils with SEMH barriers to receive the correct provision to meet their identified needs.	Boxall outcomes for pupils and pupil voice will show improved outcomes in their SEMH needs from Autumn 2022 to Summer 2 2023.	Disadvantaged children with SEMH needs are identified across the school. Interventions need to be have clear outcome and precise success criteria so that the impact is measurable. SEMH interventions will be part of an ongoing review cycle				

		including pupil voice.
The attendance of disadvantaged pupils will be closer to the attendance of non-disadvantaged pupils and closer to national expectations.	The attendance of disadvantaged pupils will be at least 94% to be in line with non-disadvantaged pupils from the last academic year and a 2% increase from 2021/22 final attendance results, which was 92%.	PP attendance was 91%. A clear attendance policy is in place, procedures are being followed and attendance continues to remain a high priority.
Disadvantaged pupils will have enrichment opportunities through the curriculum and other identified actions to ensure they are in line with the non-disadvantaged peers.	100% attend at least one club or funded activity. Disadvantaged pupils are equally engaged with home learning evidenced on Seesaw.	Trips – £485 Residential - £100 Music Lessons - £441 (Excluding Rocksteady) Leavers Disco - £40 Workshops - £115 Snack Money - £43.75 5 PP children attended Rock steady paid for from PP fund. Disadvantaged children that could not access home learning at home were provided with devices such as chrome books to assist with home learning. There was also a homework club ran weekly with the focus for disadvantaged children to attend- this was poorly attended from the potential 22 children invited, there would be a maximum of 5 attending. Enrichment opportunities need to be developed.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
PiXL Primary	PiXL
Accelerated Reader	Renaissance