



Dormanstown Primary Academy - 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
Name of school	Dormanstown Primary Academy
Number of pupils in school – R to Y6	221
Proportion (%) of pupil premium eligible pupils	66%
Academic years that our current pupil premium strategy plan covers	2021 to 2024
Date this statement was published	1 st November 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Executive Headteacher
Pupil premium lead	Deputy Head of Academy
Trustee	Dean Jackson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£208,475
Recovery premium funding allocation this academic year	£26,337
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£234,812

Part A: Pupil premium strategy plan

Statement of intent

The purpose of education at Dormanstown Primary is to provide all our children with the essential knowledge and learning dispositions to embrace the opportunities and challenges they encounter. Our learning environment is integral in promoting key learning dispositions and values and fulfilling the 'inspiration, aspiration, collaboration and celebration' embodied in our school logo. Through our curriculum offer, we aim to build confidence, cultural capacity and raise aspirations for their future life to support our children to be well prepared for lifelong learning in order to have a positive impact on their own lives and the lives of others.

We have the highest of expectations of all pupils, irrespective of background and always keep in mind that our disadvantaged pupils don't lack talent or ability, but often lack opportunity. We ensure an excellent education for our pupils is achieved through expert teaching routed in cognitive science. Investment in ongoing professional development, ensures teachers and support staff have the capacity, knowledge, expertise and effective strategies to support disadvantaged pupils to experience success in their learning. Classes are predominantly organised into single year groups with learning assistant support in every class and additional expertise provided through higher level teaching assistants. This provides for a responsive and highly personalised approach to learning particularly for our disadvantaged pupils. Planning takes account of prior knowledge, new knowledge and potential misconceptions and through a responsive teaching model, we provide teaching and learning, academic intervention and wider approaches. Teacher and learning support staff awareness of exactly what pupils need, and their responsiveness to this informs quality first teaching, targeted academic support and pastoral/welfare strategies. Reading, vocabulary development and oracy are given high priority as essential building blocks for access to the whole curriculum and for continued success beyond primary education. Our provision ensures 'keeping up from the start' through systematic Read, Write, Inc. phonics teaching, together with a 'catch up' programme for KS2 pupils in reading which includes Fresh Start, Fluency into Comprehension and PiXL therapies. Working with Voice 21 builds the foundations for oracy teaching to develop language, vocabulary and communication skills. A highly skilled safeguarding, pastoral and welfare team provide for wider strategies to tackle non academic barriers to success in education.

By 2024, we aim that pupil progress from their starting points, in reading, writing and maths will be within quintile 1, the top 20% nationally and that pupils will experience rich and sustained opportunities to develop their cultural capital.

Challenges

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

Challenge number	Detail of challenge
1	Impact of the Covid-19 pandemic through national lockdown periods, bubble and individual isolation and engagement in home learning has widened gaps in pupil knowledge therefore impacting on attainment and progress.
2	IDACI report shows that 95% of pupils are in decile 1-3, with 86% of pupils in decile 1, 10% most deprived with income, employment, education and health deprivation being the significant contributory factors.

3	Language, communication, personal and social skills on entry are significantly lower than what would be regarded as typical for many children of a similar age
4	Levels of attendance and punctuality is a factor for some disadvantaged pupils
5	The high proportion of children identified by the academy and other agencies as vulnerable and who are exposed to the wide range of risk factors that affect mental health, family unity, prosperity and educational success
6	Access to appropriate technology and resources in the home to support education and learning

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
Senior Lead acts a Pupil Premium Champion	Pupil premium champion supports and challenges leaders and staff at all levels to achieve the best outcomes for vulnerable pupils
Development of teachers' subject, pedagogical and pedagogical content knowledge, together with the understanding of a learning language across all staff will ensure the delivery of excellent teaching, learning provision for vulnerable pupils	Teachers and support staff have the knowledge, expertise and understanding to support vulnerable pupils in challenging learning over time to close the gap to non-disadvantaged pupils and to other pupils nationally
Research and understanding of best practice for development of provision for vulnerable pupils, CPD in place to inform provision for the whole curriculum offer	The quality of education provided is exceptional and pupil work across the curriculum is consistently of a high quality
Further development of provision for 'keeping up from the start' for phonics and 'catch up' offer for KS2 pupils in reading Oracy teaching in place to develop language, vocabulary and communication skills	Language, communication, vocabulary, oracy and reading teaching is of high quality to ensure equity of access and success in all areas of the curriculum
Vulnerable pupil progress robustly tracked to ensure progress Early intervention will respond to need for academic intervention and wider approaches.	Vulnerable pupil progress tracked to ensure progress is in line with other pupils nationally Vulnerable pupils will achieve the best possible outcomes and are well prepared for their next stage of education
Vulnerable pupils experience rich and sustained opportunities to develop their cultural capital	The knowledge and cultural capital vulnerable pupils need to succeed in their future lives will be embedded

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: £21,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted CPD built on work with Ambition Institute to deliver QFT, responsive teaching and effective interventions to support PP pupils to accelerate progress and address the challenge for learning over time	Education Endowment Foundation,(2021), Using your Pupil Premium funding effectively Education Endowment Foundation, Effective Professional Development Education Endowment Foundation,(2021), Teacher Feedback to improve Pupil Learning guidance report. Fletcher-Wood, H, (2018), Responsive Teaching, Routledge	1, 2, 3, 4, 5
Oracy training to develop pupils confidence, articulation and capacity to learn	Voice 21 research into verbal communication skills pupils need to succeed in work and life	1, 2, 3, 5
Trauma Informed Practice CPD for all staff to understand and break down barriers to learning	Carpenter, B, (2020), A Recovery Curriculum: Loss and Life for our children and schools post pandemic, Oxford Brookes University	1, 2, 3, 4, 5
Coaching from senior leaders to develop staff understanding of personalising learning to have the maximum impact for the child	Mccrea, Peps, (2019), Learning: What is it, and how might we catalyst it?, Ambition Institute Education Endowment Foundation, Metacognition and Self-Regulated Learning	1, 2, 3, 4, 5
Involvement of specialist teaching services to identify specific barriers and upskill staff in addressing individual needs	Education Endowment Foundation, Improving Social and Emotional Learning in Primary Schools	1, 2, 3, 4, 5

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

Budgeted cost: £208,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Focus on reading –</p> <ul style="list-style-type: none"> • all staff trained to deliver early language/ vocabulary, phonics, comprehension • develop fluency and stamina using focused interventions • identify vulnerable pupils to target 'keeping up from the start' for phonics and 'catch up' offer for KS2 pupils in reading • one to one reading for children who do not read consistently at home • purchase resources to deliver successful programmes/interventions • development of whole school library, reading resources for home learning and embedding a reading culture 	<p>DFE, The Reading Framework -Teaching the foundations of literacy</p> <p>Education Endowment Foundation, Communication and language approaches Phonics Improving Literacy in Key Stage 1 Improving Literacy in Key Stage 2</p>	<p>1, 2, 3, 6</p>
<p>Intervention programmes -</p> <ul style="list-style-type: none"> • NELI, Blast, Talk Boost, Elklan language materials • Read Write Inc. catch up, Lexia, Fresh Start, Fluency into Comprehension • Numicon, White Rose Maths • PiXL <p>Staff delivering additional sessions for tutoring, 1:1 and small groups</p>	<p>Education Endowment Foundation, Making best use of teaching assistants</p> <p>PiXL Diagnosis, Therapy, Testing, Revisiting</p>	<p>1, 2, 3, 6</p>

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

Budgeted cost: £60,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
To develop an engaging and enjoyable, well-resourced library which develops a love for reading across the academy	DFE, The Reading Framework -Teaching the foundations of literacy	3, 6
Shared safeguarding, pastoral & welfare team in place	Education Endowment Foundation,(2021), Using your Pupil Premium funding effectively	1, 2, 3, 4, 5
ELSA trained to provide support to individual pupils		1, 2, 3, 5
Access to Trust Counsellor, Educational Psychologist and further therapeutic support		1, 2, 3, 5
Subsidised places for early morning club, extended schools activities and annual residential		1, 2, 3, 4, 5
Providing bagels at the start of the day to support readiness for learning		1, 2, 5
Provision of individual iPads in support of learning for all pupils Y1 to Y6		Education Endowment Foundation, Using Digital Technology to Improve Learning
Attendance, behaviour, praise and share, pot of gold awards and prizes	Education Endowment Foundation,(2021), Using your Pupil Premium funding effectively	4

Total budgeted cost: £290,200

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.

Priority 1- Professional development for staff to support pupil premium pupils effectively through the Recovery Curriculum.	
Action	Impact
Targeted CPD to support staff deliver QFT and effective interventions to support PP pupils to accelerate progress and understand barriers to learning.	Continuous CPD delivered across the full year and interventions in place before and after the spring lockdown. Fluency into Comprehension provided a successful programme to support children to catch up with their reading in Y3 and Y4. Ongoing identification of needs to inform CPD for staff.
Whole staff CPD from the Ambition Institute on Closing the Gap to develop pedagogical systems for the acquisition of knowledge and subsequent curriculum delivery.	Ambition Institute CPD undertaken weekly in the autumn term on Classroom Climate and Science of Learning has impacted positively on classroom routines and has supported the planning/lesson structures and assessment techniques. Staff are more confident to speak about the Science of Learning and relate it to their practice.
Coaching from senior leaders and trust staff for staff to develop their understanding of personalising learning to have the maximum impact for the child	At least half termly pupil progress meetings with SLT members allowed individual children to be discussed and appropriate support, staffing and interventions in place to support gaps in learning and accelerate progress.
Increase rates of accelerated progress in attainment and achievement leading to improvement in outcomes at Combined Measure through quality first teaching and interventions	Internal data analysis from the Schools Data Company shows that progress of pupil premium children across the year was at least good in all subjects/year groups and outstanding in 4/7 year groups in Reading, 5/7 in Writing and 6/7 in Maths.
Involvement of specialist teaching services to identify specific barriers and upskill staff in addressing individual needs	Children assessed following the lockdown and when guidelines allowed by Educational Psychologist and Treetops. Recommendations made which were used by staff in their day to day teaching.
Provide access to digital resources both in the academy and at home to support pupil progress.	Promotion of Times Tables Rockstars/Spelling Shed and Lexia to support learning in maths /English. Promoted through the weekly BLOG, on Facebook and through rewards in class. Showbie established for blended learning and used for accessing home learning and to support learning in school.

Priority 2 - To develop a positive reading culture across the academy to ensure that the gap is closed between disadvantaged and other.	
Action	Impact
Training and relevant CPD for staff to embed and ensure consistency with a comprehension model throughout the curriculum	CPD undertaken by the Reading Lead in the spring term to ensure consistency across school. Further monitoring of practice during and after the lockdown and coaching provided where necessary. More consistent approach evident across the academy.
To develop fluency and stamina in reading using purchased timely and focused interventions in order to address gaps in learning as a result of missed learning	Staff trained in the fluency programme. Intervention undertaken in Y3 and Y4 with a control group also in place so progress of the two groups can be compared. Feedback from staff delivering and children is very positive with progress evident from the children. Children's engagement and progress has increased as a result of this intervention.

To identify vulnerable pupil groups in order to ensure gaps in learning are closed	Pupil progress meetings support the identification of vulnerable children who have gaps in their learning. Teacher focus and intervention groups were used across the academy to ensure their learning needs were addressed. Focus on a catch up curriculum following the lockdown.
To develop an engaging and enjoyable, well-resourced library which develops a love for reading across the academy	Additional resources were purchased and the priority in autumn 1 2021 is to relocate the library and relaunch it to the children and parents.
One to One reading for children who do not read consistently at home	Home reading promoted and children rewarded for this. 1-1 reading used to support key children who are not listened regularly at home or require additional support.
Provide additional support for children in Y1 /Y2 working towards achieving the national standard in the phonics check.	Targeted interventions undertaken and regular monitoring of progress. Y2 outcome in Autumn 2 – 84% overall. This is above national and shows accelerated progress from baseline (30%). Following targeted support and interventions in school assessment of Y1 pupils indicates that 79% would have passed the phonics screening in June 21. This is narrowing the gap to national.

Priority 3 - Targeted support to reduce barriers to learning for vulnerable pupils.	
Action	Impact
Attendance tracking for vulnerable PP children.	2020-21 PP attendance was 94.9% narrowing the gap towards our all children attendance (95.4%). Up until 18/6/21 the attendance of PP children was 95.4% but this group was impacted by Covid-19 concerns in the last month of the summer term.
Ensure all children have access to nutrition, school uniform, equipment and pastoral support.	Breakfast packs provided fortnightly for all children to allow a healthy start to the day through the National Schools Breakfast Scheme. Bagels offered on arrival to offset any morning hunger issues. Food received weekly from Aldi which has been distributed to vulnerable families throughout the year. 79, Mike Hind Christmas hampers distributed to vulnerable families in the last week before Christmas. Liaised with Salvation Army to provide Christmas presents and food to targeted families. Hygiene packs given to all children from the Ladies of Steel charity.
All children provided with a new jumper/cardigan with academy logo on.	Jumpers distributed to all children during autumn 2, supporting re-branding and DPA re-establishing an identity. Children proud of their uniform and parents grateful to be provided with it.
Support children's emotional health with access to Educational Psychologist and Counsellor.	Assessments undertaken by the Educational Psychologist to support moving forward with their needs. The counsellor, supported pupils with long term issues and/or issues related to returning to school after COVID. This has made the children more settled within their bubble, more able to access learning addressing any mental health needs. A lunchtime Y6 group with the counsellor has supported transition for these children.
P.E. provision, incorporating themes of health and well-being	Academy Sport Coach delivered regular PE lessons to all classes as well as O.T. /Sensory sessions to support general health and meeting needs of individual children via structured programmes. This supported readiness for

	learning, sensory needs, ability of children to regulate as well as general health and wellbeing.
Free after school clubs.	Clubs undertaken for 12 sessions over 4 weeks in the autumn term as well as 4 nights a week in the summer term which included all year groups across the academy working in their bubbles. Positive comments back from children and parents, with positive engagement during the sports activities and enjoyment shown by children. Priority is given to the pupil premium children attending.

Priority 4- Reducing the gaps to learning currently identified for pupils following the Covid19 partial closures	
	Impact
	Covid-19 isolation, lockdown periods and limited parental support for pupils to engage in remote learning has impacted on outcomes despite the provision in place. However, from baseline assessments, significant levels of progress were evidenced across the 2020.21 academic year for disadvantaged pupils.

Wider Strategies	Impact
Enrichment activities, visits	See after school sports clubs above. Y5 STEM club ran throughout the summer term working with the National Schools' Observatory and Liverpool John Moores University developing their knowledge of Space. HeadStart programme ran virtually then in person in the summer term to develop Y5 HeadStarters and support other children's wellbeing. Provision for chess tuition provided virtually to all Y5 children over the year, developing their skills and confidence. Y5 and Y6 STEM windfarm projects using a range of curriculum skills and collaborative working had very positive outcomes.
Technology	New iPads purchased for Y3, SEND and KS1. More children have access to their own reliable device to support learning and develop computing skills. Showbie learning platform purchased to support home learning activities, together with loaning of iPads.
Readiness to learn	Breakfast packs sent home and bagels in the academy provide a healthy, nutritious start to the day and support children in being ready to learn.