

Pupil premium strategy statement – Dodford First School

This statement details our school's use of pupil premium (and recovery 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

Detail	Data
Number of pupils in school	7
Proportion (%) of pupil premium eligible pupils	11.3%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 – 2022 2022 – 2023
Date this statement was published	December 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Mrs Lisa Parkes
Pupil premium lead	Mrs Lisa Parkes
Governor / Trustee lead	Mrs Sarah Wilkes

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 9695
Recovery premium funding allocation this academic year	£ 1000
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£ 0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£ 10695

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good levels of progress and attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. High-quality teaching (through highly trained and experienced teachers and support staff) is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers. Our strategy is also integral to wider school plans for education recovery following the COVID-19 pandemic, notably in its targeted support through tutoring and interventions for pupils whose education has been worst affected, including non-disadvantaged pupils. Our approach will be responsive to common challenges and individual needs, rooted in robust summative and formative assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to enable pupils to excel across all areas of the curriculum. We encourage children to face challenge, to become more independent and develop their academic skills, celebrate their creativity and understand the importance of a positive mindset and good mental health and wellbeing. This will be achieved by all staff members having training through targeted CPD sessions, in and out of school and the Dodford curriculum, designed to meet our children's needs.

Challenges

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

Challenge number	Detail of challenge
1	Higher percentages of children are entering school with speech, language and communication difficulties. More intensive intervention required and a slower pace being required when teaching early reading and phonics.
2	Children are still impacted by the COVID pandemic – both academically and socially and emotionally. Higher numbers of anxious children across school who need nurture and support interventions from the school staff, this impacts on the time for academic interventions.
3	Impact from COVID pandemic has resulted in groups of children with widened gaps in their reading, writing and maths knowledge, working well below ARE

	but the majority not identified as SEND, children that found learning challenging before the pandemic and continued to make slower progress than expected on return in to school.
4	Attendance is lower for some of our disadvantaged pupils then their peers which will have a negative impact on their progress as these children need repetition in their targets and gaps in attendance will affect how quickly targets are met.
5	Pupil voice indicates that for some of our disadvantaged pupils, engagement in enrichment activities, either in school or out of school is very limited. The school needs to encourage children to sign up to clubs and on to pupil voice teams to ensure they have the same opportunities as their peers.

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
Providing classroom environments that encourage children to use oral language and extend their vocabulary, improving outcomes for children with speech and language difficulties – improved phonetical knowledge.	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. Speech and language targets reviewed 6 weekly and gaps narrowed – quicker discharge rates achieved from external agency services.
Improved reading attainment among disadvantaged pupils, as well as other identified pupils across the school (lowest 20% attainers).	KS1 reading outcomes in 2023/24 show that the percentage of pupils, including disadvantaged pupils met the expected standard in line with national standards. Year 1 phonics standards increase for disadvantaged pupils in line with their peers. Parental engagement increased - attendance at parent information evenings, family reading sessions, newsletters encourage culture of reading.
Improved maths attainment for disadvantaged pupils at the end of Year 4.	Year 4 maths outcomes in 2023/24 show that all disadvantaged pupils made at least expected progress from their KS1 result.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing by 2023/24 demonstrated by: qualitative data from pupil voice, and parent surveys and teacher observations. A significant increase in participation in enrichment activities, particularly among disadvantaged pupils, pupil voice surveys.

To continue to monitor and sustain improved attendance for all pupils, particularly our disadvantaged pupils, giving support to their families to enable this to happen	Persistent absence remains at 0% and those pupils whose attendance falls below national/school expectations are monitored and families engage with schools to improve their attendance, narrowing the gap.
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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: £3000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to purchase Little Wandle phonics materials and books for key stage 2.	Accredited phonics programme was needed to ensure consistency across the school (OFSTED, 2022) and new approaches in guided reading will improve reading comprehension outcomes.	1, 3, 4
Continue to support staff via CPD in Little Wandle phonics and White Rose maths.	New teaching methods require the support of high quality CPD sessions for staff that have been employed since September 2022 to support teaching staff.	1, 3, 4

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

Budgeted cost: £6195

Activity	Evidence that supports this approach	Challenge number(s) addressed
Tutor groups across years 1 to 4 – maths and English focus	Formative and summative assessment and class observations show that groups of children are either baseline or below expected level in phonics in Year 1 and retakes in Year 2 or have	3

	restricted knowledge of times tables in key stage 2.	
Employment of staffing to support disadvantaged pupils in the classroom	Those significantly behind in their learning require additional resources, catch up programmes and scaffolded resources and teaching methods that need additional support staff.	1, 2, 3
Nurture groups – listening skills, team building, sharing, friendships	Groups have been identified within years 1, 2 and 4 who need support in these areas by their class teachers. Interventions have been created to meet their needs which are built into the weekly timetable.	1, 2

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

Budgeted cost: £1500

Activity	Evidence that supports this approach	Challenge number(s) addressed
New motto, ethos and values led curriculum introduced across the school.	Children need an approach that reflects their needs and a previous focus character focuses the children with their learning – they identify with different values and build on these values within themselves – making connections and building the skills they will need for future lives and learning.	2, 5
Continued celebration of 100% attendance each half term to encourage others to also to have high attendance.	Attendance continues to be a strength at the school by having attendance reported on the weekly newsletter each week and certificates given out to 100% attenders every half term.	4
Increase the number of extra-curricular activities after school and enrichment activities within the curriculum.	Pupil voice has expressed the types of extra-curricular activities that they want in school. Allowed children to access activities such as piano lessons and art clubs which come at a cost. Parental and pupil feedback to enrichment activities within school demonstrates positive impact the activities are having on the pupil's wellbeing and engagement in school.	2, 5

Total budgeted cost: £10,695

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Children accessed spelling, phonics and maths tutor groups to accelerate progress in these areas, made some progress in addressing the gaps created by the pandemic.

Nuture groups and support provided for children who had been adversely affected by the pandemic due to loss, bereavement or ongoing family trauma, allowed these children to re-engage with their learning and able to deal with their emotions whilst in school. This was evidenced through parental emails, meetings, phonecalls and pupil voice.

(Percentages and year groups are not identified within here as the number of children is low and would identify individuals.)

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
n/a	