

Pupil premium strategy statement 22/23

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2024 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.

This is Year 2 of a 3 year plan

School overview

Detail	Data
School name	Dothill Primary School
Number of pupils in school	330
Proportion (%) of pupil premium eligible pupils	22%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022 2022-2023 2023-2024
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Becca Butler Head Teacher
Pupil premium lead	Becca Butler
Governor	Derek Miller Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£97,110
Recovery premium funding allocation this academic year	£6,923
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£104,033

Part A: Pupil premium strategy plan

Statement of intent

At Dothill Primary School we want all our pupils to fulfil their academic potential, making good progress from their starting points and to achieve high attainment across all areas of the curriculum. The main purpose of our Pupil Premium Strategy is to support pupils identified as disadvantaged, to ensure that they have every opportunity to achieve positive outcomes and make strong academic progress.

Our strategy is built on the following principles and practices:

- A tiered approach to spending, balancing the improvement in teaching, targeted support and wider strategies.
- A focus on a small number of strategies that will make the biggest difference and ensuring that these are implemented effectively.
- Approaches adopted on the basis of a range of strong external evidence.
- The strategy is cyclical and considered part of school development planning.

Quality first teaching is the first response in our approach, increasing our pupil's cultural capital, followed by planned intervention which can be directed at the areas in which disadvantaged pupils need the most support. The desire is that, in closing the attainment gap, disadvantaged pupils are then on a level playing field with all pupils and can then maintain that progress to prevent the gap remaining.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Gaining a thorough knowledge of our disadvantaged pupils' level of attainment is the first step in developing our strategy. We will use a baseline of accurate diagnostic assessment information to inform our approaches. Then implement evidenced based strategies that complement each other to ensure the best possible outcomes for our pupils. Successful implementation of these strategies is key, and we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	<p>Our assessments and observations indicate that the education and well-being of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations in reading, writing and maths.</p>
2	<p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This can lead to issues with fluency as they develop as readers which impacts negatively on their ability and confidence to comprehend their reading.</p>
3	<p>Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps amongst many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent amongst our disadvantaged pupils than their peers.</p>
4	<p>Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils as well as a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Teacher referrals for support have markedly increased during the pandemic. 24 (5 of whom are disadvantaged) have received small group interventions to support with SEL.</p>
5	<p>Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been on average 3.81% lower than for non-disadvantaged pupils.</p> <p>Pre-COVID the number of disadvantaged children who were persistently absent was consistently falling year on year, however, COVID has had a negative impact on this and currently in the autumn term of 21/22 33% of disadvantaged pupils have been 'persistently absent' compared to 21% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>

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
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2023/2024 show that the number of disadvantaged pupils meeting the expected standard is in line with all pupils nationally.
Improved writing attainment for disadvantaged pupils at the end of KS2.	KS2 reading outcomes in 2023/2024 show that the number of disadvantaged pupils meeting the expected standard is in line with all pupils nationally.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 reading outcomes in 2023/2024 show that the number of disadvantaged pupils meeting the expected standard is in line with all pupils nationally.
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2023/2024 demonstrated by: <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations. • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2023/2024 demonstrated by: <ul style="list-style-type: none"> • the overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being in line. • The percentage of all pupils who are persistently absent being below 10% and the figure among disadvantaged pupils being no more than 3% lower than their peers.

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: £ £40,044

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Use standardised diagnostic assessments to inform learning needs.</p> <p>Use accurate and effective feedback methods to improve attainment and progress.</p> <p>Accurate moderation of assessment data internally and externally.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction and feedback.</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/assessment-feedback?utm_source=/guidance-for-teachers/assessment-feedback&utm_medium=search&utm_campaign=site_searchh&search_term</p>	1, 2
<p>Embedding oracy activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>Ongoing training and coaching to support oracy opportunities</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	3
<p>Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</p> <p>Ongoing training and coaching for phonics staff.</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:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	2
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the</p>	1

<p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD.</p>	<p>Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3</p>	
<p>Enhancement of our reading teaching and curriculum planning in line with DFE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access resources and CPD.</p>	<p>The DfE Reading Framework has been produced drawing on evidence-based approaches: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1000986/Reading_framework Teaching the foundations of literacy - July-2021.pdf</p> <p>The EEF guidance is based on a range of the best available evidence:</p>	1
<p>Enhancement of our writing teaching and curriculum planning in line with EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access resources and CPD.</p>	<p>The EEF Literacy guidance reports have been produced drawing on evidence-based approaches: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p>	1
<p>Develop/purchase of high-quality homework resources.</p> <p>We will support learning for those with limited access to a quiet learning space at home.</p>	<p>Although evidence is more limited at primary school the average impact of homework is positive across primary and secondary.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/home-work?utm_source=/education-evidence/teaching-learning-toolkit/home-</p>	

	work&utm_medium=search&utm_campaign=site_search&search_term=home work	
<p>Improve the quality of social and emotional learning (SEL).</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<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

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

Budgeted cost: £ 36,449

Activity	Evidence that supports this approach	Challenge number(s) addressed
Develop a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	1,3
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	2
<p>Pre-teaching tuition to support learners to 'keep up'.</p> <p>A significant proportion of the pupils who receiving support will be disadvantaged,</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p>	1

including those who are high attainers.	Small group tuition Toolkit Strand Education Endowment Foundation EEF	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 27,540

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on behaviour management approaches with the aim of developing our school ethos and improving relationships across school.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	4
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	5
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £ 104,033

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes completed September 2022

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

Teaching (for example, CPD, recruitment and retention)

Activity	Impact	Challenge number(s) addressed
<p>Use standardised diagnostic assessments to inform learning needs.</p> <p>Use accurate and effective feedback methods to improve attainment and progress.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly and the appropriate feedback is given.</p>	<p>White Rose is used in maths every half term to carry out assessments on learning taught to date. Based on this, teachers are becoming experienced in analysing and finding knowledge gaps to inform teaching.</p> <p>The next step in maths is to have pre/post teaching interventions to ensure that children are keeping up rather than catching up.</p> <p>Writing is assessed against age related expectations. This is evidence based on an assessed piece of writing. Training has taken place to ensure that teachers are assessing accurately and using the assessment information to plan intervention steps for pupils in pre/post teaching.</p> <p>Pupil/teacher conferences have proven successful in supporting progress as this gives an opportunity for teachers to give clear, specific individualised feedback for the pupils to be able to take immediate action to improve their work.</p> <p>Twinkl assessments are used for reading. This is comprehension based in line with SATS papers. Again, this provides the teachers with a way of identifying knowledge gaps for groups and individuals. Next step interventions then inform pre/post teaching.</p>	<p>1, 2</p>

Year 2		Reading			Writing			Maths			Combined		
		PPG	Gap	All	PPG	Gap	All	PPG	Gap	All	PPG	Gap	All
Autumn End of Term Y2	OT	20.00% (2/10)	26.9% (15/32)	46.88% (15/32)	20.00% (2/10)	23.8% (14/32)	43.75% (14/32)	20.00% (2/10)	26.9% (15/32)	46.88% (15/32)	10.00% (1/10)	30.6% (10/32)	40.63% (13/32)
Spring End of Term Y2	OT	30.00% (3/10)	26.3% (18/32)	56.25% (18/32)	10.00% (1/10)	36.9% (19/32)	46.88% (15/32)	40.00% (4/10)	13.1% (17/32)	53.13% (17/32)	10.00% (1/10)	33.8% (11/32)	43.75% (14/32)
Summer End of Term Y2	OT	40.00% (4/10)	26.7% (22/33)	66.67% (22/33)	10.00% (1/10)	35.5% (15/33)	45.45% (15/33)	50.00% (5/10)	10.6% (20/33)	60.61% (20/33)	10.00% (1/10)	35.5% (15/33)	45.45% (15/33)

The gap is diminishing in reading and maths in Year 2; however, it is clear to see that there continues to be a large attainment gap between pupil premium pupils and all pupils.

End of KS2

	Combined EXS+	Reading EXS+	Writing EXS+	Maths EXS+
ALL	44.3 (59)	84.3 (74) (-1.22)	50 (69) (-3.97)	58.6 (71) (-3.02)
PPG	37%	53%	53%	

As the gap in attainment and progress between pupil premium children and all children continues in all year groups, we will be having an added focus at pupil progress meetings in 22/23.

Embedding oracy activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.

We will purchase resources and fund ongoing teacher training and release time.

High quality classroom discussion is expected in every lesson. This is developed by:

- targeted reading aloud and book discussion with young children;
- explicitly extending pupils' spoken vocabulary;
- the use of structured questioning to develop reading comprehension; and
- the use of purposeful, curriculum-focused, dialogue and interaction.

A clear progression of the expected vocabulary for each subject areas has been mapped out in the form of a knowledge organiser. This key vocabulary is now mapped out on the medium-term planning for science. This is supporting teachers in developing the use and understanding of appropriate language in lessons. Feedback from monitoring for mathematics and science shows that pupils are making better use of vocabulary to explain their learning. A set of questions have

3

	<p>been agreed to be used by subject leaders when carrying out a learning walk to check for pupil metacognition in terms of what they are learning and how well they are explaining their thinking.</p>	
<p>Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</p>	<p>RWI has been renewed and we have access to all resources and online training. We have had whole school in-person training to remind all staff of the basics of phonics teaching.</p> <p>A dedicated RWI leader is ensuring fidelity to the scheme across all staff teaching phonics.</p> <p>Interventions have continued into Years 3/4/5 to ensure that those children who had not passed the phonics screening by Year 2 were continuing to receive quality teaching to close the gaps.</p> <p>Feedback from Phonics learning walk (STSA advisor):</p> <ul style="list-style-type: none"> • All phonics is being taught at the same time in EYFS and KS1. • Good fidelity of language to the scheme. • Calm settled children who listen well with high levels of concentration within some groups. • Working areas well set out with all appropriate resources ready. • The crib sheet in supporting adults in working through the steps of the phonics lesson. (There is a feel that staff are taking still in the learning process with confidence growing) • Pace and expectation have greatly improved. • The phonics lead knows the teaching team well and is addressing any issues observed in the lesson, through coaching and training sessions. • Common exception words relating to the appropriate stage are on display and pupils were able to explain what these were in relation to “red words”. <p>Groups are much smaller, and this is allowing adults to:</p> <ul style="list-style-type: none"> • Target the support for pupils in more focused teaching groups (the phonics lead was clear about the pitch of each phonic group). • Check that all pupils are engaged in the learning and are repeating sounds and blending with good responses from pupils. 	<p>2</p>

	<ul style="list-style-type: none"> • Model the phonemes effectively for pupils (When this was not the case the phonics lead intercepted and modelled the correct sound – this member of the team is being tutored by the phonics lead). • Refer to the speed sounds to support pupils in identifying the correct phoneme (charts are on display in all areas where the teaching of phonics is taking place). • Good transitions from working as a group on the floor to moving to writing at tables. • Effectively model the correct handwriting formation and to move around the group to check and correct formation using live marking. (The phonics lead was aware when this was not the case and is offering additional tutoring for the member of staff). • Clear procedures for recording phonemes and words in pupil books. • Effectively model the procedures for paired reading using the ditty books and to monitor the pairs of readers. <p>In Summer 2022 the Year 1 phonics screening showed 80% of all Year 1s working at the expected standard. There were 4 pupil premium children in that cohort and 1 of these pupils passed the phonics screening. This is 25%. Although the numbers of PPG are small it is showing a large gap that needs continued work in order to diminish. In 22/23 pupils will be having specific interventions from freshly trained staff. All staff will receive a refresher and a dedicated phonics coach will monitor progress, specifically for PPG.</p>	
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD.</p>	<p>Staff meeting time has been dedicated to maths teaching with new elements introduced. This has ensured that consistent teaching is happening across year groups and whole school as a format is followed provided by White Rose resources. Elements introduced are:</p> <p>Flashback four – retrieval of prior learning Get ready – AFL for the teaching to be received</p>	<p>1</p>

	<p>Instructional, qualifying and depth model</p> <p>ECTs have accessed maths hub training and this has improved the quality of their maths teaching.</p> <p>Maths leader has attended maths hub training focussing on pupils with EAL. This training has been disseminated to staff through staff meetings</p>	
<p>Enhancement of our reading teaching and curriculum planning in line with DFE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access resources and CPD.</p>	<p>See Phonics above</p> <p>More phonics resources have been purchased to ensure that all pupils get access to phonically decodable books.</p> <p>Quality texts have been identified and purchased for Key stage 2.</p> <p>Fiction library has been established to help develop a love for reading. This is a special place that classes visit each week where quality texts are shared and where children can choose books based on recommendations. Pupils are encouraged to articulate their reasons for choosing books and what it is that they like about them.</p> <p>Reading leader has created a VIPERS document which supports progression in reading. It gives the pupils and teachers the language and vocabulary that they need to articulate their learning and to identify gaps in the reading progression.</p> <p>Staff meeting time has been allocated to support teachers in developing reading progression.</p> <p>A daily story has been introduced in each class to support a love for reading.</p> <p>Some of our PPG children fall within the bottom 20% of readers in the class. They are heard to read daily and their reading diaries are monitored more closely.</p>	1
<p>Enhancement of our writing teaching and curriculum planning in line with EEF guidance.</p>	<p>The quality texts purchased for reading have been used effectively to enhance to contexts for writing.</p> <p>There has been a big focus on grammar and punctuation. Staff meeting time has been allocated to ensure all staff, including support staff, are clear on the grammar being taught and that they can articulate it accurately.</p>	1

<p>We will fund teacher release time to embed key elements of guidance in school and to access resources and CPD.</p>	<p>Writing in Year 1 has been developed to follow through more smoothly from EYFS. This has ensured that children leaving EYFS have a smooth transition into Year 1 writing, and their learning can be built upon.</p>	
<p>Purchase of high-quality homework resources.</p> <p>We will offer a homework club for those with limited access to a quiet learning space at home.</p>	<p>Times Tables Rockstars has been purchased. This has been effective in providing many practice opportunities for pupils to develop their times tables knowledge and fluency. All pupils have access to TTRS at home and teachers have ensured that pupil premium pupils are able to access TTRS through technology at home. Two pupil premium children were identified as having no access to technology at home and we have been able to give them laptops for use at home to access their home learning. This meant that the homework club was not required as all pupil premium pupils can access it.</p> <p>Phonics bug used to ensure that children are able to access a range of texts at home. We also purchased a wide range of RWI home reading books to ensure that we had enough home books that could be phonologically decoded.</p>	
<p>Improve the quality of social and emotional learning (SEL).</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>Wellbeing checks are used effectively in class. Children are able to safely come into the classroom and place their names discreetly on the checker. This identifies to the teacher how the children are feeling and gives opportunity for children to talk to a safe person about their concerns. Teachers are monitoring how often this is being used by pupil premium children</p> <p>Calm Brain has been trialled in a number of classes with a high number of pupil premiums children. This proved so successful that we have since attended training and purchased the full resource. This will be used in all classes from September 2022. This is a resource that was developed by an educational psychologist to focus on brain integration, calming the lower area of the brain which is where stress, anxiety and mental health are routed. The lower brain encourages children to be at ease. This is having a very positive impact with all children but specifically with children eligible for pupil premium.</p> <p>All staff have received training from the educational psychologist to help us to understand the needs of children with autism. This is good practice to be used with all pupils and particularly support the children who are pupil premium.</p>	4

	<p>We developed whole staff training on a restorative approach to behaviour management. This has really helped those children who find it hard to conform to classroom norms. All staff now have a clearer understanding of the need to develop positive relationships with all pupils – particularly those pupil premium pupils who need to know that there is someone there for them.</p> <p>Every classroom has a dedicated well being area which gives pupils a safe space to have some time away from the classroom when required.</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Activity	Impact	Challenge number(s) addressed
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</p>	<p>Individuals identified for targeted support which enables keep up rather than catch up in Key Stage 1.</p> <p>In Key Stage 2 there are dedicated phonics interventions taking place with identified pupils who have not yet reached the standard of the phonics screening check.</p> <p>In Year 1 the four pupil premium children were identified for additional support. All four made progress with the following results</p> <p>Child one 13 Child two 13 Child 3 32 Child 4 23</p> <p>These children made improvements of up to 10 marks which is very positive, however there continues to be a gap between all pupils and pupils eligible for PPG so we will continue in 22/23 to ensure that pupils are keeping up with the phonics programme and catching up where necessary.</p>	<p>2</p>

<p>Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p>	<p>In 21/22 we had 10 tutor groups running for 30 identified year 5 and 6 children. Of these children 14 were eligible for PPG. All of the children identified for tutoring made progress at some level however this didn't always result in the child reaching the age-related expectations. Of the seven year 6 pupils identified 2 reached ARE in reading and writing and no one reached ARE in maths. There is clearly further work that needs to be undertaken to identify the specific gaps for these pupils to ensure a swifter catch up. The focus for 22/23 is definitely one of keep-up rather than catch -up. Pre and post teaching interventions are planned to support this.</p>	<p>1</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Activity	Impact	Challenge number(s) addressed
<p>Whole staff training on behaviour management approaches with the aim of developing our school ethos and improving relationships across school.</p>	<p>The Behaviour Policy was reviewed and is on the school website. This has been a major way forward for the school in terms of developing a shared and understood way of working. Information about this new approach to behaviour management was shared with the governors. The whole school approach and policy is based on the book "When Adults Change Everything Changes" by Paul Dix and is based on a restorative approach and developing a whole school culture to behaviour management. This was well received by staff and is changing attitudes to understanding and managing the range of behaviours that pupils display. There is a real feel of a consistent belief and approach across the school with adults working as a team. This approach was supported through Verbal Intervention training which took place for all adults in school to support the de-escalation of conflict. Learning walks confirm that behaviour for learning is good across the school. Pupils are polite and respectful as they move around the school. Adviser discussion with groups of pupils confirms that they believe that behaviour is good at Dothill Primary School. They feel that lessons are rarely disrupted by poor behaviour and teachers are quick to deal with any negative behaviour that occurs so that everyone can learn and play safely and happily. One pupil said, "Sometimes the behaviour goes a bit funny if the lessons are exciting".</p>	<p>4</p>

A Y6 pupil stated:
“If someone has done something they shouldn’t do then the teachers will come and speak with the children. They talk to people about the situation to sort it, we have a special person called Mrs S who helps us understand and solve a problem.
“When a problem has occurred, we are listened to, it is fair, and we are not made to do things”
 Pupils are clear about what bullying is and the different forms it may take. Pupils felt that bullying does not happen at their school. They said the following:
“People might have a different point of view; we need to listen to them.”
“People have different abilities; everyone is good at something. Sometimes people bully, it does not happen here.”
 They also went on to say,
“People may be a bully because they have been bullied themselves or they could be jealous.” They know that the adults in school would take action to stop it from happening.”

Embedding principles of good practice set out in the DfE’s [Improving School Attendance](#) advice.
 This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.

Facility CMS
 StartDate: 01/09/2021 EndDate: 01/07/2022
 Termly absence return by year (Pupil Profiles)

Course	Year	% of pupils on roll	No of pupil sessions	Absences authorised	Absences unauthorised	Absences all	Attendance
Foundation	3	4	1358	92	13	105	1251
Key Stage 1	1	4	1182	78	13	98	1082
	2	7	2018	115	47	162	1856
Key Stage 2	3	18	4334	342	42	384	3950
	4	30	3296	197	88	278	3000
	5	34	4393	429	112	536	3857
	6	20	4688	303	52	355	4333
Total		73	22188	1621	408	2027	21171
Percentage:						8.74	91.26

Facility CMS
 StartDate: 01/09/2021 EndDate: 01/07/2022
 Termly absence return by year

Course	Year	No of pupils on roll	% of pupil sessions	Absences authorised	Absences unauthorised	Absences all	Attendance
Foundation	3	81	1280	72	10	82	1198
Key Stage 1	1	81	1782	70	11	81	1701
	2	33	1128	41	10	51	1077
Key Stage 2	3	44	1418	116	13	129	1289
	4	58	1997	130	19	149	1808
	5	58	1888	105	19	124	1764
	6	78	2387	137	18	155	2232
Total		387	11763	581	80	661	11102
Percentage:						5.73	94.27

5

	<p>Our attendance data for 21/22 shows that attendance for pupils with PPG has narrowed slightly over the year to a gap of 3.02%</p> <p>In July 2022 58 pupils finished the academic year with an attendance below 90%. Of these pupils 20 of them were PPG.</p> <p>There is still a long way to go to improve that attendance of pupils and to narrow the gap between those who are disadvantaged. The strategies that we have in place are having an impact and we need to continue with these to ensure that this continues.</p>	
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Further information

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- Engaging with the RADY project with support of the Local Authority and accessing the Professional Learning Platform modules from Challenging Education to support our professional development in supporting disadvantaged pupils.
- Engaging with the Creating Active Schools Pilot to increase opportunities for physical activity for all pupils. This will be of particular benefit to disadvantaged pupils in offering enhancement activities.
- Engaging with the Autism in Schools pilot to improve the opportunities for pupils with autism. The approach to pupils with autism can be of benefit to all pupils, including disadvantaged.

Details of Costings 22/23

<p>Teaching (for example, CPD, recruitment and retention)</p> <ul style="list-style-type: none"> Identified children to attend nurture bubble in PM sessions Immediate feedback is given to pupils in lessons. Moderation by planning partner and SLT (Focus EYFS/Year 2/Year 6) Planning support from SLT when required Purchase and use of x tables rock stars Purchase and use of Test base Support from reading lead with phonics. Purchase of Seesaw in support of homework Purchase of RWI and Bug Club Additional RWI training (22/23) <ul style="list-style-type: none"> 1 day a week teacher to cover release R,W,M subject leader release for CPD, assessment and monitoring CPD related to actions 	<p>5 hours scale 1 TA each week 3 hours per term moderation by SLT 3 hours per term planning support by DHT</p> <p>Annual subscription</p> <p>Annual Subscription</p> <p>Annual subscription</p> <p>Annual subscription Whole school day Leadership days x2 Online support</p>	<p>£1699</p> <p>£2800</p> <p>£550</p> <p>£450</p> <p>£600</p> <p>£1800</p> <p>£3000 £1500</p> <p>£7020 £14,625</p> <p>£6000</p>
		<p>£40,044</p>
<p>Targeted academic support (for example, tutoring, one-to-one support structured interventions)</p> <ul style="list-style-type: none"> An experienced HLTA deployed to support in year 1/2, 3/4, 5/6 Homework club led by SLT Subsidiary of National School Led Tutoring Funding Pre-teaching interventions to support 'keep up' 	<p>15 hours a week HLTA 2 hours a week 26 pupils x 67.50</p> <p>Scale 1 TA in each class 1 hour a week</p>	<p>£20,629</p> <p>£11,800 21/22 only</p> <p>£4020</p>
		<p>£36,449</p>
<p>Wider strategies (for example, related to attendance, behaviour, wellbeing)</p> <ul style="list-style-type: none"> Learning mentor employed to offer interventions to groups and individuals to remove social and emotional barriers to learning Learning mentor has another identified member of the support team to support her work, due to increased numbers following COVID19 school closures. ELSA training from EP service Lunchtime structure 	<p>HLTA x 20 hours a week</p> <p>Scale 1 TA 5 hours a week</p> <p>ELSA supervision Playground equipment</p>	<p>£12580</p> <p>£1543</p> <p>£150 £200</p>

<ul style="list-style-type: none"> • Access Future in Mind Project to support the mental health and wellbeing of pupils, ensuring learning mentor receives training and skills development • Pupil chronology analysed and used effectively for support 	Annual subscription 9 hours HLTA Purchase CPOMS Annual subscription	£350 £980
<ul style="list-style-type: none"> • Admin time to monitor pupils' attendance and follow up quickly on absences using first day response • 3 weekly meeting with head teacher and deputy to analyse attendance and discuss appropriate actions • Head teacher time to meet with parents to ensure engagement and offer support if necessary • After school enrichment clubs 	Admin 15 hours a week 12 meetings per year Including prep Early help support plan meetings X12 Resources	£7705 £2500 £772 £760
		£27,540
	Total	£104,033