

Pupil premium strategy statement

Before completing this template, you should read the guidance on [using pupil premium](#).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

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	Dorchester Primary School
Number of pupils in school	288 (exc Nursery)
Proportion (%) of pupil premium eligible pupils	58% (167/288)
Academic year/years that our current pupil premium strategy plan covers	2021-2022 2022-2023 2023-2024
Date this statement was published	Dec 2021
Date on which it will be reviewed	Feb 2022 / Dec 2022
Statement authorised by	Stuart Mills
Pupil premium lead	Stuart Mills
Governor / Trustee lead	Graham Wilson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£241 545
Recovery premium funding allocation this academic year	£23 925
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£265 470

Part A: Pupil premium strategy plan

Statement of intent

Our intention at Dorchester Primary is that all pupils, irrespective of background or barriers, excel both academically and socially, reaching the potential they are capable of. We want all pupils to make good progress from their starting points and be 'secondary ready' by the time they leave year 6 so that they are able to go on and lead successful lives. The focus of our pupil premium strategy is to support disadvantaged pupils achieve that goal, including those with SEND and those who are high attainers.

We have a high-proportion of disadvantaged pupils who also have other vulnerabilities: those who are open to Social Care (17%) and those who have identified special educational needs (29%) and, as a result, it is the intention of this plan to ensure that all barriers are taken into consideration when planning targeted additional support.

Quality first teaching is at the heart of our approach in ensuring that all pupils flourish, with a focus on areas in which disadvantaged pupils require additional support. Alongside this is our unwavering commitment to provide the very best emotional well-being support to all pupils so that external barriers can be addressed and children can achieve success academically.

'Education Recovery' as a result of the pandemic is a vital part of our strategy, through its targeted support and timely interventions for pupils who have been most disadvantaged by the lockdowns.

Our approach will recognise the many challenges our pupils (including non-disadvantaged) face and use diagnostic assessments to ensure the right approaches are taken. We will ensure that our pupils experience a wide, and varied curriculum, rich in experiences and visits, to address the limited experiences they have in their community. No child at Dorchester will miss out and we will continue to go above and beyond, offering support for the whole family, where required.

To ensure that our approaches are effective, we will:

- Identify barriers early and plan appropriate, targeted intervention;
- Have a whole-school approach where all staff champion children and recognise their strengths;
- Aim high - ensuring disadvantaged pupils are challenged in their activities so that they can achieve their potential.
- Recognise the impact of the pandemic and lost learning – allowing time to recap knowledge from previous year groups.

Challenges

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

Challenge number	Detail of challenge
1	Under-developed speech, language and communication skills from Nursery to KS2, which are more prevalent amongst disadvantaged pupils.
2	Less developed early reading (phonics) skills from early years to LKS2, with a small proportion of disadvantaged pupils still accessing phonics in UKS2.
3	Impact of partial and full school-closure impacting predominantly on disadvantaged pupils.
4	Significant proportion of pupils (predominantly disadvantaged) presenting with social, emotional and mental health issues (SEMH).
5	Low attendance (91% compared with 95% NPP) with an increasing number of disadvantaged pupils who are persistently absent (73% PP compared with 27% NPP)
6	Lack of aspiration and opportunity for disadvantaged pupils to experience things beyond the local community.

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
Increase the number of pupils who have secure fluency skills by the end of KS1.	Overall % of pupils passing phonics check in Y2 (postponed from previous year) and disadvantaged pupils without additional barriers at least in line with national (82%)
Greater proportion of disadvantaged pupils achieving at least ARE at the end of key milestones in all core subjects.	Increase in the percentage of PP pupils achieving GLD (65%), ARE at end of Y2 (75%) and end of Y6 (78%)
All pupils to be able to overcome SEMH barriers in order to access a full curriculum.	Sustained high levels of well-being demonstrated by: <ul style="list-style-type: none"> - Qualitative data from pupil voice, pupil and parent surveys and observations - A reduction in behavioural incidents occurring at less structured times of the day (pupils better equipped to manage their own emotions)

	<ul style="list-style-type: none"> - An increase in pupils accessing extra-curricular activities – particularly disadvantaged pupils
Increased attendance rates and reduced PA rates for disadvantaged pupils.	<p>Overall attendance for disadvantaged pupils to increase to at least 94%.</p> <p>PA % for disadvantaged pupils to reduce to <15% from 28%.</p>
Increase in pupil aspiration and wider experiences beyond the classroom	<p>'The Dorchester Dozen' implemented and all pupils have access to wider experiences during their time at Dorchester.</p> <ul style="list-style-type: none"> - Pupil/parent voice shows aspiration for their future - Parental attendance at events increases.

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: **£150 000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</p> <p>Staff Training for new phonics scheme to further develop provision across the school.</p> <p>Early Reading Team developed to implement new phonics scheme and promote a culture of reading across the school.</p> <p>Purchase of books for 'reading for pleasure' in each phase of the school.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p>Research show that supporting high-quality professional development is pivotal in improving children's outcomes. Effective PD should: build knowledge, motivate staff; develop teaching techniques and embed practice: Effective Professional Development Education Endowment Foundation EEF</p> <p>There is a growing body of evidences showing the importance of reading for pleasure for educational and personal development: Research Reading for Pleasure Education Standards Research Team</p>	2
<p>Reduce class sizes across the school to ensure better pupil : teacher ratio and that relationships are strong, leading to better achievement.</p>	<p>Evidence suggests that reduction in class sizes to twenty pupils and below can have a positive impact on pupil progress. There is some evidence suggesting additional benefits of smaller class sizes with younger pupils. Reducing Class Sizes Education Endowment Foundation EEF</p>	3 and 4

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

Budgeted cost: **£55 000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<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>Chatter packs employed in EYFS to support speech and language development.</p>	<p>Research shows that children with poor language and literacy skills at five years have lower education achievement at seven years. This is why we invest in expert S&L therapists to deliver bespoke programmes to pupils when they enter reception.</p> <p>Early identification and intervention have been essential for us in previous years in giving pupils the very best opportunities to making good progress so that they can reach ARE.</p> <p>Speech and Language Therapists Impact on Educational Outcomes Royal College of Speech and Language Therapists</p> <p>We provide all nursery pupils with a 'Chatter pack' to promote speaking and listening in the household, with parents/carers so that when children start in reception, they have a wider vocabulary.</p>	<p>1, 2 and 3</p>
<p>Daily targeted reading in KS1 to develop pupil's fluency.</p>	<p>Research shows that regular small group and 1:1 reading with an adult support pupil's fluency in reading. There is a wealth of evidence which shows the importance of fluency in pupil's reading development.</p> <p>Shining a Spotlight on Reading Education Endowment Foundation EEF</p>	<p>2 and 3</p>

Daily targeted 'catch-up' interventions delivered by Teacher / SASA	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low-attaining pupils and those that have fallen behind, both one-to-one and in small groups.</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	3
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£65 000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increase the SEMH well-being team to 2 x full time EWB workers.	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)</p>	4 and 5
<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>There is an abundance of evidence that shows that pupils who regularly miss school/are late, are more likely to fall behind in their education.</p> <p>Our own whole-school attendance data has been below national for a number of years and our percentage of persistent absentees has increased. This more evidence across our disadvantaged population. Evidence states that for disadvantaged pupils who are absent, the attainment gap between themselves and their peers widens.</p> <p>Improving School Attendance Department for Education Initiatives to Improve School Attendance</p>	5

<p>Free breakfast club provided for all pupils.</p>	<p>Research indicates that successful breakfast clubs lead to improved concentration and behaviour as well as better punctuality for some of those attending.</p> <p>As a school with a high level of deprivation we do not want any of our pupils to miss out on the opportunity of a healthy breakfast. We have seen the impact of this on both punctuality and pupil behaviour in morning lessons.</p> <p>Evaluation of Breakfast Clubs Department for Education</p>	<p>4 and 5</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>We know that pupils in areas of high deprivation are less likely to be afforded the opportunity to experience activities beyond their immediate locality. This is especially the case for disadvantaged pupils in our school. There is research to suggest that school visits improve a number of social skills and critical thinking in pupils.</p> <p>Hull and East Yorkshire Children’s University has a proven track record of supporting schools in the most disadvantaged areas in accessing a range of extra-curricular and wider opportunities.</p> <p>Showing pupils what they can achieve, and providing them with the experiences to open their eyes to the possibilities, will increase overall aspiration. We are committed to ensuring that the opportunities are afforded to all of our pupils during their time at Dorchester.</p>	<p>6</p>
<p>Contingency fund for acute issues.</p>	<p>Based on learning from the last 18months of the pandemic, our school has identified a need to set aside a small amount of funding to respond quickly to any needs that have not yet been identified.</p>	<p>All</p>

Total budgeted cost: £270 000

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 2020 to 2021 academic year.

See Previous year's plan (2020/21) for review of actions.

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

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.