Pupil Premium Strategy Statement 2025-2026

This statement details our school's use of pupil premium 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	Great Doddington Primary School
Number of pupils in school	126
Proportion (%) of pupil premium eligible pupils	8.73% (11 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year strategy).	2024-2027
Date this statement was published	December 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Josie Garnham
Pupil premium lead	Rachael Shelton
Governor / Trustee lead	Laura Goodwin

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£28,490
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	£28,490

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and attain highly across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, including providing relevant and robust Continued Professional Development (CPD) for all staff to ensure they are best equipped with up-to-date knowledge and expertise to create the best possible learning environment for all pupils. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans outlined within the School Improvement Plan.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils achieve their full potential. To ensure they are effective we will:

- Ensure that training and development is carefully planned for every member of staff, relevant to their role, to best equip everyone to do the best they can for every child
- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	Assessments show that there are gaps in attainment across all core subjects between disadvantaged and non-disadvantaged pupils. The widest gap is seen in Maths with a 18% gap at the end of Summer 2025, followed by Reading with 14% gap and Writing at 9% difference in attainment.
2	A high percentage (82%) of our disadvantaged pupils have been identified as having social and emotional needs which act as a barrier to them to making increased progress.
3	Whilst attendance of disadvantaged pupils is inline with non-disadvantaged pupils. In the academic year 2024-25. 58.3% of disadvantaged pupils were at risk of being persistently absent, 27.7% increase to non-disadvantaged pupils.
4	Our assessments, observations and discussions with pupils and families have identified a lack of enrichment and learning opportunities outside the classroom.

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
Improved attainment among disadvantaged pupils.	KS2 outcomes in 2025/26 are with in 10% of National figures • Reading - 75% • Writing 72% • Maths 74%. School Summer 2026 data shows gaps in attainment between disadvantaged and non-disadvantaged pupils have narrowed.
Pupils with SEMH barriers will receive support to address their SEMH needs.	Boxall profiling shows progress from interventions delivered. Pupil voice will show improved outcomes in their SEMH needs.
Pupils with SEMH barriers, that are making progress with their SEMH needs, will make rapid progress in Reading, Writing and Maths.	End of year outcomes in Reading, Writing and Maths for disadvantaged children will show a progress measure that is in line with their peers. PiXL assessments will be used as a comparison.
The attendance of disadvantaged pupils will be closer to the attendance of non-disadvantaged pupils and the gap between those at risk of persistence absence will decrease in line with non-disadvantages pupils.	Attendance data shows that the % of disadvantaged pupils at risk of persistence absence as decreased and has improved to be in line with non-disadvantages pupils.

Disadvantaged pupils will have enrichment opportunities through the curriculum and other identified actions to ensure they are in line with the non-disadvantaged peers.	The percentage of disadvantaged pupils participating in enrichment activities is in line with their non-disadvantaged peers.

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: £9632.90

Activity	Evidence that supports this approach	Challenge number(s) addressed
To use PiXL as a tool for gap analysis and strategies for teaching Use PiXL reading strategies alongside Accelerated reader.	PiXl strategies involve the forensic analysis of learning and provides high quality therapies and CPD to ensure small group tuition is focused on needs. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction.	1
Effective deployment of support staff to teach targeted children to improve outcomes in KS2	EEF Toolkit guidance: 'Some pupils may require additional support alongside high-quality teaching in order to make good progress. The evidence indicates that small group and one to one interventions can be a powerful tool for supporting these pupils when they are used carefully.'	1

Targeted academic support

Budgeted cost: £8274.46

Activity	Evidence that supports this approach	Challenge number(s) addressed
Effective deployment of staff, Teaching Assistants and HLTA to support key children and year groups.	'Some pupils may require additional support alongside high-quality teaching in order to make good progress. The evidence indicates that small group and one to one interventions can be a powerful tool for supporting these pupils when they are used carefully. 'https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/2-targeted-academic-support	1
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics | Toolkit Strand | Education Endowment Foundation. Coaching and mentoring support from the phonics lead.	1
Structured provision to the start of the day- sensory circuits.	Inclusion Assistant- small groups across the school	2
Targeted support where needed with vulnerable pupils during lessons to support well-being and bespoke small group or 1:1 intervention.	Inclusion Assistant staff support -class drop-ins. Resources for Regulation stations	2

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

Budgeted cost: £9029.39

Activity	Evidence that supports this approach	Challenge number(s) addressed
Introduction of new Relationship and Regulation policy Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions | Teaching and Learning Toolkit | EEF	2
Pastoral support from Inclusion Assistant for vulnerable children and families- key support to ensure attendance and readiness to learn is maintained. Well planned transition arrangement into EYFS to ensure nursery and parental engagement identifies 'at risk' pupils as, or before, they start school.	EEF Guidance about Wider strategies focusing on: SEL, Well-being and Mental Health. Wider strategies | EEF Family support worker	2
Pastoral Support Manager to offer: Parenting group sessions working on specific needs developed through a needs analysis. CAF/ TAF process with vulnerable families- allowing them to access key services Bespoke and intensive support for the most vulnerable pupils in school including those at risk from exclusions	Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps. Parental engagement | EEF	2, 3

Embedding principles of good practice set out in the DfE's guidance on working together to improve school attendance. Attendance monitoring and meetings when needed. Engage the relevant support professionals in line with the Attendance policy and Medical Conditions policy to encourage good attendance and reduce the % of children at risk of persistent absence. Fines for unauthorised absence	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. The higher a pupil's attendance, the more they are likely to learn, and the better they are likely to perform in exams and formal assessments. Data from 2019 shows that 84% of Key Stage 2 pupils who had 100% attendance achieved the expected standard, compared to 40% of pupils who were persistently absent across the key stage DFE.	3
Targeted well-being/SEMH interventions	Tea and Toast resources Worry boxes Sensor Circuits Regulation stations	2, 3
Support families to access • School uniform • School trips • School clubs • Extra-curricular activities to develop a sense of belonging and social skills	Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with better academic outcomes. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents https://www.suttontrust.com/our-research/school-funding-and-pupil-premium-2024/	4
Play therapy and drawing and talking intervention identified children	Improved social and emotional skills in childhood have a positive impact in later life such as improved academic performance, attitudes, behaviour and relationships https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel	2, 3
Improve the quality of social and emotional learning. Approaches will be embedded into routine educational practices and supported by professional development and training for staff.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel	1,2,3

Total budgeted cost: £ £28,490

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 2023 to 2024 academic year.

Intended outcome	Success criteria	2025 Review
Progress measures for disadvantaged and non-disadvantaged pupils will be inline.	End of year outcomes, including National assessments, will show all children including disadvantaged children, will make expected progress from their starting point.	Pupil Premium KS2 Outcomes - Reading – 75% - Writing – 25% - Maths – 50% - Combined – 25% Pupils had multiple vulnerabilities which impacted attainment: individual progress was looked at as part of case studies

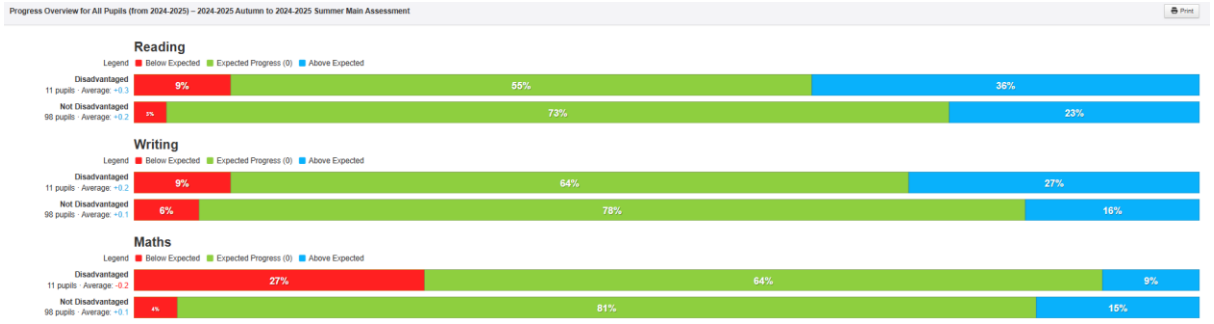
Key Results - 2024-2025

Assessment	Statistic	Cohort	School Result	National Comparison	National Result	School Percentile Rank
KS2 Reading, Writing & Maths combined	% of pupils achieving the expected standard	18	56%	Below	62%	33rd
KS2 Reading, Writing & Maths combined	% of pupils achieving the higher standard	18	0%	Below	8%	11th
Multiplication Tables Check (MTC)	% of pupils scoring full marks (25/25)	20	30%	Below	37%	39th
Phonics Screening Check	% of pupils passing in Year 1	15	73%	Below	80%	24th
Early Years Foundation Stage	% of pupils achieving a Good Level of Development	11	73%	At or above	68%	63rd

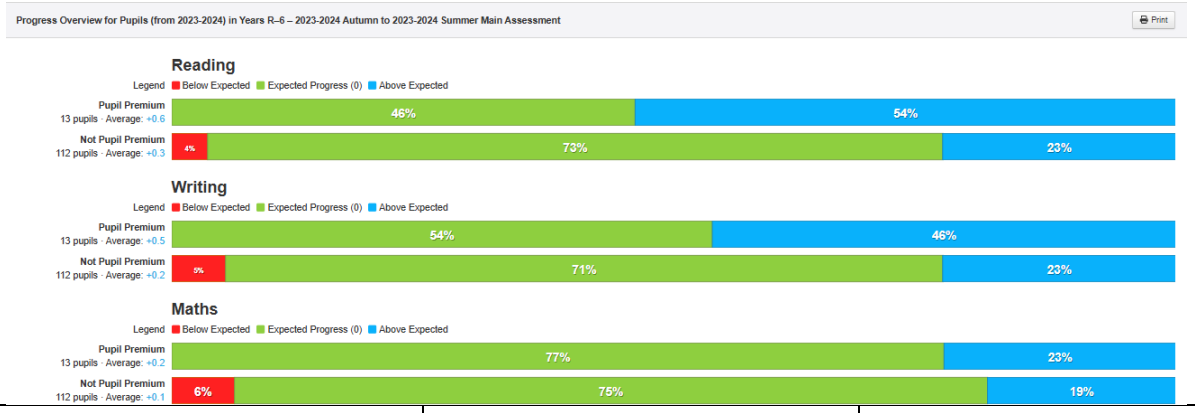
Key Results - 2023-2024

Assessment	Statistic	Cohort	School Result	National Comparison	National Result
KS2 Reading, Writing & Maths combined	% of pupils achieving the expected standard	19	21%	Below (significant)	61%
KS2 Reading, Writing & Maths combined	% of pupils achieving the higher standard	19	0%	Below	8%
Multiplication Tables Check (MTC)	% of pupils scoring full marks (25/25)	18	44%	At or above	34%
Phonics Screening Check	% of pupils passing in Year 1	19	68%	Below	~ 80%
Early Years Foundation Stage	% of pupils achieving a Good Level of Development	13	62%	Below	~ 68%

Teacher Assessments from Autumn 2024 – Summer 2025



Teacher Assessments from Autumn 2023 – Summer 2024



Pupils with SEMH barriers will receive support to address their SEMH needs.	Boxall profiling is used to show progress from interventions delivered. Interventions have impact of the SEMH needs of the child Pupil voice will show improved outcomes in their SEMH needs.	95% of identified pupils demonstrated an improvement in either or both developmental or diagnostic levels on their boxall profile. Pupil voice was positive regarding the impact of interventions.
Pupils with SEMH barriers, that are making progress with their SEMH needs, will make rapid progress in Reading, Writing and Maths.	End of year outcomes in Reading, Writing and Maths for disadvantaged children will show a progress measure that is in line with their peers. PiXL assessments will be used as a comparison.	Tracking of PP pupils with SEMH SEND across the school show that Teacher Assessments from Autumn 2024 to Summer 2025: - Reading 91% - Writing 91% - Maths 73% made at least expected progress

The attendance of disadvantaged pupils will be closer to the attendance of non-disadvantaged pupils and closer to national expectations.	The attendance of disadvantaged pupils will be at least 97%	PP attendance in 2024/25 was 94.8%. 4.2% of absences were authorised. Non- PP attendance in 2024/25 was 95.4%. 3.6% of absences were authorised. This is a significant improvement from the previous year where attendance was reported as: PP attendance in 2023/24 was 85.3%. 5.9% of absences were authorised. Non-PP attendance in 2023/24 was 82.9%. 5.6% of absences were authorised. Whilst there has been a significant improvement in attendance of PP children, the focus now remains on those at risk of persistent absence. A clear attendance policy is in place, procedures are being followed and attendance remains a high priority.
Disadvantaged pupils will have enrichment opportunities through the curriculum and other identified actions to ensure they are in line with the non-disadvantaged peers.	100% attend at least one club or funded activity. Disadvantaged pupils are equally engaged with home learning evidenced on Seesaw.	All PP pupils accessed an extra curricular activity or funded activity. All PP pupils had a parent connected with the school online learning classroom. Alternative ways to engage with the family were offered and embraced.

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
PiXL Primary	PiXL
Accelerated Reader	Renaissance
Boxall Profile Online	Boxall

Further information

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium. That will include:

- Embedding more effective practice around feedback. EEF evidence on feedback demonstrates significant benefits, particularly for disadvantaged pupils.
- Offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents during consultation evenings and conversations with students and teachers, in order to identify the challenges faced by disadvantaged pupils.

We used the EEF's implementation guidance to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.