



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	18%
Academic year/years that our current pupil premium strategy plan covers	2021/22 2022/23 2023/24
Date this statement was published	21 st October 2022
Date on which it will be reviewed	20 th October 2023
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	£
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	

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
Scaffolding 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 TBO pupil conversations include children who are disadvantaged to ensure alignment of intent and actual learning
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; aims-address barriers to learning, celebrate progress and allow 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 Years 5 and 6 (maths) x4 am per week	Small group teaching to allow teachers greater proportion of time for working with pupil premium children Small group bespoke teaching to allow time to build confidence and ensure thorough coverage of objectives in detail Specialist teaching intervention for children identified as not making expected rate of progress
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 Safeguarding (whole school) – online safety
To ensure all pupils including the disadvantage make at least expected progress in phonics and that keep up and catch up groups prevent children from falling behind or close the gap where it has previously formed	All children will make progress through the Little Wandle validated scheme for phonics through high quality first teaching. Specifically chosen reading groups matched to the phase that children are working at, Keep up groups are used effectively to help children keep up with peers and not fall behind, and where gaps have previously formed, catch up groups teach the specific sounds needed to close these gaps. Rigorous assessment means that teachers and LSAs have a secure knowledge of the sounds and phonemes that children know and can identify the systematic next steps needed in their teaching sequence.

Objective: (Challenge #2)	
To improve attendance disadvantage pupils, persistent absence Ongoing work 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 HSLW will support parents where absence is of concern, including phone calls, letters, EWO referrals, fines for unauthorised holidays, support with routines and time management (this is not an exhaustive list)
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	Families will feel supported in getting their children to attend school

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 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 Punctuality will improve and “minutes late” / number of late instances will reduce
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 Early help referral and TAF/TAC procedures used to support children where their emotional support is of concern.
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
Solutions focused mentoring	1:1 mentoring for disadvantaged children who are identified as WTS or BLW within the curriculum and have emotional or other needs, which are a barrier to their learning. 30 minute weekly mentoring session with KICK Sports coach.
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 OT and Speech & Language needs those disadvantaged pupils in need so that that they are able to access the learning in the classroom	
Action	Intended outcome
Pastoral support for dysregulated children or children in need of support in maintaining their regulation	Children will work with specifically identified LSAs to develop strategies of regulation. Children at risk of becoming more easily dysregulated will be supported by the pastoral support team through additional adult led Zones of Regulation;

	<p>timetabled movement breaks will allow them to work on their emotional awareness.</p> <p>There will be a reduction in instances of dysregulation.</p>
1:1 and small group Occupational Therapy sessions with OT LSA	Children make progress towards and achieve the OT targets, allowing improved access to the curriculum and ability to regulate their emotions and learning
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
HSLW to work with families where there is an identified need or to identify the need being expressed by the challenging behaviour	<p>Children with challenging behaviour are supported jointly by school and their families in order to achieve their potential at school.</p> <p>Parents feel supported in strategies to ensure their child's good behaviour.</p> <p>Specific needs of the child are identified and met, resulting in fewer instances of disruptive or challenging behaviour in school and at home.</p>
Dedicated pastoral support team available throughout the school day to assist with behaviour needs of dysregulated children	<p>Dysregulated children will be withdrawn from the triggering situation and given time, space and support to regulate their behaviour and emotions</p> <p>Specific intervention for emotional regulation will develop children's ability to identify and use strategies for calming</p> <p>When becoming dysregulated, children will begin to independently use taught strategies</p> <p>Regulation and return to learning in the appropriate frame of mind will take place more quickly and without disruption to others</p>

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 widen the aspirations for children through participation in "Buzz Club"	<p>Children will make accelerated progress through the standard curriculum.</p> <p>Project work will teach children about a variety of job roles and positions which will widen their aspirations and develop a sense of ambition</p> <p>Children will develop key skills and values including team work, speaking and listening, research skills, empathy, responsibility, enquiry and problem solving</p>
To increase participation in sport and provide increased	All children in Year 6 will represent the school in a competitive sporting event or tournament before they leave the school

opportunities for competition	
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, gymnastics, coding, drama
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: £26414.80

Activity	Evidence that supports this approach	Challenge number(s) addressed
Recruitment of a Year 5/6 maths specialist <i>HLTA Salary 2 hours 5 days per week</i> £1608.41	Smaller groups will allow for a greater level of feedback to be given to children +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." - EEF</i>	1
Phonics training (All Staff) and continued implementation of Little Wandle Phonics Scheme £5138.89	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." - EEF</i>	1

Targeted academic support

Budgeted cost: £ 34966.96

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teacher to conduct 1:1 conferences with disadvantaged children <i>Supply cost termly</i> £794.50 x 3 = £2383.50	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</i>	1, 3

	<i>strengths and areas for improvement, thereby indicating which learning strategies have been effective for them in previously completed work.” - EEF</i>	
<p>Development of aspiration and awareness of future careers through the delivery of “Buzz Club” as well as small group teaching of English and Maths 1 day per week each for years</p> <p>£19667.50</p>	<p>Smaller groups will allow for a greater level of feedback to be given to children +6 months of progress</p> <p><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.” - EEF</i></p>	1, 6
<p>Before school pre-teaching and intervention sessions in Years 5 and 6 (Teaching Assistant led)</p> <p><i>LSA Interventions before school</i></p> <p>£2283.95</p> <p><i>LSA support in classes</i></p> <p>KS1 £15067</p> <p>KS2 £15067</p>	<p>Effective Teaching assistant interventions can achieve +4 months of progress when delivered effectively.</p> <p><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></p>	1, 2

Wider strategies

Budgeted cost: £28897.12

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Employment of Home School Link Worker (HSLW)</p> <p><i>HSLW 50% of time working with disadvantaged pupils / families</i></p> <p>£12,063.06</p>	<p>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</p>	2, 3, 6
<p>1:1 and small group Speech and Language intervention with S&L / OT LSAs</p> <p><i>LSAs 2 hours per week</i></p>	<p>Oral Language intervention can have a positive impact of +6 months</p> <p><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</i></p>	3

<p>£1205.36</p>	<p><i>experience and learning later in their school lives.</i></p> <p><i>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></p>	
<p><i>Solutions Focused Mentoring – 11 children 20 minute session weekly</i></p> <p>£1227.78</p>	<p>Behaviour interventions can increase attainment by +4 months</p> <p><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></p>	<p>5</p>
<p>All children in Year 6 will represent the school in a competitive sporting event or tournament before they leave the school</p>	<p>Physical activity can increase attainment by +1 month but also has benefits to mental wellbeing and physical health</p> <p><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 activities free of charge, schools give pupils access to benefits and opportunities that might not otherwise be available to them.” – EEF</i></p>	<p>6</p>
<p>All children will be able to participate in the Junior Duke Award scheme</p> <p>£450</p>	<p><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 activities free of charge, schools give pupils access to benefits and opportunities that might not otherwise be available to them.” – EEF</i></p>	<p>6</p>
<p>Pastoral Support team will support children in regulation of their emotions and prevent dysregulated children from accessing learning</p> <p>LSA team £7232.16</p> <p>Quiet room resourcing £2500</p>	<p>Behaviour interventions can increase attainment by +4 months</p> <p><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></p>	<p>5</p>

Total budgeted cost: £ £90,278.88