



Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	140
Proportion (%) of pupil premium eligible pupils	15.8% (22 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year strategy)	2021-2024
Date this statement was published	November 2022
Date on which it will be reviewed	November 2023
Statement authorised by	Gillian Morton
Pupil premium lead	Gillian Morton
Governor / Trustee lead	Chris Davies

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£30,655
Recovery premium funding allocation this academic year	£2,233 (not spent)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£30,655



Part A: Pupil premium strategy plan

Statement of intent

Our aim is to use the pupil premium funding to help us improve and sustain higher attainment for disadvantaged pupils at our school that is comparable with that of non-disadvantaged pupils nationally.

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).

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.
- To allocate an additional Teaching Assistant across key year groups – providing small group focuses.
- 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 attainment gap between disadvantaged and non-disadvantaged pupils is still evident.



2	47% 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
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 DA= 50% combined non-DA= 69% Target for 2023 DA=66% combined EYFS 2023 DA target 50% GLD
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.
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.
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%.
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: £10,590

Activity	Evidence that supports this approach	Challenge number(s) addressed
To use PiXL as a tool for gap analysis and strategies for teaching Use PiXL reading strategies alongside Accelerated reader.	PiXL strategies involve the forensic analysis of learning and provides high quality therapies and CPD to enable small group tuition is focussed on needs. Average impact of 4 months (EEF)	1 & 2
Particular focus on small group children in receipt of pupil premium funding not making progress in reading in Oak and Sycamore class where there is the highest proportion of children in receipt of the Pupil Premium Grant.	EEF research shows that children's progress has on average 4 months+ progress over the course of an academic year	1 & 2
Effective deployment of HLTA to teach targeted children to improve outcomes in Reading and Maths in KS2	EEF Toolkit guidance: Pupil Premium Guide Apr 2022 1.0.pdf (d2tic4wvo1iusb.cloudfront.net) '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 & 2

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

Budgeted cost: £10,298

Activity	Evidence that supports this approach	Challenge number(s) addressed
Establish small group maths intervention for disadvantaged pupils falling behind age-related expectations	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	1 & 2



	powerful tool for supporting these pupils when they are used carefully.'	
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 & 2
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 & 2

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

Budgeted cost: £9,767

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 weekly -1 hour Attendance monitoring and meetings when needed.</p>	<p>EEF Guidance about Wider strategies focusing on: SEL, Well-being and Mental Health.</p> <p>3. Wider strategies EEF (educationendowmentfoundation.org.uk)</p>	3 & 4



<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>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>5</p>
<p>Play therapy and Lego therapy for identified children</p>	<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>	<p>4 & 5</p>
<p>Support for children to access school uniform and trips.</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>5</p>

Total budgeted cost: £ 30,655



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 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

Find the data for 2022 Year 6, Year 2 and Year 1 Phonics data.

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