



DOGSTHORPE ACADEMY

Pupil Premium Strategy **2025 -26**

Contents

School overview 3

Funding overview 3

Part A: Pupil Premium Strategy

Statement of intent 4

Challenges 5

Intended outcomes 6

Activity in this academic year

- Teaching 7

- Targeted academic support 8

- Wider strategies 9

Part B: Review of Pupil Premium outcomes from previous year

Review of outcomes 10

Externally provided programmes 11

Services premium 11

Pupil premium strategy statement

This statement details our academy's use of pupil premium (for the 2025 to 2026 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
DOGSTHORPE ACADEMY	
Number of pupils in school	319
Proportion (%) of pupil premium eligible pupils	49.5% (Nat 24.7%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-24 2024-25 2025-26
Date this statement was published	Dec 2025
Date on which it will be reviewed	Sept 2026
Statement authorised by	V Redhead
Pupil premium lead	V Redhead
Governor / Trustee lead	V Godbold

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£260,281
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	£260,281

Part A: Pupil premium strategy plan

Statement of intent

We will endeavour in 2025 26, to use the pupil premium funding to improve provision, accelerate progress and raise standards of attainment for as many pupils as possible.

From 1 September 2025 – 31 August 2026, we are forecasting **£260,281** of Pupil Premium funding based £1,345 per primary-aged pupil.

Specific objectives for the use of Pupil Premium funding at Dogsthorpe Academy include;

- End of Key Stage 2: Increase the % of disadvantaged pupils achieving age related standards– rapidly diminish the difference to national
- Provide target intervention for vulnerable pupils across the academy who are at risk of falling behind, identified as making slower progress or those who are identified as more able
- Provide targeted intervention and tutoring for pupils in Key Stage Two to ensure they are secondary ready
- Provide additional support to pupils with barriers to learning
- Ensure attendance for disadvantaged pupils is in line and/or above peers

As an Academy, although raising standards is our priority, we also subscribe fully to the vision and ethos of “Your Character Counts”; a strategy aimed at developing the Characteristics and Personal Capabilities of GAT Children and Young People”. The aim of the strategy is ultimately to ensure outstanding progress for all pupils, regardless of starting points and disadvantage, through the development of academic rigour, alongside personal capabilities. At the core of the strategy is the development of self-worth and self-belief.

We hold the view that all our pupils have the potential to acquire the essential personal capabilities and positive characteristics to be successful. These are innate but both social disadvantage and low aspiration in the home mean that many of our pupils enter our academy missing the early opportunities to develop these essential attributes; many of our pupils are multiple-disadvantaged.

We also hold the view that from the moment a child enters our academy, we have a responsibility to nurture and develop her/him through both academic rigour and the building of character so that each person can be successful in life, breaking the cycle of disadvantage within our communities. We must ensure that pupils develop, independently, a range of attitudes and characteristics that will define them as positive individuals willing to contribute constructively to society.

Challenges

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

Challenge number	Detail of challenge
1	Disadvantaged pupil's basic skills are low on entry - shown by end of Key Stage 1 data and in year admissions
2	Attainment at the end of Key Stage 2 remains below national for disadvantaged pupils
3	46.7% of pupils have English as an additional language (Nat 23.4%).
4	High levels of mobility
5	Pupils impacted upon by school closures and pandemic
6	Attendance and lateness issues
7	Limited parental support for some disadvantaged pupils. Parental levels of English are limited.
8	Other contextual challenges connected to the academy's locality
9	Higher than average rates of suspensions linked to high proportion of pupils with SEMH needs for disadvantaged pupils

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
<p>Ensure no difference between disadvantaged pupils and their peers</p> <p>Ensure disadvantaged pupils achieve in line with national/ show rapidly diminishing difference to national in all key performance indicators</p>	<p>Academy data shows difference between disadvantaged pupils and their peers in diminishing in Reading, Writing Maths, GPS and combined measures</p> <p>Year 4 MTC – Disadvantaged in line with peers, closer to national than 2025</p> <p>End of KS2 - No significant differences between disadvantaged and peers, closer to national than 2025</p>
<p>Ensure pupils with multiple disadvantages make good progress</p> <p>e.g. PP/SEND, PP/SEMH issues, PP/EAL</p>	<p>Academy data shows pupils with multiple disadvantages making progress at least in line with their peers</p>
<p>Increased attendance rates for pupils eligible for PP</p>	<p>Overall attendance rates for disadvantaged pupils broadly in line with peers</p> <p>Attendance for disadvantaged pupils improved on previous years and shows upward trend</p> <p>Number of persistent absentees amongst pupils eligible for Pupil premium reduced</p>
<p>Increased parental engagement</p>	<p>Needs of disadvantaged pupils better understood. Range of strategies in place and proving effective in better engaging parents of disadvantaged pupils</p> <p>Suspensions for PP pupils reduced</p>

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: £ 96,680

Activity	Evidence that supports this approach	Challenge number(s) addressed
Part Fund access to online personalised learning programmes	Online programmes provide personalised learning including phonics	1, 2, 3, 4
Professional development for all staff to improve quality first teaching linked to AIP (academy improvement plan) priorities	EEF states high quality teaching crucial aspect in supporting disadvantaged pupils effectively utilising professional development on evidence based approaches + mentoring and coaching	1 - 8
Additional professional development for teachers in how to best meet the needs of disadvantaged pupils - engagement in action research linked to PP pupils by class	The academy believes in the use of research as a powerful tool for professional development. Research will be used as a vehicle to help us better understand the needs of PP pupils to ensure provision is appropriate and effective	1 - 8
Part Fund training & mentoring costs for ECTs	Recruitment & retention is challenging. High quality support is crucial in ensuring early career teachers develop strongly and are able to support PP pupils effectively	1, 2, 3, 4, 5
Fund accessed to PiXL programme – provided all class teachers with supporting resources to address gaps in pupils knowledge	PiXL supports academic excellence, providing our teachers with a wealth of classroom strategies and resources and opportunities to collaborate with other teachers, school leaders and specialists at regular conferences to share ideas and support. Use of PiXL therapies show significant impact Link here: https://www.pixl.org.uk/	1, 2, 3, 4
Part fund additional, intervention teachers/leaders	Our most skilled teachers & leaders will provide support in our key year groups. EEF research states that additional smaller group support can be effectively targeted at pupils from disadvantaged backgrounds	1, 2, 3, 4

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

Budgeted cost: £ 78,510

Activity	Evidence that supports this approach	Challenge number(s) addressed
Intervention teaching in Year 3-5	EEF research states that additional small group support can be effectively targeted at pupils from disadvantaged backgrounds	2, 3, 5
Learning Assistant hours to deliver targeted interventions across the academy	<p>EEF states teaching assistants can provide a large positive impact on learner outcomes, however, how they are deployed is key. Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact.</p> <p>Link here: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	1, 2, 3, 4, 5
Deliver School Led Tutoring programme	<p>EEF research states that additional small group support can be effectively targeted at pupils from disadvantaged backgrounds, and should be considered as part of a school's pupil premium strategy. Frequent sessions, three times a week or so, lasting up to an hour over about 10 weeks typically show the greatest impact</p> <p><u>Link here:</u> https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	2, 3, 5

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

Budgeted cost: £ 85,980

Activity	Evidence that supports this approach	Challenge number(s) addressed
Fund Behaviour and Family Support team to support vulnerable and disadvantaged pupils & their families, including improving attendance	<p>We wish to ensure that disadvantaged pupils with barriers to learning are appropriately supported, this includes focused work with families as appropriate. EEF states that Parental engagement approaches are typically delivered over the course an academic year, as building effective relationships between school and parents requires a sustained effort over an extended period of time</p> <p>Link here: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	5, 6, 7, 8
Part fund outdoor learning sessions	Pupils with barriers to learning often require individualised programmes of support. Specific support programmes matched to need that have previously proven effective	5, 6, 7, 8
Part Fund access to wrap around care for identified PP pupils	This strategy has proven effective in past experience. Ensuring that children do not fall behind during lengthy holidays. Also, provision for any disadvantaged pupil at risk of becoming involved in antisocial behaviour over Summer holidays	4, 5, 6, 7, 8
Part fund trips and enrichment activities for PP pupils	Although raising standards is our priority, we also believe that primary education is about care, compassion and exciting learning opportunities. With this in mind, we have also used some pupil premium to support enhancing these areas for children	5, 6, 7, 8
Additional YDP Motivational Interventions – Boxercise for targeted PP pupils with SEMH needs	<p>Pupils engage well with this provider and sport in general. We believe good physical & mental health is vital for our PP pupils.</p> <p>We are keen to develop the personal capabilities of our PP pupils – self belief/self worth/resilience so that they can be successful in life, breaking the cycle of disadvantage within our communities</p>	5, 6, 7, 8
Part fund uniform for PP pupils	We believe uniform creates a sense of belonging and pride. No child should be 'disadvantaged' because of home circumstance. EEF states wearing a uniform is not, on its own, likely to improve learning, it can be successfully incorporated into a broader school improvement process which includes the	5, 8

	development of a school ethos and the improvement of behaviour and discipline	
Miscellaneous support to PP pupils and families experiencing difficulty inc student transport, breakfast bagel initiative, access to fruit baskets	Our pupils must feel happy, safe and secure if we expect standards to rise. No child should be 'disadvantaged' because of home circumstance	5, 6, 7, 8

N.B	Pastoral	Personal development
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Total budgeted cost: £ £261,170

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 23-24 and 24-25 academic years. This data will be updated following the release of published validated results.

End of Key Stage Two:

Disadvantaged pupils were outperformed by their non disadvantaged peers across all key performance indicators

	% of pupils achieving the expected standard												Gap to national picture			
	All pupils				PP pupils				Non PP pupils				DGA 23/24 PP:NPP	Nat 23/24 PP:NPP	DGA 24/25 PP:NPP	Nat 24/25 PP:NPP
	23/24		24/25		23/24		24/25		23/24		24/25					
	DGA	Nat	DGA	Nat	DGA	Nat	DGA	Nat	DGA	Nat	DGA	Nat				
Reading	69	74	59	75	63	62			73	79						
Writing	42	72	52	72	35	58			50	78						
Maths	61	73	52	74	57	59			64	79						
GPS	61	72	45	73	-	-			-	-						
Comb	38	61	43	62	35	45			41	67						

Y4 Multiplication Times Table Check (MTC):

	% of pupils passing the MTC											
	All pupils				PP pupils				Non PP pupils			
	23/24		24/25		23/24		24/25		23/24		24/25	
	DGA	Nat	DGA	Nat	DGA	Nat	DGA	Nat	DGA	Nat	DGA	Nat
% 25/25	13	34	12	37		No data		No data		No data		No data
Average score	15.2	20.6	18	21.0		No data		No data		No data		No data

Absence rates:

	Absence rates & persistent absentees												Gap to national			
	All pupils				PP pupils				Non PP pupils				DGA 23/24 PP:NPP	Nat 23/24 PP:NPP	DGA 24/25 PP:NPP	Nat 24/25 PP:NPP
	23/24		24/25		23/24		24/25		23/24		24/25					
	DGA	Nat	DGA	Nat FFT	DGA	Nat	DGA	Nat FFT	DGA	Nat	DGA	Nat FFT				
Absence	7.3	5.5		5.7	8.8	8.0		8.2	5.9	4.6		4.8				
PA		14.6		16		27.1		28		9.4		11				

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

Programme	Provider
Accelerated Reader	https://www.renlearn.co.uk/accelerated-reader/
Little Wandle	https://www.littlewandle.org.uk
Times Table Rockstars	https://trockstars.com/
PiXL Primary	https://www.pixl.org.uk/

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	n/a
What was the impact of that spending on service pupil premium eligible pupils?	n/a