

# Pupil Premium Strategy Statement 2023-2026



This statement details our school's use of pupil premium (and recovery premium for the 2023 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.

## School overview

Detail	Data
School name	Dorridge Primary School
Number of pupils in school	693
Proportion (%) of pupil premium eligible pupils	6.8%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023-2026
Date this statement was published	December 2023
Date on which it will be reviewed	May 2024
Statement authorised by	Ros Ashe
Pupil premium lead	Jodie Hales/Gemma Thelwell
Governor / Trustee lead	Antoinette Fisher

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£59655
Recovery premium funding allocation this academic year	£6525
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£66180</b>

# Part A: Pupil Premium Strategy Plan

## Statement of intent

At Dorridge Primary, we have high aspirations and ambitions for our children and we believe that all learners should be able to reach their full potential. All members of staff and the governing body accept responsibility for disadvantaged pupils and are committed to meeting their pastoral, social, emotional and academic needs within a caring and nurturing environment. We will consider the challenges faced by vulnerable pupils and use research conducted by Education Endowment Foundation to inform and support decisions around the use of different strategies and their value for money.

### Key Objectives for our disadvantaged pupils

To close the gap for disadvantaged pupils to achieve academically in line with non-disadvantaged pupils

To ensure disadvantaged pupils have access to wider curriculum opportunities

To provide all pupils with social, emotional and mental health support

To inspire and prepare disadvantaged pupils as lifelong learners

To ensure attendance of disadvantaged pupils continues to in line or greater than the national average.

### Key Principles

To deploy teaching and learning support in addition to that in the classroom, providing targeted intervention for disadvantaged pupils

To ensure pupils social, emotional and mental health needs are met through the recruitment of a highly skilled and qualified family support worker.

Weekly Vulnerable Core Group meetings enabling us to act early to intervene at the point where need is identified.

A rigorous whole school approach in which all staff take responsibility for supporting SEMH of vulnerable pupils.

	School pupils eligible for pupil premium	National disadvantaged	School pupils not eligible for pupil premium	National non-disadvantaged
% achieving expected standard or above in reading, writing & maths	64% (2023)	43% (2022)	75% (2023)	65% (2022)
% at expected standard in reading	91% (2023)	63% (2022)	86% (2023)	80% (2022)
% at expected standard in writing	73% (2023)	56% (2022)	81% (2023)	75% (2022)
% at expected standard in maths	64% (2023)	57% (2022)	92% (2023)	78% (2022)

## Challenges

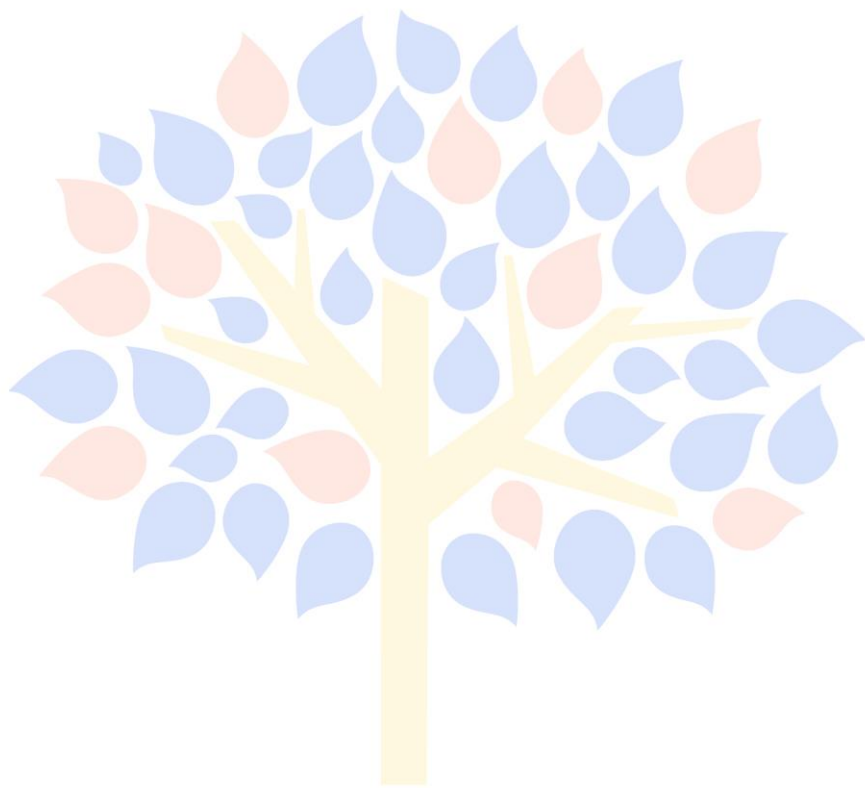
This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Increased social, emotional and mental health needs of pupils and families
2	Increasing number of vulnerable families and pupils attending Dorridge Primary School
3	Gap between disadvantaged and non-disadvantaged pupils particularly in maths.
4	Lack of independence to take ownership of their learning.

## 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
Children identified earlier and then regular access to a highly skilled family support worker to support those children with SEMH needs	Reduced social, emotional and mental health needs
Targeted interventions and support for disadvantaged pupils to be put in place.	Disadvantaged English and maths attainment is more in line with non-disadvantaged pupils.
To close the gap for disadvantaged pupils to achieve academically in line with non-disadvantaged pupils.	High quality intervention to meet age related expectation for PP pupils at the end of EYFS. Quality PP intervention and nurture groups Year1 – Year 6 to enable PP pupils to make rapid progress and achieve in line with non-disadvantaged pupils.
To ensure disadvantaged pupils have access to wider curriculum opportunities	PP pupils attendance at school trips, after school clubs and music tuition for those who wish to attend.
To ensure attendance of disadvantaged pupils is in line with non-disadvantaged pupils	Attendance of disadvantaged pupils is in line with non-disadvantaged. Reduced poor attendance through rigorous monitoring and actions by school in conjunction with Central School Attendance Welfare Service and in school attendance officers.



## 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: £18,581.21

Activity	Evidence that supports this approach	Challenge number(s) addressed
Mentor Link Counselling Sessions £361	Research proves that providing tailored mentoring to children who are struggling with their SEMH, removes barriers to learning and provides them with an opportunity to channel their emotions in a positive direction.	1
TLSA works specifically to those PP pupils 4 pm's a week £10812	EEF research guidance: <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assitants">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assitants</a> 'Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress	3
Memory and Cognition Training for teaching staff £1381.50	With Ofsted's focus on 'learn more and remember more', this training focuses on what memory is and how we can develop teaching approaches that support memory and thinking.	3 & 4
Subscription to online training portal – National College £1026.71	Catalogue of school specific training courses to upskill our staff on an ongoing cycle of CPD	1
Resources £5000.00	Allocation of funds to ensure that our disadvantaged students have equal access to appropriate resources to support their learning	1

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

Budgeted cost: £9622.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
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School led interventions	EEF research guidance: <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</a> 'Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress.	3
SEMH /SISS interventions £5760	Pupils attendance at school is good where this support has been put in place in previous years. They develop good behaviours for learning and demonstrate good strategies and coping skills to manage and regulate their emotional well-being.	1
In class support for PP pupils	'Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress.	3
SHINE intervention programmes supporting pupils English and Maths. £960	Targeted precision teaching in English and Maths from MARK reading, gaps and maths assessments. 'Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress.	3
Tuition through Connex Education – Summer Term £2902.50	Targeted intervention with a dedicated teacher to support the transition to the next year group for those with the biggest gaps in learning.	3

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

Budgeted cost: £39,179

Activity	Evidence that supports this approach	Challenge number(s) addressed
CSAWS Central School Attendance and Welfare Service £1,503	<a href="#">EEF Attendance Interventions impact</a>	2

Family Support Worker runs Lunchtime Clubs and targeted SEMH support sessions £29,212	From previous years when lunchtime clubs have been run, pupils developed greater confidence and independence skills	1, 2 & 4
Loudmouth theatre group – workshops for children £1600	Relationships and safeguarding programmes to support our Personal, Social, Health and Economic education	1 & 4
My Concern subscription £864	All vulnerable pupils and families are supported and swift action is taken by DSL's to provide the best opportunities for pupils and families	2
Contributions to school trips and wider opportunities for PP pupils £6k in the budget	All pupils experience all wider opportunities available	1 & 4
Forest School for Year R, 3 and 5 pupils	Key findings of Forest School Research: <a href="https://www.forestresearch.gov.uk/research/forest-schools-impact-on-youngchildren-in-england-and-wales/">https://www.forestresearch.gov.uk/research/forest-schools-impact-on-youngchildren-in-england-and-wales/</a>	1

**Total budgeted cost: £ 67,382.71**

## 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.

#### Whole School Pupil Premium Data 2023

YEAR GROUP		SUMMER 2023							
YEAR 1		AU	SP	SU	WBY	WTS	EXS	GDS	WAY
PP	READ	6	6	6	2	1	3	0	0
PP	WRIT	6	6	6	2	1	3	0	0
PP	MATHS	6	6	6	2	1	3	0	0
YEAR 2					WBY	WTS	EXS	GDS	WAY
PP	READ	7	7	7	0	3	1	3	0
PP	WRIT	7	7	7	0	3	3	1	0
PP	MATHS	7	7	7	0	3	2	2	0
YEAR 3					WBY	WTS	EXS	GDS	WAY
PP	READ	7	7	7	0	2	3	2	0
PP	WRIT	7	7	7	0	4	3	0	0
PP	MATHS	7	7	7	0	0	7	0	0
YEAR 4					WBY	WTS	EXS	GDS	WAY
PP	READ	5	5	5	1	1	2	1	0
PP	WRIT	5	5	5	1	2	2	0	0
PP	MATHS	5	5	5	1	1	3	0	0
YEAR 5					WBY	WTS	EXS	GDS	WAY
PP	READ	9	9	9	1	1	4	3	0
PP	WRIT	9	9	9	2	5	2	0	0
PP	MATHS	9	9	9	2	0	5	2	0
YEAR 6					WBY	WTS	EXS	GDS	WAY
PP	READ	11	11	11	0	1	6	4	0
PP	WRIT	11	11	11	0	3	7	1	0
PP	MATHS	11	11	11	0	4	5	2	0

### 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*