



Dorchester Primary School Pupil Premium Strategy Statement

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
Number of pupils in school	570
Proportion (%) of pupil premium eligible pupils	16%
Academic year/years that our current pupil premium strategy plan covers	2020/21 2021/22 2022/23
Date this statement was published	22 nd October 2021
Date on which it will be reviewed	21 st October 2022
Statement authorised by	Cathy Bell
Pupil premium lead	Gemma Hall
Governor / Trustee lead	Jane Templeman

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£95495
Recovery premium funding allocation this academic year	£10295
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	N/A.

Part A: Pupil premium strategy plan

Our vision for the children eligible for Pupil Premium Funding is that *the attainment and achievement of children receiving Pupil Premium, compared to those children who do not, is narrow and closing. Pupil Premium funding is used to provide additional support groups and experiences to enhance and enrich the curriculum.*

Challenges

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

Challenge number	Detail of challenge
1	A gap between the age related expectations and the attainment of the children who are disadvantaged
2	Attendance overall is of disadvantage pupils is lower than the non-disadvantaged, including a higher level of persistent absence
3	Emotional needs and low self-esteem of some disadvantaged children mean that they are not as ready to learn when they arrive at school
4	Speech and Language needs of some disadvantaged pupils mean that they find it more challenging to access the learning in the classroom
5	Behaviour of some disadvantaged pupils masks their additional emotional needs
6	Some of the disadvantaged children do not have access to the same level of cultural capital opportunities outside of school and therefore have found accessing the learning in the wider curriculum more difficult

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.

Objective: (Challenge #1)	
To remove the gap between the age related expectations and the attainment of the children who are disadvantaged compared to those who are not	
Action	Intended outcome
Quality first teaching for all	All children will have good or better outcomes based on the teaching they receive in class
Differentiation for all	All children will have access to the learning at the right level for them and make age related or better progress LSA support in class will ensure that the class teacher and / or LSA work with disadvantaged pupils for part of every lesson
Teacher to conduct 1:1 conferences with disadvantaged children	Teachers to meet 1xtermly with disadvantaged children in their class for 15 minutes each to enable a meaningful termly discussion with each disadvantaged child which addresses barriers to learning, celebrated progress and allows time to address challenges, enabling progress for each child.
High quality SEND provision	Where children who are disadvantaged also have a specific SEND need, this will be met through specific targets for that individual and the child's progress

	and attainment will be in line with a non-disadvantaged child who has a similar SEND need
Before school booster sessions in Years 5 and 6 – LSA led	Provide access to pre-teaching material and input in order that children attending are then able to keep up with and make equal progress to peers in the main teaching session Ensure that difficulties from previous lessons are addressed quickly in order to prevent them impacting on further progress
Additional teacher – led booster groups in Year 6 x4 am per week	Accelerated progress and closure of the gap for those children who participate Small group bespoke teaching to allow time to build confidence and ensure thorough coverage of objectives in detail
Parent Workshops on key areas of school improvement plan	Parents will be more confident and able to support their children in their learning and ongoing education EYFS – phonics and early maths Whole school – reading Year 2 and 6 – preparation for SATS Year 3 and 4 – Times Tables Year 5 and 6 – applying for secondary school – drop in session to support with filling in the application form

Objective: (Challenge #2)	
To improve attendance disadvantage pupils, persistent absence Employment of Home School Link Worker (HSLW)	
Action	Intended outcome
The HSLW will monitor the attendance of the school overall, including disadvantaged pupils and other groups	Whole school attendance will improve, with a target of 98% There will not be a gap between the disadvantage pupils' attendance and that of any other group
The HSLW will make contact with parents where absences are not reported	All absences will be accounted for and parents will be informed where absences are unauthorised. Parents' understanding of unauthorised absence will improve and absence will be reduced
The HSLW will identify families/individuals where attendance is of concern and make contact/build relationships with parents to identify and remove specific barriers to attendance on a case by case basis	Families will feel supported in getting their children to attend school Families will make contact with the school / HSLW where challenges with absence or attendance are starting to emerge Early help will be offered and available to those families who need it before attendance becomes a significant concern
The HSLW will work with children and parents to improve individual attendance therefore improving the whole school attendance overall	Children and their parents will understand why regular attendance is important and the impact that significant absence has on academic achievement and other aspects of school life

Objective: (Challenge #3)	
To meet the emotional needs and increase the self-esteem of disadvantaged children so that they are ready to learn when they arrive at school	
Action	Intended outcome
HSLW to work with families where there is an identified need	Children with emotional needs and low self-esteem are supported jointly by school and their families in order to achieve their potential at school
ELSA support (1:1 emotional intervention)	Where a specific emotional challenge is identified, the child is supported to explore this and has a safe space to talk through and put strategies in place to be able to manage emotions in school
Drawing and Talking support (1:1 emotional intervention)	Children for whom there are challenges in their personal lives can begin to talk through their feelings through the drawing of and discussion around a picture, giving children the space to begin to explore and understand their feelings.
Lego-Based Therapy (Group social skills intervention)	Identified groups of children are supported by the adult facilitating to follow instructions, work together as a team and build social skills in a play based situation. Children then apply this to their behaviour and learning in the classroom.
Gardening Nurture Group (Group social skills intervention)	Identified group of children to work in a small group to develop their skills in communication, following instructions, speaking and listening.

Objective: (Challenge #4)	
To support the Speech and Language needs those disadvantaged pupils in need so that that they are able to to access the learning in the classroom	
Action	Intended outcome
1:1 and small group Speech and Language intervention with S&L LSA	Children make progress towards and achieve the S&L targets, allowing improved access to the curriculum.

Objective: (Challenge #5)	
To provide appropriate behaviour support for those disadvantaged pupils with additional emotional needs and improve their behaviour for learning	
Action	Intended outcome
Forest School Nurture Group	Identified group of children to work in a small group to develop their skills in teamwork, communication, self-regulation and building relationships and resilience – the target group will be able to work on these skills in the Forest Schools environment and apply them to the other areas of the curriculum which will improve their overall experiences of school and develop relationships between each other and adults.
HSLW to work with families where there is an identified need or to identify the need being expressed by the challenging behaviour	Children with challenging behaviour are supported jointly by school and their families in order to achieve their potential at school. Parents feel supported in strategies to ensure their child's good behaviour. Specific needs of the child are identified and met, resulting in fewer instances of disruptive or challenging behaviour in school and at home.

Objective: (Challenge #6)	
To provide disadvantaged children with the same level of cultural capital opportunities outside of school in order to improve their access to the learning in the wider curriculum	
Action	Intended outcome
Where the cost of an Educational Visit is otherwise prohibitive of the child attending, Pupil Premium will be used to cover the cost	Disadvantaged Children to be able to attend school Educational Visits alongside their peers and gain the same experience and outcome as the other children
To increase participation in sport and provide increased opportunities for competition	All children in Year 6 will represent the school in a competitive sporting event or tournament before they leave the school
To enable attendance and participation in a wide range of co-curricular clubs and activities	All children will be able to try or access an activity that is new to them, for example chess club,
Disadvantaged children to be invited to participate in the Junior Duke scheme	Increased opportunities for children to develop and enhance their life skills – baking, sewing, first aid, etc which will improve the confidence and self-esteem of the selected cohort and allow for the development of skills otherwise not experienced

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

Budgeted cost: £13669

Activity	Evidence that supports this approach	Challenge number(s) addressed
Recruitment of a Year 6 small group booster support teacher Teacher Salary 2.5 hours 4 days per week	Explicit teaching of reading strategies can achieve +6 months of progress <i>“Studies in England have shown that pupils eligible for free school meals may receive additional benefits from being taught how to use reading comprehension strategies.”</i> - EEF	1
Phonics training (All Staff) and introduction of Little Wandle Phonics Scheme	Well taught systematic phonics can achieve +5 months of progress <i>“Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. This is likely to be due to the explicit nature of the instruction and the intensive support provided.”</i> - EEF	1

Targeted academic support

Budgeted cost: £2750

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teacher to conduct 1:1 conferences with disadvantaged children Supply cost termly 15 hours	Feedback when given well can achieve +6 months of progress <i>“There is evidence to suggest that feedback involving metacognitive and self-regulatory approaches may have a greater impact on disadvantaged pupils and lower prior attainers than other pupils. Pupils require clear and actionable feedback to employ metacognitive strategies as they learn, as this information informs their understanding of their specific strengths and areas for improvement, thereby indicating which learning strategies have been effective for them in previously completed work.”</i> - EEF	1, 3
Before school pre-teaching and intervention sessions in Years 5 and 6 (Teaching Assistant led)	Effective Teaching assistant interventions can achieve +4 months of progress when delivered effectively.	1, 2

LSA Salaries	<i>“well-evidenced teaching assistant interventions can be targeted at pupils that require additional support and can help previously low attaining pupils overcome barriers to learning and ‘catch-up’ with previously higher attaining pupils.” - EEF</i>	
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Wider strategies

Budgeted cost: £16056

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment of Home School Link Worker (HSLW) HSLW 50% of time working with disadvantaged pupils / families	EEF suggests the potential for +4 months gain from parental engagement and the HSLW role is to specifically engage with the hard to reach parents	2, 3, 6
1:1 and small group Speech and Language intervention with S&L LSA LSA 45mins per week	Oral Language intervention can have a positive impact of +6 months <i>“There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives. Given that Oral language interventions can be used to provide additional support to pupils who are behind their peers in oral language development, the targeted use of approaches may support some disadvantaged pupils to catch up with peers, particularly when this is provided one-to-one.” – EEF</i>	3
Forest School Nurture Group x 1 afternoon per week (2 teaching assistants and HLTA release for class teacher)	Behaviour interventions can increase attainment by +4 months <i>“The most common reason for exclusion is persistent disruptive behaviour. Pupil behaviour will have multiple influences, some of which teachers can directly manage through universal or classroom management approaches. Some pupils will require more specialist support to help manage their self-regulation or social and emotional skills.” –EEF</i>	5
All children in Year 6 will represent the school in a competitive sporting event or tournament before they leave the school	Physical activity can increase attainment by +1 month but also has benefits to mental wellbeing and physical health <i>“Pupils from disadvantaged backgrounds may be less likely to be able to benefit from sport clubs and other physical activities outside of school due to the associated financial costs (e.g. equipment). By providing physical</i>	6

	<i>activities free of charge, schools give pupils access to benefits and opportunities that might not otherwise be available to them.” – EEF</i>	
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Total budgeted cost: £32475

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Due to COVID-19, performance measures have not been published for 2020 to 2021

Externally provided programmes

Programme	Provider
Dyslexia Quest Screener	Nessy
Nessy reading and spelling	Nessy
Little Wandle Phonics	Little Wandle