



Pupil Premium Statement 2020-2021

The pupil premium is allocated to schools for;

- **Children of statutory school age from low income families who are known to be eligible for free school meals (FSM)**
- **Children who have been looked after continuously for more than six months**
- **Children whose parents are currently working in the armed forces**

The level of pupil premium is £1345 per pupil.

The DFE offer the following guidance;

In most cases the Pupil Premium is allocated to schools and is clearly identifiable. It is for schools to decide how the Pupil Premium , allocated to schools per FSM pupil, is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility.

However they also state that;

Schools are free to spend Pupil Premium as they see fit. However they will be held accountable for how they have used additional funding to support pupils from low income families.

The purpose of this statement is to effectively plan the way the pupil premium money will be spent over the year and enable us to inform parents, carers and governors of the impact it has on outcomes for pupils.

Pupil premium strategy statement (Dorchester Primary School)

1. Summary information					
School	Dorchester Primary School				
Academic Year	2019/20	Total PP budget	£240 580	Date of most recent PP Review	October '20
Total number of pupils	312	Number of pupils eligible for PP	176 (56%)	Date for next internal review of this strategy	February '21

2. Current attainment		
<i>(Note that these results are based on outcomes from 2018/19 as there were no statutory assessments in 2019/20)</i>	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths	70%	65%
% achieving ARE+ in reading (end of KS2)	70%	73%
Progress in reading	-0.13	0.03
% achieving ARE+ in writing (end of KS2)	78%	78%
Progress in writing	0.21	0.03
% achieving ARE+ in maths (end of KS2)	78%	78%
Progress in maths	-0.88	0.03
% achieving ARE+ in reading (end of KS1)	53%	75%
% achieving ARE+ in writing (end of KS1)	47%	69%
% achieving ARE+ in maths (end of KS1)	58%	76%
% achieving the pass mark in phonics check (Y1)	81%	82%
% reaching GLD (end of EYFS)	57%	72%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A.	Poor Language development on entry and an increasing number of pupils with speech, language and communication difficulties throughout the school.
B.	Low prior attainment across all core subjects.

C.	Significant proportion of pupils presenting with Social, Emotional and Mental Health issues (SEMH).	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	Attendance and punctuality of disadvantaged pupils.	
E.	Pupil mobility is rising due to the type of housing in the local area.	
F.	Increasing number of families working with external agencies.	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	<p><i>To secure quality first teaching for disadvantaged pupils with identified communication and language needs and improve oral language skills for pupil premium pupils with SLCN difficulties.</i></p> <p><i>To close gaps in learning, in particular with a focus on the EYFS areas of learning: understanding, speaking and listening. This is to diminish the difference between disadvantaged and non disadvantaged children, as evidence by low points of entry in baseline assessments</i></p>	<ul style="list-style-type: none"> Disadvantaged pupils make rapid progress from their starting points in EYFS so that they are ready to access the National Curriculum in Y1. Disadvantage pupils across the school have access to appropriate targeted support to enable them to access whole-class teaching. Children who receive targeted intervention and support for SLCN, make the expected progress and maintain the gains post intervention.
B.	<p><i>To increase the % of pupils making expected or better progress across the school in all core subjects, considering their Early Years attainment in Mathematics and Literacy as well as GLD and KS1 results.</i></p>	<ul style="list-style-type: none"> Combined reading, writing and mathematics outcomes of disadvantaged pupils for 2020-2021 are in line with identified year group targets and show expected or better than expected progress Accelerated progress for children in receipt of interventions and other targeted support.
C.	<p><i>To equip pupils with the skills to be able to manage their own feelings and emotions.</i></p> <p><i>To address barriers so that pupils are able to fully access the curriculum and participate fully in the life of the school.</i></p>	<ul style="list-style-type: none"> Increased opportunities both internally and externally, alongside early support will result in increased progress from children with SEMH issues.
D.	<p><i>To continue to establish good attitudes to attendance and punctuality from EYFS, so that all year groups have attendance above average.</i></p> <p><i>To provide targeted support to decrease the % of persistent absence from disadvantaged pupils.</i></p>	<ul style="list-style-type: none"> Overall attendance for disadvantaged pupils, including EYFS, is at/greater than 96%. Reduced % of persistent absenteeism from our disadvantaged pupils
E.	<p><i>To reduce the impact of mobility both inward and outward on the results of disadvantaged children.</i></p>	<ul style="list-style-type: none"> Transition procedures ensure all disadvantaged pupils new to the school are well supported and safeguarding procedures for those leaving the school are robust with all forwarding documentation in place.
F.	<p><i>To work with families and outside agencies to provide the best support and opportunities for all pupils.</i></p>	<ul style="list-style-type: none"> Parents are well informed about learning within school and how to access support to help their children learn. When applicable, parents are invited to come and share their child's learning within school and when not applicable teachers will be robust in their procedures to contact parents to share

		<p>learning and inform of learning opportunities they can engage in.</p> <ul style="list-style-type: none">• Maintained and increased access and participation in wider curriculum opportunities for all.
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5. Planned expenditure

Academic year

£240 580

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Ensure disadvantaged pupils achieve as well as other pupils nationally. (link to priority A and B E)	<p>Reduced class sizes across the school</p> <p>Whole class guided reading at KS2</p> <p>Knowledge and Vocabulary rich curriculum for foundation subjects implemented</p> <p>Targeted support from specialist ASA in reading and maths</p> <p>Early intervention in EYFS and then KS1 from specialist ASA to increase overall progress.</p>	<p><u>Reduced class sizes:</u> Across school class sizes have been reduced in current academic year in order to help accelerate progress of all children not just our disadvantaged. The EEF agree that reducing class sizes does have a positive impact of children's attainment, stating 'As the size of a class or teaching group gets smaller it is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase, improving outcomes for pupils.' Not only will it help to improve outcomes but reducing class sizes will improve behaviour of children across the school due to the increased support and challenge and consistency of teacher which we have found is important for our disadvantaged pupils with SEMH needs.</p> <p>Likewise, research from The Sutton Trust has shown that good teachers have the most direct impact on student outcomes. Therefore, we train and support highly qualified teachers and ASA's to deliver quality first teaching and provide targeted support in lessons and interventions.</p> <p><u>Knowledge and vocabulary rich curriculum:</u> Studies show children with larger vocabularies achieve more academically and display better behaviour. Likewise, Ofsted research (summary 2019) shows the importance of long term memory development and curriculum for ensuring the same academic, vocational and technical ambitions for all and 'the same knowledge and cultural capital they need to succeed in life' Therefore our curriculum is built around building on and recapping prior knowledge , language and vocabulary for all subjects not just core subjects.</p>	<p>Pupil progress</p> <p>Test scores</p> <p>Attainment in SATs</p> <p>Lesson observations</p> <p>Book scrutiny</p> <p>Pupil voice</p>	SM, NV, CP	<p>Dec 2020</p> <p>Feb 2021</p> <p>Apr 2021</p> <p>Jul 2021</p>
Total budgeted cost					£152, 679

ii. Targeted support

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>Improve outcomes for children in the area of communication and language (Link to priority A, B and F)</p>	<p>Continue to provide a range of evidence based targeted and universal SaLT interventions and strategies for our disadvantaged pupils.</p> <p>Employ S&L therapists to deliver bespoke SaLT intervention to pupils identified as requiring S&L support.</p> <p>S&L therapists support staff members to work with targeted children after therapist support to ensure inclusive quality first teaching for all.</p> <p>S&L therapists and teachers to support parents in how best to support their child in developing their S&L</p> <p>Chatter packs employed in EYFS to support speech and language development.</p>	<p>One of the key findings from the SEND Code of Practice 2015 is the most common primary type of need is speech, language and communication needs (28.4%) Likewise, other existing data from EEF tells us that over 50% of children from disadvantaged backgrounds start school with significant speech, language and communication delay or disorder which means they don't have the language they need to access the curriculum</p> <p>Similarly, the schools ongoing assessment data in demonstrates that our disadvantaged pupil's proficiency in English and language development impedes their access to the curriculum and ability to achieve ARE.</p> <p>Research suggests that in order to address these issues we must be provide those children with SLCN need with targeted support and intervention as early as possible in order to close the gap with other children as soon as possible. As stated by the EEF</p> <p><i>'Overall, the evidence suggests that early years interventions have a positive impact, delivering an average of around five additional months' progress. The approach appears to be particularly beneficial for children from low income families.'</i></p> <p>Furthermore, findings by the EEF on parental engagement showed engagement is often easier to achieve with parents of very young children and therefore providing bespoke intervention and support to our disadvantaged children and parents as early as possible will help to produce the most successful outcome.</p> <p>As stated by the EEF: <i>'Two recent meta-analyses suggested that increasing parental engagement in primary and secondary schools had on average two to three months' positive impact.'</i></p>	<p>Observations of 1:1 sessions by S&L therapists</p> <p>Lesson observations</p> <p>Pupil/parent voice</p>	<p>BS, CP</p>	<p>Dec 2020 Feb 2021 Apr 2021 Jul 2021</p>

<p>To reduce SEMH barriers so that our disadvantaged can access school (link priority C, E and F))</p>	<p>Bespoke RSE and PHSE programme (Jigsaw)</p> <p>Employ two SEMH pastoral support officers to work across the school in order to support more children across the school day.</p> <p>Parental engagement programmes linked to SEMH</p>	<p>In order to address our SEMH barriers and ensure our Social and Emotional Learning interventions are impactful we follow 3 broad categories as identified by the EEF</p> <ol style="list-style-type: none"> 1) universal programmes which generally take place in the classroom - <i>for this we use the highly regarded JIGSAW programme</i> 2) more specialised programmes which are targeted at students with particular social or emotional needs – <i>for this we use the THRIVE approach within school, which offers practical strategies and techniques and is built around online assessments which identify children's emotional development and provides action plans for their individual needs</i> 3) school-level approaches to developing a positive school ethos, which also aim to support greater engagement in learning. – <i>for this we are a restorative practice school</i> <p>Likewise, we employ two pastoral support leads to be available all day and in particular during breakfast club and after school for all children which helps to regulate our disadvantaged children with complex SEMH needs to be ready to learn</p> <p>As stated by the EEF on SEL intervention: <i>'On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment.</i></p>	<p>Inclusion meeting discussions</p> <p>Nurture plan reviews</p> <p>EHCP reviews</p> <p>Pupil and Parent voice</p> <p>Lesson observations</p> <p>Book scrutiny</p>	<p>NV, AG, CP</p>	<p>Dec 2020 Apr 2021 July 2021</p>
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<p>To improve outcomes of disadvantaged children in all core subjects.</p> <p>(Link to priority A and B)</p>	<p>Specific writing and reading programmes used in writing and reading to improve outcomes for all including our disadvantaged children - Talk for Writing, Bug Club</p> <p>Additional support for disadvantaged pupils in phonics, S&L, reading, writing, maths to ensure they are closing the gap to their peers through interventions, boosters and clubs.</p> <p>Interventions include</p> <ul style="list-style-type: none"> -Words First -precision teach -New Options -handwriting -Fluency 	<p><u>Talk for Writing</u> The EEF study on Talk for Writing found that Talk for Writing within a whole school approach provided a consistent approach to teaching writing. Likewise, other research suggests that oral language may play a strong role in supporting writing especially in the early years and this is key component of talk for writing. Evidence found it had some impact on children's writing ability.</p> <p><u>Bug Club</u> An independent study was carried out by leading academics from UCL Institute of Education (IOE), in partnership with the Pearson UK Research Team, to understand the impact of Bug Club on children's literacy attainment. The results show that on average children were 6 months ahead of word decoding by using this programme and 3 months ahead in spellings, and 2 months ahead in comprehension.</p>	<p>Teacher Assessments</p> <p>Progress meetings</p> <p>Lesson observations</p> <p>Book scrutiny</p> <p>Attainment in SATs</p>	<p>SM, NV</p>	<p>Feb 2021 Jul 2021</p>
<p>Increase attendance and punctuality and reduce persistent absence of disadvantaged pupils.</p> <p>(Link to priority C, D and F)</p>	<p>Whole-school attendance incentive and prizes for winning classes at the end of each term.</p> <p>Attendance officers to track pupil attendance and provide early intervention and support for families.</p> <p>Free breakfast club provided for disadvantaged pupils.</p> <p>Parental email and texting service</p>	<p>Free breakfast club is offered by the school, allowing an opportunity for the children to be in school on time which in turn support outcomes (see other approaches)</p> <p>Support from the Attendance officers for the families has also assisted in identifying reasons for repeat absenteeism and our pastoral teamwork with families to get children into school. This will continue this year to help bring disadvantaged attendance in line with the whole school average.</p> <p>Nurture plans for our SEMH children who are also repeatedly absent are used to engage them in school and provide a bespoke and supportive timetable to allow them to access school fully.</p> <p>Parental engagement through email and text messages has been shown by the EEF to reduce absenteeism compared to other children.</p>	<p>Attendance data – weekly</p> <p>Half-termly attendance team meetings</p>	<p>SM, AS, AG</p>	<p>Dec 2020 Feb 2021 Apr 2021 July 2021</p>
<p>Total budgeted cost</p>					<p>£46, 289</p>

iii. Other approaches

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>To raise aspirations and give wider curriculum opportunities for all. (Link with priority F)</p>	<p>Subsidise a % of educational visits and trips across the school linked to learning.</p> <p>Work in partnership with Children's university to provide opportunities both within and outside of school.</p> <p>Implement the Dorchester Dozen (12 learning experiences children will access during their time at Dorchester across the school)</p> <p>Wider-opportunities for music (Y4) and also free access to music tuition for any child that wants to take up the offer (KS2)</p> <p>Cost of staffing and resources for outside agencies to work with our children in after school clubs providing wider curriculum opportunities</p>	<p>Ofsted research (2019) places emphasis on improving cultural capital, particularly for disadvantaged pupils.</p> <p>Improving access to cultural capital (wider curriculum opportunities) is believed to support closing the gap that students may experience in understanding and benefiting from the standard school curriculum due to different levels of cultural awareness. It is often recognised that the wider curriculum, and in turn exams may reference to things that pupil premium students may have not seen and experienced and thus it is important that all children have an understanding and awareness of these cultural frameworks. Therefore, providing experiences beyond the classroom can help contextualise what they are learning and thus close the gap between them and other children by providing them with a clear framework for understanding.</p> <p>By working with Children's University, we are committed to their mission:</p> <p><i>'Our mission is to raise the aspirations of young people in Hull and East Yorkshire by building their confidence with our unique learning experiences' Children University 1996 to present</i></p>	<p>Curriculum planning including enrichment opportunities</p> <p>Pupil/parent voice</p> <p>Book scrutiny</p>	<p>CP</p>	<p>Feb 2021 Jul 2021</p>
<p>To reduce SEMH barriers so that our disadvantaged can access school (link priority E and F)</p>	<p>Free breakfast club</p>	<p>Free Breakfast Club: The Institute for Fiscal Studies, looked at free breakfasts provided at schools before the start of teaching, and found strong improvements in writing, reading and maths for pupils in year two, aged six and seven for all pupils. Therefore we believe</p>	<p>Breakfast club register</p>	<p>SM</p>	<p>Dec 2020 Apr 2021 Jul 2021</p>

		offering children access to a free breakfast if they are disadvantaged or not will help in turn to support academic outcomes.			
Total budgeted cost					£42, 554

6. Review of expenditure

Previous Academic Year

i. Quality of teaching for all

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

ii. Targeted support

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

iii. Other approaches

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.
 Our full strategy document can be found online at: www.aschool.sch.uk