# Pupil premium strategy statement – Dormanstown Primary Academy

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

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| Detail | Data |
| Number of pupils in school | 267 |
| Proportion (%) of pupil premium eligible pupils | 68% |
| Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended – you must still publish an updated statement each academic year)** | 2024 to 2027 |
| Date this statement was published | December 2024 |
| Date on which it will be reviewed | December 2025 |
| Statement authorised by | Rachel Lees |
| Pupil premium lead | Designated Safeguarding Lead |
| Governor / Trustee lead | Aidrian Doughtey |

## Funding overview

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £232,960 |
| 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* | £232,960 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| The purpose of education at Dormanstown Primary Academy 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 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 that 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 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 Fast Track and PiXL therapies. A highly skilled safeguarding, pastoral and welfare team provide for wider strategies to tackle non academic barriers to success in education.  By 2026, 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.

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| Challenge number | Detail of challenge |
| 1 | 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. |
| 2 | 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. |
| 3 | Levels of attendance and punctuality is a factor for some disadvantaged pupils. |
| 4 | 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. |
| 5 | Access to appropriate technology and resources to support education and learning outside of the school day. |

## 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.

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| Intended outcome | Success criteria |
| Designated Safeguarding Lead (DSL) acts as 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 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 he 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.  Phonics lead to work alongside the English lead to ensure high quality CPD is delivered to ensure QFT and early identification of vulnerable pupils will ensure that targeted teaching is delivered. |
| Vulnerable pupil progress is 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.  Develop ’50 things to do before you leave Dormanstown Primary Academy’ to give children the skills, knowledge and experiences to thrive in Modern Britain. |

## Activity in this academic year

This details how we intend to spend our pupil premium funding **in 2024/2025** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £5,500

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| 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 (2021) *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 |
| Instructional Coaching for 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, (2021) *Metacognition and Self-Regulated Learning* | 1, 2, 3, 4 |
| Involvement of specialist teaching services to identify specific barriers and upskill staff in addressing individual needs: All staff are confident and competent in their use of documentation and frameworks to support teaching and learning. | Education Endowment Foundation (2021) *Improving Social and Emotional Learning in Primary Schools* | 1, 2, 3, 4 |

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

Budgeted cost: £163,072

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Focus on reading –   * All staff highly skilled at delivering RWI and use a consistent approach ensuring children make progress * All staff highly skilled at following and delivering the Trust reading scheme and use a consistent approach ensuring progress is maximised, increasing the number of GDS * All stakeholders, including parents, are clear about the reading approach used and the expectations for reading * All children develop a love for reading and read regularly and widely * All staff use data effectively to plan lessons and interventions that ensure all children make progress and a greater number achieve GDS * Identify vulnerable pupils to target ‘keeping up from the start’ for phonics and ‘catch up’ offer for KS2 pupils * Further development of whole school library, reading resources for home learning and embedding a reading culture | DFE, The Reading Framework – Teaching the Foundations of Literacy  Education Endowment Foundation (2023) *Communication and Language Approaches:* Phonics, Improving Literacy in Key Stage 1, Improving Literacy in Key Stage 2 | 1, 2, 5 |
| Focus on Maths –   * Staff are highly skilled at delivering quality first teaching in maths and focus on our most vulnerable pupils making expected progress * Staff deployment has a positive impact on outcomes * Assessment and evaluation are effective and ensure more children achieve GDS * Staff are highly effective at adaptive teaching and meeting the needs of all learners * Staff teach times tables and early maths effectively in all year groups to ensure the foundations of number fluency are secure | DFE, Teaching Maths in Primary Schools  Education Endowment Foundation (2021) *Improving Mathematics in the Early Years and Key Stage 1*  Education Endowment Foundation (2022) *Improving Mathematics in Key Stages 2 and 3* | 1, 2, 5 |
| Intervention Programmes –   * Blast, Talk Boost, RWI, RWI Fresh Start, Reciprocal Reading, Numicon, White Rose Maths, Schofield & Simms, PiXL * Staff delivering additional sessions for pre and post teach | Education Endowment Foundation (2015) *Making Best Use of Teaching Assistants* | 1, 2, 5 |

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

Budgeted cost: £64,388

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| 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.  50 must reads introduced across the academy as well as an expanded, systematic and levelled approach to home reading. | DFE, The Reading Framework – Teaching the Foundations of Literacy. | 2, 5 |
| Safeguarding, pastoral and welfare team to be further developed from 2025 to increase capacity for early intervention for pupils and families. | Education Endowment Foundation (2021) *Using Your Pupil Premium Funding Effectively* | 1, 2, 3, 4 |
| ELSA/mental health trained member of staff to provide support to individual pupils, with training taking place summer 2025 for the start of the 25/26 academic year. | 1, 2, 4 |
| Access to Trust Counsellor from September 2024, Educational Psychologist and further therapeutic support. | 1, 2, 4 |
| Subsidised places for trips/visits/enrichment activities, extended school activities and annual residentials in Year 5 and Year 6. | 1, 2, 3, 4 |
| Providing Greggs breakfast at the start of the day to support school readiness for learning: smoothies, toast, crumpets, cereal bars. | 1, 4 |
| Provision of individual iPads in support of learning for all pupils in Y1 to Y6. | Education Endowment Foundation (2021) *Using Digital Technology to Improve Learning* | 5 |
| Attendance behaviour, praise and share, pot of gold awards and prizes (Dojo Shop) for living the schools values. | Education Endowment Foundation (2021) *Using Your Pupil Premium Funding Effectively* | 5 |

**Total budgeted cost: £232,960**

# Part B: Review of the previous academic year

## Outcomes for disadvantaged pupils

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| This details the impact that our pupil premium activity had on pupils in the 2023 – 2024 academic year. |

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| Intended Outcome | Success Criteria | Impact |
| Senior Lead acts as a Pupil Premium Champion | Pupil Premium Champion supports and challenges leaders and staff at all levels to achieve the best outcomes for vulnerable pupils. | * As part of pupil progress meetings, areas of strengths 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 to close the gap to non-disadvantaged pupils and to other pupils nationally. | * Staff CPD and support has been provided within English, Maths as well as other 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. | * Progress regularly reviewed in team and year group meetings and adjustment made to groupings / interventions to allow maximum progress for Pupil Premium pupils. * QFT and impact of interventions ensured the work in books for Pupil Premium pupils is 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 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. | * RWI training for all staff regularly takes place. Staff also have personalised programmes on the RWI portal. This ensures all pupils receive QFT and early identification of vulnerable pupils means that pupils receive further targeted teaching in phonics. This means that percentages of pupils passing the phonics screening check in Year 1 increased. * Clear evidence of oracy in lessons has shown an improvement in speaking and listening skills, particularly supporting Pupil Premium 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. | * 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 learning. * Effective safeguarding, pastoral and 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. |
| 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. | * 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. |