

Pupil premium strategy statement

School overview

Metric	Data
School name	Dogsthorpe Academy
Pupils in school	375
Proportion of disadvantaged pupils	39.5%
Pupil premium allocation this academic year	£186,738
Academic year or years covered by statement	2020-2021
Publish date	September 2020
Review date	September 2021
Statement authorised by	Julie Cranke
Pupil premium lead	Heather Hartley
Governor lead	

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	-1%
Writing	-4%
Maths	2%

Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standard at KS2	54%
Achieving high standard at KS2	5%
Measure	Activity
Priority 1	Ensure we diminish the gap between disadvantaged pupils and their peers in all year groups and in all subjects. AIP: Raise outcomes for pupils who are under-achieving in Writing, specifically disadvantaged pupils through staff CPD and the development of a consistent teaching approach

Priority 2	AIP: Provide a structured catch-up recovery programmes for pupils in Reading, Writing and Maths to ensure gaps in learning are identified and addressed.
Barriers to learning these priorities address	<p>Ensure that staff are using teaching interventions that support catch-up and recovery, the Write Stuff and White Rose Maths.</p> <p>This will help children identify different writing skills to include in their writing and enthuse them with a love of writing.</p> <p>White Rose Maths has tailor-made lessons and resources to aid catch-up and recovery teaching due to Covid-19.</p>
Projected spending	£21,000

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve progress measures in line with National measures at Expected Standard in Reading	Sept 2021
Progress in Writing	Achieve progress measures in line with National measures at Expected Standard in Writing	Sept 2021
Progress in Mathematics	Achieve progress measures above National measures at Expected Standard in Mathematics	Sept 2021
Phonics	N/A	
Other		

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.

Targeted academic support for current academic year

Measure	Activity
Priority 1	Use PiXL diagnostics and strategies to embed targeted support and accelerated progress to help with catch-up and recovery learning
Priority 2	Deploy extra staff in each year group to carry out targeted interventions and assessments.
Barriers to learning these priorities address	Addressing specific needs and gaps in knowledge, through diagnostics and targeted support, will help ensure that children make good progress this year.
Projected spending	£95,000

Wider strategies for current academic year

Measure	Activity
Priority 1	Employ a Family Support Worker, Behaviour Specialist, Outdoor Environment Specialist and Attendance Officer to support children and their families with social, emotional and mental health issues.
Priority 2	Increase aspirations for disadvantaged children using online visitors and careers-based learning.

Barriers to learning these priorities address	These priorities address the social, emotional and mental health of the children and their parents which will in turn have an impact in how well the children learn and engage with school.
Projected spending	£70,000

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring time and support is given to allow for staff professional development	Use of INSET day, online training sessions, webinars and in-house expertise
Targeted support	Ensuring diagnostics are taking place and extra teachers for each year group are deployed.	Set deadlines for diagnostics, support for staff with this, extra teachers do not have classroom responsibilities so can focus on the targeted support.
Wider strategies	Engaging with families that are facing challenges.	In-house experts in Behaviour and Emotional support, Family Support to be deployed.

Review: last year's aims and outcomes

Aim	Outcome
Close the gaps between disadvantaged pupils and non-disadvantaged pupils	Steady improvement has been made from 2019 to 2020, and there is good evidence that the gap between disadvantaged pupils and non-disadvantaged is closing.
Targetted intervention to help aid progress in Reading and Writing.	Steady improvement has been made from 2019 to 2020. There is good evidence that, when interventions were running, these made good progress.
Support for children and their families with social, emotional and mental needs	Breakfast Club, forest schools, sessions with an outdoor environment specialist and an onsite family support worker all supported our children and their families.