



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 this statement was reviewed	30 th September 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Executive Headteacher
Pupil premium lead	Deputy Head of Academy
Trustee	Dean Jackson

Funding overview

Detail	Amount
Funding 2021.22	
Pupil premium funding allocation this academic year	£208,475
Recovery premium funding allocation this academic year	£26,337
Total budget for 2021.22 academic year	£234,812
Funding 2022.23	
Pupil premium funding allocation this academic year	£195,285
Recovery premium funding allocation this academic year	£27,860
Total budget for 2022.23 academic year	£223,145
Funding 2023.24	
Pupil premium funding allocation this academic year	£205,155
Recovery premium funding allocation this academic year	£27,616
Total budget for 2023.24 academic year	£232,771

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 rooted 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 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 curriculum and 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) in 2022.23 academic year to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £41,000

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	<p>Education Endowment Foundation,(2021), Using your Pupil Premium funding effectively</p> <p>Education Endowment Foundation, Effective Professional Development</p> <p>Education Endowment Foundation,(2021), Teacher Feedback to improve Pupil Learning guidance report.</p> <p>Fletcher-Wood, H, (2018), Responsive Teaching, Routledge</p>	1, 2, 3, 4, 5
Oracy training and curriculum development to support pupils confidence, articulacy 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	<p>The Berry Street Education Model (BSEM) trauma-informed practice, positive psychology, and the science of learning research.</p> <p>Adverse Childhood Experiences (ACEs) literature</p> <p>Carpenter, B, (2020), A Recovery Curriculum: Loss and Life for our children and schools post pandemic, Oxford Brookes University</p>	1, 2, 3, 4, 5
Instructional coaching from senior leaders/teacher educators to develop staff understanding of personalising learning to have the maximum impact for the child	<p>Mccrea, Peps, (2019), Learning: What is it, and how might we catalyst it?, Ambition Institute</p> <p>Education Endowment Foundation, Metacognition and Self-Regulated Learning</p>	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: £85,000

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 • further 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. tutoring, Lexia, RWInc Fresh Start, Fluency into Comprehension, Reciprocal Reading • Numicon, White Rose Maths, Winning with Numbers • 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: £120,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
To further 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	1, 3, 6
Safeguarding, pastoral & welfare team to be further developed to increase capacity for early intervention for pupils and families	Education Endowment Foundation,(2021), Using your Pupil Premium funding effectively	1, 2, 3, 4, 5
ELSA/mental health trained member of staff 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 trips/visits/enrichment activities, 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: £246,000

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 2021 to 2022 academic year.

Intended outcome	Success criteria	Impact
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	<ul style="list-style-type: none"> As part of pupil progress meetings, areas of strength and areas of support are identified and planned for, to support the drive for vulnerable pupils to achieve the best possible outcomes.
Development of teachers' subject, pedagogical and pedagogical content knowledge leads to 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	<ul style="list-style-type: none"> Staff CPD and support has been provided within English, Maths as well as others areas of the curriculum. CPD has linked back to the Ambition Institute work on the Science of Learning particularly when looking at responsive teaching, retrieval practice and the use of prior knowledge to support learning over time. Teachers are secure in their knowledge of how to support the most vulnerable learners.
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	<ul style="list-style-type: none"> Progress regularly reviewed in team and year group meetings and adjustments made to groupings/ interventions to allow maximum progress for Pupil Premium pupils. QFT and impact of interventions ensured the work in books for PP pupils was of 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	<ul style="list-style-type: none"> RWI training for all staff took place. This ensured all pupils receive QFT and early identification of vulnerable pupils meant they received further targeted teaching in phonics. This meant that percentages of pupils passing the phonics check in year 1 increased, with PP pupils being in line with national. Staff received oracy training, working with Voice 21. This has enabled staff to dedicate time to the development of pupil oracy and for children to develop their skills and close the language gap. Clear evidence of Oracy in lessons has shown an improvement in speaking and listening skills, particularly supporting PP pupils.
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	<ul style="list-style-type: none"> Pupil progress meetings focus on the progress and provision for vulnerable learners with next steps identified and evaluated to support gaps in learning and accelerate progress. Interventions in place effectively supported the progress of learners KS2 data–

		<p>Reading and maths attainment was in line with disadvantaged pupils, writing matched all pupils nationally</p> <p>Progress in reading was in line with all pupils, writing in line with other pupils and maths in line with disadvantaged pupils nationally</p> <ul style="list-style-type: none"> • KS1 data- Reading and writing attainment was in line with other pupils nationally and maths was in line with all pupils. • Effective safeguarding, pastoral & welfare team provide targeted early intervention support for pupils and families, including ELSA and welfare/attendance. Counselling and Ed Psych service through Trust resource ensures timely access to more specialist support. This ensures a readiness for learning for pupils.
<p>Vulnerable pupils experience rich and sustained opportunities to develop their cultural capital</p>	<p>The knowledge and cultural capital vulnerable pupils need to succeed in their future lives will be embedded</p>	<ul style="list-style-type: none"> • Children accessed a variety of enrichment activities, after school clubs and visits throughout the year. These were subsidised to ensure all children could access them. Specific arrangements were made with individual families for additional support if required. • Access to technology through provision of individual ipads and app licences for Y1 to Y6 pupils.

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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	Impact
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	<p>Redesign of content and frequency of pupil progress meetings to ensure:</p> <ul style="list-style-type: none"> • SLT and year group teams have in-depth knowledge of vulnerable pupils • Interventions target correct pupils with strategic deployment of key staff • QLA's are used to target specific gaps in knowledge of vulnerable pupils • Progress matrices used for planning for both progress and attainment of vulnerable pupils • TA's effectively empowered and deployed to strengthen the quality of interventions to impact on outcomes for key groups
Development of teachers' subject, pedagogical and pedagogical content knowledge leads to 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	<ul style="list-style-type: none"> • Bespoke CPD package delivered by senior leaders and trust improvement lead • Teachers and curriculum leaders have developed a confident understanding of the implications from the science of learning and focus on the mechanics of good planning to lever effective learning for all groups.
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	<ul style="list-style-type: none"> • Use of WalkThrus to support 1:1 instructional coaching with key staff on responsive teaching strategies and developing questioning techniques • Developmental drop-ins provided to all TAs and teachers (half termly) to support embedding of strategies into practice
<p>Further development of provision for 'keeping up from the start' for phonics and 'catch up' offer for KS2 pupils in reading</p> <p>Oracy teaching in place to develop language, vocabulary and communication skills</p>	Language, communication, vocabulary, oracy and reading teaching is of high quality to ensure equity of access and success in all areas of the curriculum	<ul style="list-style-type: none"> • Teachers subject knowledge has been developed through whole academy RWInc training and subsequent leadership training. • Weekly deliberate practice sessions, facilitated by our reading lead, ensure fidelity to the scheme and consistency in delivery. • The impact can be seen in EYFS, Phonics and KS1 outcomes which show good improvement from the low entry data and we are confident will impact in KS2. • 80% of the cohort passed the Phonics Screening Check in KS1 which is above national 2022. • Outcomes for the Phonics Screening Test have been above/in line with national for two years, showing the impact of our curriculum and academy wide phonics training. • Upwards trajectory for disadvantaged pupils from 67% in 2019, to 83% in 2022 and 2023.

		The gap between school disadvantaged and national other has been narrowed by 15%.
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	<ul style="list-style-type: none"> • Pupil progress meetings focus on the progress and provision for vulnerable learners with next steps identified and evaluated to support gaps in learning and accelerate progress. • Interventions in place effectively supported the progress of learners • Effective safeguarding, pastoral & welfare team provide targeted early intervention support for pupils and families, including ELSA and welfare/attendance. Counselling and Ed Psych service through Trust resource ensures timely access to more specialist support.
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	<ul style="list-style-type: none"> • The revision of our foundation curriculum subject planning has positively impacted on our teacher's subject knowledge and ability to deliver our curriculum intent. We have detailed, coherently sequenced curriculum plans for every subject, with knowledge, vocabulary and skills clearly mapped out and built on to defined end points • Children accessed a variety of enrichment activities, after school clubs and visits throughout the year. These were subsidised to ensure all children could access them. Specific arrangements were made with individual families for additional support if required. • Y6 Pupils are funded for their residential in the North York Moors • All year groups represented the academy at a sporting event through local sports partnership • Access to technology through provision of individual ipads and app licences for Y1 to Y6 pupils.