

Pupil premium strategy statement:

1. Summary information					
School	Dogsthorpe Academy				
Academic Year	2019/2020	Total PP budget – 2019/2020	£165,830	Date of most recent PP Review	Sept 2019
Total number of pupils 2019/2020	377	Number of pupils eligible for PP 2019/2020	119	Date for next internal review of this strategy	Sept 2020

2. Current attainment		
Attainment for: 2018/2019	Pupils eligible for PP (your school)	Pupils not eligible for PP
% achieving expected standard or above in reading, writing and maths	13/37 = 35%	28/50 = 56%
% achieving expected standard or above in reading	18/37 = 49%	31/50 = 62%
% achieving expected standard or above in writing	15/37 = 41%	37/50 = 74%
% achieving expected standard or above in maths	21/37 = 57%	37/50 = 74%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Attainment below National. Gaps remain between disadvantaged pupils and their peers in some year groups and in some subjects.
B.	Provision and intervention for more able pupils
C.	High level of SEN pupil premium children particularly in Year 6.
D.	Social, emotional and mental health for pupils and their families
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
E.	A lack of aspirations.
F.	There is a historical lack of parental involvement from children from disadvantaged backgrounds.

4.Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Ensure we diminish the gap between disadvantaged pupils and their peers in all year groups and in all subjects. SATS at the end of Year 6 show that we are diminishing the gap to National data.	Data at half-termly intervals shows no gaps between Disadvantaged pupils and their peers. SATS results show no gaps between Year 6 Disadvantaged pupils and all pupils nationally.
B.	Increase the Quality First Teaching all classes so it is at least 'good' in all classrooms, and increase the amount of 'Outstanding' teaching.	All children in school, including disadvantaged pupils, receive a good or better education. Experienced teachers are deployed effectively to support children within QFT
C.	To ensure interventions are well matched to the needs of the individual child to ensure rapid progress.	Disadvantaged pupils identified and interventions are tracked and monitored successfully every half term. Leaders and Teachers are able to use data effectively to identify the best interventions for the child. PDR targets focused on the Disadvantaged pupils
D.	To increase support for children and their families with social, emotional and mental health	Children with a history of social, emotional and/or mental health to have access to in-school support Children who would benefit from this support to be identified and support plans in place
E.	To ensure all children have high aspirations	To implement the carriers and employability strategy. Evidence of reduction of Behaviour issues Increased attendance Measured improvement using scaled social emotional monitoring sheet.
F.	To increase parental involvement	Parent view shows increase in the positive view of school. All Leaders to have increased the amount of support they offer to parents.

5.Planned expenditure

Academic year

2019/2020

The headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of Teaching for All

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Ensure we diminish the gap between disadvantaged pupils and their peers in all year groups and in all subjects. SATS at the end of Year 6 show that we are diminishing the gap to National data.	<p>Increase the number of Teachers in each phase or year group.</p> <p>Clear and robust tracking every data capture for PP children</p> <p>Pupil Premium champion to monitor the progress of all Pupil Premium children through regular planning scrutiny, lesson observation and books scrutiny to ensure that PP children are identified and supported</p> <p>Children's attendance to be tracked and monitored by the attendance officer, who will call and make contact with parents when a child is absent</p> <p>Accelerated Reader scheme to be used with Year 6 cohort</p>	<p>Class sizes are smaller. This will mean that Teachers with QTS are ensuring planning is well matched to the needs of the individual and that feedback is given regularly and informs improvements and increases progress.</p> <p>Clear tracking and scrutiny will ensure that</p> <p>Attendance is invaluable to children's progress in school</p> <p>Scheme shows great impact in other Trust schools</p>	<p>Where possible, employ Teachers with QTS.</p> <p>When cover is needed this will be done by a Teacher with QTS.</p> <p>Pupil Progress meetings to track</p> <p>TALE reports used to track</p> <p>Class Action plans used to track</p> <p>Tracking and monitoring by the Pupil Premium lead</p> <p>Meetings between attendance officer and pupil premium lead to help track the attendance of these children</p>	<p>Deputy</p> <p>Phase Leaders</p> <p>Pupil Premium lead</p>	termly

<p>Increase the Quality First Teaching all classes so it is at least 'good' in all classrooms, and increase the amount of 'Outstanding' teaching.</p>	<p>Well- chosen Continuous Professional Development for all staff working in school linked to the areas of EEF identified as having the most impact.</p> <p>Pobble and Vocabulary Ninja will be used to improve writing.</p> <p>English will be monitored by a team of staff</p> <p>Teachers to develop the use of the school environment to support Pupil Premium pupils</p>	<p>The EEF provides free, independent, evidence based resources helps improve outcomes, especially for disadvantaged pupils.</p> <p>It has been shown that scheme such as this yield great results.</p> <p>Monitor the use of working walls, displays, wordbanks, use of apparatus and resources</p>	<p>Have a designated Pupil Premium Lead Teacher</p> <p>Staff to be offered CPD linked to monitoring and evaluation cycle</p> <p>Ensure that staff meetings and all other CPD is improving standards and linked to SEF/AIP.</p> <p>Ensure this is monitored in learning walks, lesson observations and discussed with the children in pupil interviews.</p>	<p>Pupil Premium lead</p> <p>Phase Leaders</p> <p>Subject leaders, Phase leaders, Pupil Premium lead</p>	<p>termly</p>
<p>Teachers closely track Pupil Premium children in their class and will discuss them individually at each Pupil Progress meeting, adapting provision accordingly.</p>	<p>Continuation of focus on Pupil Premium children at pupil progress meetings, children also closely tracked by PP lead and TALE reports created and shared.</p>	<p>It is essential that teachers continue to prioritise maintaining a close understanding of the barriers, situations and individual performance of the PP children in their classes. TALE reports and pupil progress records will show the attainment of these children and will support staff to identify children in need of further support.</p>	<p>PP lead to monitor and support with provision for these children and support with data collection and analysis.</p>	<p>PP lead</p>	<p>termly</p>
<p>Improve the resourcing of technology to maximise the learning benefits and impact of the Trust's new IT strategy</p>	<p>Purchase further devices to ensure wider and more regular access to resources. Introduction of Accelerated Reader into Year 6 and Times Tables Rock Stars to help improve standards for these children.</p> <p>October Training Day to be spent at Welland Academy</p>	<p>We need a greater depth of resourcing and skills to maximise impact across the range of IT based resources we use in school.</p>	<p>Staff training needed to maximise the impact of these resources. The impact of individual interventions and approaches to be monitored – e.g. Accelerated reader, Year 4 MTC.</p>	<p>All staff, IT lead, digital champions, PP lead</p>	<p>Termly</p>

	<p>training staff in different IT skills.</p> <p>Staff to work on Microsoft in Education courses online and work towards using this new technology in their teaching.</p>				
ii. Targeted Support:					
<p>To ensure interventions are well matched to the needs of the individual child to ensure rapid progress.</p>	<p>PiXL strategies, PiXL teaching and PiXL QLAs will allow a tailor-made curriculum to meet the needs of all learners.</p> <p>Full time PiXL teacher in Year 6</p>	<p>International research evidence, based on experimental trials, identifies some common classroom strategies that work across different subjects and educational phases:</p> <ul style="list-style-type: none"> ➤ The quality of teaching makes the biggest difference to learning outcomes. Pedagogy matters. ➤ Coaching teachers/teaching assistants in specific teaching strategies significantly raises outcomes for children living in poverty. Evidence-based approaches include cooperative learning (structured groupwork), frequent assessment and 'learning to learn' strategies. 	<p>Ensure CPD and rationale is shared with all staff.</p> <p>Ensure resources are available for use</p> <p>Monitor and evaluate through TALE reports and Pupil Progress Meetings.</p> <p>Lesson observations carried out by all adults.</p>	<p>Phase Leaders</p> <p>PiXL teachers</p> <p>Deputy and Pupil Premium lead</p>	<p>half-termly</p>
<p>PP children with SEND to close their attainment gap compared to their peers in reading.</p>	<p>Continued subscription and further participation in online writing application/ publication programme for PP children.</p>	<p>PP/SEN children make less progress overall than the non-PP children. Data and studies show that the most effective and well-evaluated system for PP children is Robble, which boosts motivation, engagement and positive attitudes to writing.</p>	<p>Re-launch Robble and ensure all children are signed up to ensure that we can maximise the impact and positive celebration of writing that it can bring. Robble displays in classrooms with regular mentions in KS2 Assembly. Monitor and track progress data and activity.</p>	<p>PP lead, SENCO</p>	<p>termly</p>
<p>PP writers, and boys in particular, make at least expected progress.</p>	<p>Subscription and further active participation in online Robble writing application/ publication approach.</p>	<p>PP writers, and boys in particular, make less progress overall across the Academy than non-PP children and girls. Robble is a highly-rated system which boosts motivation, engagement and positive attitudes to writing.</p>	<p>Re-launch Robble and ensure all children are signed up to ensure that we can maximise the impact and positive celebration of writing that it can bring. Robble displays in classrooms with regular mentions in KS2 Assembly. Monitor and track progress data and activity.</p>	<p>PP Lead, English team</p>	<p>termly</p>

iii. Other approaches

<p>To increase support for children and their families with social, emotional and mental health</p>	<p>Emotional Literacy support teaching assistant to be released to work with groups or individuals</p> <p>Forest school sessions to be run to raise esteem in groups of children</p> <p>1:1 sessions for children with our behaviour support specialist</p> <p>Sessions with Outdoor Environment specialist</p> <p>Family Support worker employed to support individuals and their families</p>	<p>Social, emotional and mental health of children and their parents will have an impact in how well the children learn and engage with school.</p> <p>Having a behaviour specialist and family support worker will allow the academy to support the families in ways in which a teacher is unable.</p> <p>There will also be an impact into their aspirations for the future.</p>	<p>Children talk positively about their aspirations</p> <p>Children can identify positive things about themselves</p> <p>Feedback from Forest School is positive</p>	<p>Behaviour Specialist/ Forest School lead</p> <p>ELSA trained TA</p> <p>Family support team</p>	<p>termly</p>
<p>To ensure all children have high aspirations</p>	<p>Careers Lead to form a working group with other careers leads across the Trust</p> <p>Careers to be specifically taught alongside topic</p> <p>Careers week to be carried out in March to challenge perceptions and opinions of children</p> <p>Annual visit to Peterborough University for Year 6</p>	<p>A rise in aspirations will encourage a greater attendance in school, greater attention levels and a difference to outcomes for these children.</p>	<p>Careers Lead will work with a working group of careers leads from across the Peterborough-based Trust schools</p> <p>Academy to go for a Careers Mark</p>	<p>Careers Lead</p>	<p>half termly</p>

To increase parental involvement	Employ a Family Support Worker Employ a Behaviour Lead Teacher Open mornings and Open afternoons to encourage parents to become familiar with school strategies	Disadvantaged families will benefit from 1:1 support and a dedicated staff member Having a behaviour specialist and family support worker will allow the academy to support the families in ways in which a teacher is unable.	Regular updates from Behaviour Support worker and Family Support worker to staff Logs on CPOMS Records of attendance to Open Mornings and Open Afternoons	Family Support Behaviour support Pupil Premium lead	termly
Children will be ready for their learning at the start of each school day.	Provision of Breakfast Club each morning.	Due to our social context, children may come to school having not eaten breakfast. To ensure that they are ready to learn and make progress, we provide the opportunity for children to come in from 8.15am to have breakfast and take part in activities with free places available for PP children.	Support staff are allocated to help with Breakfast Club and kitchen staff ensure that a range of healthy breakfast options are available. Monitor uptake to ensure children who need this support receive it.	SENCO, family support worker,	termly
Club, and extra-curricular uptake will increase amongst PP children.	Clubs will be specifically targeted and promoted with PP children in mind. Tracking by PP lead will see which clubs are accessed by each child.	Enrichment opportunities and the chance to develop new skills are fundamentally important for our PP children as they often lack these experiences outside of school.	Working alongside teachers, target and invite PP children to clubs. Monitor and push uptake through the year by working alongside relevant staff.	PP lead, office team	termly

6. Review of expenditure

Academic year

2019/2020

The headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

iv. Quality of Teaching for All

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	Estimated Impact	Cost	Lessons Learned
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<p>Ensure we diminish the gap between disadvantaged pupils and their peers in all year groups and in all subjects. SATS at the end of Year 6 show that we are diminishing the gap to National data.</p>	<p>Increase the number of Teachers in each phase or year group.</p> <p>Clear and robust tracking every data capture for PP children</p> <p>Pupil Premium champion to monitor the progress of all Pupil Premium children through regular planning scrutiny, lesson observation and books scrutiny to ensure that PP children are identified and supported</p> <p>Children's attendance to be tracked and monitored by the attendance officer, who will call and make contact with parents when a child is absent</p> <p>Accelerated Reader scheme to be used with Year 6 cohort</p>	<p>Class sizes are smaller. This will mean that Teachers with QTS are ensuring planning is well matched to the needs of the individual and that feedback is given regularly and informs improvements and increases progress.</p> <p>Clear tracking and scrutiny will ensure that</p> <p>Attendance is invaluable to children's progress in school</p> <p>Scheme shows great impact in other Trust schools</p>	<p>Pupil Progress meetings to track progress of PP children TALE reports and Class action plans used to track progress and analyse what actions to take</p> <p>Tracking and monitoring by the Pupil Premium lead – PP lead has introduced Horsforth quadrants and how they can be used to identify next steps for each child</p> <p>Meetings between attendance officer and pupil premium lead to help track the attendance of these children – Academy attendance levels are striving towards targets</p> <p>AR did not get off the ground due to Covid19</p>	<p>£94,162</p>	<p>This needs to continue as it is a valuable method of understanding the needs and next steps for these children.</p> <p>To continue to ensure that attendance levels stay high.</p> <p>Accelerated Reader is not suitable for Dogsthorpe Academy at this time</p>
<p>Increase the Quality First Teaching all classes so it is at least 'good' in all classrooms, and increase the amount of 'Outstanding' teaching.</p>	<p>Well- chosen Continuous Professional Development for all staff working in school linked to the areas of EEF identified as having the most impact.</p> <p>Pobble and Vocabulary Ninja will be used to improve writing.</p> <p>English will be monitored by a team of staff</p>	<p>The EEF provides free, independent, evidence based resources helps improve outcomes, especially for disadvantaged pupils.</p> <p>It has been shown that scheme such as this yield great results.</p>	<p>Having a designated Pupil Premium Lead Teacher ensures that these children are monitored and considered at Pupil Progress meetings and that staff are challenged on their support of these children</p> <p>Staff being offered CPD linked to monitoring and evaluation cycle ensures that they are up to date</p> <p>Ensuring that staff meetings and all other CPD is improving standards and linked to SEF/AIP, has improved provision for all pupils</p>		<p>This will all continue as it is best practise to ensure that PP children are supported and encouraged</p>

	Teachers to develop the use of the school environment to support Pupil Premium pupils	Monitor the use of working walls, displays, wordbanks, use of apparatus and resources	This has encouraged the children to be resourceful and resilient		
Teachers closely track Pupil Premium children in their class and will discuss them individually at each Pupil Progress meeting, adapting provision accordingly.	Continuation of focus on Pupil Premium children at pupil progress meetings, children also closely tracked by PP lead and TALE reports created and shared.	It is essential that teachers continue to prioritise maintaining a close understanding of the barriers, situations and individual performance of the PP children in their classes. TALE reports and pupil progress records will show the attainment of these children and will support staff to identify children in need of further support.	PP lead to monitor and support with provision for these children and support with data collection and analysis. This has ensured that these children are always at the forefront when we were planning and analysing provision		This will all continue as it is best practise to ensure that PP children are supported and encouraged
Improve the resourcing of technology to maximise the learning benefits and impact of the Trust's new IT strategy	<p>Purchase further devices to ensure wider and more regular access to resources. Introduction of Accelerated Reader into Year 6 and Times Tables Rock Stars to help improve standards for these children.</p> <p>October Training Day to be spent at Welland Academy training staff in different IT skills.</p> <p>Staff to work on Microsoft in Education courses online and work towards using this new technology in their teaching.</p>	We need a greater depth of resourcing and skills to maximise impact across the range of IT based resources we use in school.	Staff training is needed to maximise the impact of these resources. The impact of individual interventions and approaches to be monitored – e.g. Accelerated reader, Year 4 MTC.		This will all continue as it is best practise to ensure that children are supported and encouraged

v. Targeted Support:

<p>To ensure interventions are well matched to the needs of the individual child to ensure rapid progress.</p>	<p>PiXL strategies, PiXL teaching and PiXL QLAs will allow a tailor-made curriculum to meet the needs of all learners.</p> <p>Full time PiXL teacher in Year 6</p>	<p>International research evidence, based on experimental trials, identifies some common classroom strategies that work across different subjects and educational phases:</p> <ul style="list-style-type: none"> ➤ The quality of teaching makes the biggest difference to learning outcomes. Pedagogy matters. ➤ Coaching teachers/teaching assistants in specific teaching strategies significantly raises outcomes for children living in poverty. Evidence-based approaches include cooperative learning (structured groupwork), frequent assessment and 'learning to learn' strategies. 	<p>Well matched interventions, strategically used have shown to improve progress for these children and meet their individual needs</p>	<p>£27,348</p>	
<p>PP children with SEND to close their attainment gap compared to their peers in reading.</p>	<p>Continued subscription and further active participation in online writing application/ publication programme for PP children.</p>	<p>PP/SEN children and boys make less progress overall across the Academy than non-PP children and girls. Pobble is a highly-rated system which boosts motivation, engagement and positive attitudes to writing.</p>	<p>Research in Pobble and the fact that children are signed up to ensure that we can maximise the impact and positive celebration of writing that it can bring. Pobble displays in classrooms with regular mentions in KS2 Assembly. Monitor and track progress data and activity.</p>		<p>This will continue with targeted learners</p>
<p>PP writers, and boys in particular, make at least expected progress.</p>	<p>Subscription and further active participation in online Pobble writing application/ publication approach.</p>	<p>PP writers, and boys in particular, make less progress overall across the Academy than non-PP children and girls. Pobble is a highly-rated system which boosts motivation, engagement and positive attitudes to writing.</p>	<p>Pobble ensures all children have positive models of writing Pobble displays in classrooms with regular mentions in KS2 Assembly encourages reluctant boys to write</p>		<p>This has had some impact but we would like to look at The Write Stuff scheme to further encourage PP writers</p>
<p>vi. Other approaches</p>					
<p>To increase support for children and their families with social, emotional and mental health</p>	<p>Emotional Literacy support teaching assistant to be released to work with groups or individuals</p> <p>Forest school sessions to be run to raise esteem in groups of children</p>	<p>Social, emotional and mental health of children and their parents will have an impact in how well the children learn and engage with school.</p> <p>Having a behaviour specialist and family support worker will allow the academy to support the families in ways in which a teacher is unable.</p>	<p>Children can talk positively about their aspirations</p> <p>Children can identify positive things about themselves</p> <p>Feedback from Forest School is always positive</p>	<p>£33, 502</p>	<p>This will continue as there is significant need for this in our setting</p>

	<p>1:1 sessions for children with our behaviour support specialist</p> <p>Sessions with Outdoor Environment specialist</p> <p>Family Support worker employed to support individuals and their families</p>	<p>There will also be an impact into their aspirations for the future.</p>			
<p>To ensure all children have high aspirations</p>	<p>Careers Lead to form a working group with other careers leads across the Trust</p> <p>Careers to be specifically taught alongside topic</p> <p>Careers week to be carried out in March to challenge perceptions and opinions of children</p> <p>Annual visit to Peterborough University for Year 6</p>	<p>A rise in aspirations will encourage a greater attendance in school, greater attention levels and a difference to outcomes for these children.</p>	<p>Careers Lead will work with a working group of careers leads from across the Peterborough-based Trust schools</p> <p>Academy to go for a Careers Mark</p>		<p>Careers work will continue although much of this will be virtual experiences for the foreseeable future</p>
<p>To increase parental involvement</p>	<p>Employ a Family Support Worker</p> <p>Employ a Behaviour Lead Teacher</p> <p>Open mornings and Open afternoons to encourage parents to become familiar with school strategies</p>	<p>Disadvantaged families will benefit from 1:1 support and a dedicated staff member</p> <p>Having a behaviour specialist and family support worker will allow the academy to support the families in ways in which a teacher is unable.</p>	<p>Regular updates from Behaviour Support worker and Family Support worker to staff</p> <p>Logs on CPOMS</p> <p>Records of attendance to Open Mornings and Open Afternoons</p>		<p>This needs to continue – the work our family support officer and forest school team is invaluable to the school experiences of our children and their families.</p>

<p>Children will be ready for their learning at the start of each school day.</p>	<p>Provision of Breakfast Club each morning.</p>	<p>Due to our social context, children may come to school having not eaten breakfast. To ensure that they are ready to learn and make progress, we provide the opportunity for children to come in from 8.15am to have breakfast and take part in activities with free places available for PP children.</p>	<p>Support staff are allocated to help with Breakfast Club and kitchen staff ensure that a range of healthy breakfast options are available. Monitor uptake to ensure children who need this support receive it.</p>		<p>When allowed, this will continue as this service ensured many children started the day fed and encouraged them to ease into their school day</p>
<p>Club, and extra-curricular uptake will increase amongst PP children.</p>	<p>Clubs will be specifically targeted and promoted with PP children in mind. Tracking by PP lead will see which clubs are accessed by each child.</p>	<p>Enrichment opportunities and the chance to develop new skills are fundamentally important for our PP children as they often lack these experiences outside of school.</p>	<p>Working alongside teachers, target and invite PP children to clubs. Monitor and push uptake through the year by working alongside relevant staff.</p>		<p>When allowed, this will continue as extra-curricular activities ensure that children have a well-rounded school experience and have experiences that they might not necessarily get at home.</p>

Due to Covid19, extra provision was provided by Dogsthorpe Academy, This included:

- Postage for home learning packs
- CGP books
- Training for The Write Stuff scheme
- OUP additional reading books
- Geography leader course
- Additional SENCO training
- PiXL membership registration
- CGP SATS workbooks
- PRICE behaviour training
- Numbots subscription
- Phonics Training
- CPD books
- SEN equipment