



Dorney School

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	157
Proportion (%) of pupil premium eligible pupils	18%
Academic year/years that our current pupil premium strategy plan covers	2026-27
Date this statement was published	1 st Oct 26
Date on which it will be reviewed	July 2027
Statement authorised by	Headteacher
Pupil premium lead	Sharifah Lee
Governor / Trustee lead	David Gibbons



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Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 40 300
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£ 40 300



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Part A: Pupil premium strategy plan 2026-27

Statement of intent

- At our school, we are committed to ensuring that every pupil, regardless of their background, circumstances, or the barriers they may face, has the opportunity to thrive academically, socially, and emotionally. We have high aspirations for all pupils and are determined that every child makes strong progress and achieves their full potential across the curriculum. Our Pupil Premium Strategy is designed to support disadvantaged pupils in achieving these outcomes, including those who are already achieving highly.
- We recognise that some pupils face additional challenges that may affect their learning and wellbeing. These include pupils with social workers, young carers, pupils experiencing adverse childhood experiences, and those with additional needs. Our strategy seeks to address these challenges through targeted support and inclusive provision, ensuring that vulnerable pupils are able to flourish regardless of whether they are eligible for Pupil Premium funding.
- High-quality teaching lies at the heart of our approach. We know that consistently strong teaching has the greatest impact on pupil achievement and is the most effective way to reduce the attainment gap between disadvantaged pupils and their peers. By investing in staff development, evidence-informed practice, and high expectations for all, we aim to improve outcomes for disadvantaged pupils while also enhancing learning opportunities for every child within our school community.
- Our strategy is responsive to both individual and wider barriers to learning. Through robust assessment, careful monitoring, and a strong understanding of our pupils' needs, we ensure that support is guided by evidence rather than assumptions. We continue to recognise and address the lasting impact that disruption to education may have had on some pupils, providing additional support where needed to secure academic success, wellbeing, and readiness for the next stage of education.
- To achieve our aims, we will:



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- maintain consistently high expectations for all pupils and ensure disadvantaged pupils are appropriately challenged in their learning;
- identify barriers to learning early and provide timely, targeted intervention;
- deliver high-quality teaching and learning experiences across the curriculum;
- promote pupils' attendance, wellbeing, resilience, and engagement in school life;
- work in partnership with parents, carers, and external agencies to provide coordinated support;
- adopt a whole-school approach in which every member of staff takes responsibility for improving outcomes for disadvantaged pupils and championing their success.
- Through this collective commitment, we aim to narrow attainment gaps, broaden opportunities, raise aspirations, and ensure that all pupils are equipped with the knowledge, skills, confidence, and character to succeed both in school and beyond.
- **Key improvements**
 - Strengthened the vision and ambition for all pupils.
 - Emphasised both academic achievement and wider personal development.
 - Reflected current thinking around inclusion, vulnerability, wellbeing, and attendance.
 - Added a stronger focus on partnership with families and collective staff accountability

Challenges

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



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Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped social and oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with reading, writing and maths than their peers.
3	Assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due a lack of enrichment opportunities. These challenges particularly affect disadvantaged pupils, including their attainment. Teacher referrals for support remain relatively high.
4	Our overall attendance at 94 % was which is in line with the national average, however there was a gap between pupil premium and non-pupil premium pupils which we must address. Lateness follows a similar pattern, meaning children miss early learning and socializing activities. Observation and evidence show children who have been absent or arrive late struggle to settle into the day and find self-regulation more difficult. Our assessments indicate absenteeism is negatively impacting disadvantaged pupils' progress.



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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 oral and language skills and vocabulary among disadvantaged pupils	Assessments and observations indicate significantly improved language among disadvantaged pupils. This is evident when triangulated with other sources of evidence including oral language assessments, engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading, writing and maths attainment for disadvantaged pupils at the end of KS1 & KS2.	KS2 reading, writing and maths outcomes in 2026/27 show that more than 80% of disadvantaged pupils met the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2026/27 demonstrated by: • Qualitative data from student voice, student and parent surveys and teacher observations • Children will have at least one good friend, and a circle of other friendships. They can talk about how they can nurture good friendships (pupil voice) • Increased participation in enrichment activities such as trips, particularly among disadvantaged pupils
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2026/27 demonstrated by:



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	• The overall absence rate for all pupils being no more than 4% and there will be no gap in attendance for our disadvantaged pupils. • The percentage of all pupils who are persistently absent being below 5% and the figure among disadvantaged pupils being no lower than their peers.
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Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 12 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training staff to engage in high-quality dialogue,	The Effective Provision of Pre-School Education (EPPE) Project, which followed approximately 3,000 children from pre-school into primary education, identified the quality of adult-child verbal	1 , 2



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questioning, and sustained shared thinking can enhance pupils' language, reasoning, problem-solving and social development. Continue to enhance our language rich learning environment Continue to share best practice through CPD. There is strong evidence that the rate at which children develop language is sensitive to the amount of input they receive from the adults and peers around them. The number and quality of conversations children have with adults and peers throughout the day in a	interactions as a critical feature of effective settings. The study found that "sustained shared thinking", where adults and children work together to solve problems, discuss ideas and extend thinking, was strongly associated with better cognitive and social outcomes for children https://early-education.org.uk/sustained-shared-thinking-sst/ There is strong evidence that the rate at which children develop language is sensitive to the amount of input they receive from the adults and peers around them. The number and quality of conversations children have with adults and peers throughout the day in a language rich environment is crucial. https://educationendowmentfoundation.org.uk/news/the-shrec-approach-four-evidence-informed-strategies-to-promote-high-quality-interactions-with-young-children?utm_source=/news/the-shrec-approach-four-evidence-informed-strategies-to-promote-high-quality-interactions-with-young-children&utm_medium=search&utm_campaign=site_search&search_term=shrec Teaching by Listening: The Importance of Adult-Child Conversations to Language Development Frederick J. Zimmerman, Jill Gilkerson, Jeffrey A. Richards, Dimitri A. Christakis, Dongxin Xu, Sharmistha Gray and Umit Yapanel Early Excellence – 'Navigating a sea of Talk' https://earlyexcellence.com/latest-news/pressarticles/navigating-the-sea-of-talk/ IMPROVING LITERACY. Supporting oral language development. EEF There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions Toolkit Strand Education Endowment Foundation EEF https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-languageinterventions?utm_source=/education-evidence/teaching-learning-	
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language rich environment is crucial. Professional dialogue and CPD for teachers and teaching assistants Visit other excellent schools to look at best practice Keep up to date with all relevant research	toolkit/oral-languageinterventions&utm_medium=search&utm_campaign=site_search&search_term=oral Language for behaviour and emotions (Word Aware): https://www.routledge.com/Language-for-Behaviourand-Emotions-A-Practical-Guide-toWorking-with-Children/Branagan-Cross-Parsons/p/book/9780367331832	
Continue to drive maths teaching and learning using the mastery approach Run parent support maths mastery workshops	The EEF guidance is based on a range of the best available evidence: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3	2



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Continue to embed quality teaching of Reading and continue to enhance reading provision and reading for pleasure eg purchasing more books esp for boys and lower attaining readers Pre-teach background knowledge and vocabulary.	The EEF found that reading comprehension strategies have a high impact, leading to an average of +7 months' additional progress. The evidence also suggests that pupils eligible for free school meals may receive particular benefits from explicit teaching of reading comprehension strategies, helping to reduce literacy-related attainment gaps. The EEF further highlights that disadvantaged pupils are less likely to develop these reading skills independently through reading at home and therefore benefit disproportionately from high-quality, explicit reading instruction in school. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies Whole class reading 'Closing the reading gap' and 'Closing the vocabulary gap' by Alex Quigley https://primaryenglished.co.uk/blog/whole-class-reading-support-for-all https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/readingcomprehension-strategies https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-ks2/EEF-Improving-literacy-in-key-stage-2-report-Second-edition.pdf	1 , 2
Improve the quality of social and emotional learning. Approaches will be embedded: Zones of Regulation; Growth	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/teaching-learning-toolkit/social-andemotional-learning	3



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Mindset; Reflect and Reset Restorative conversation and supported with CPD	https://educationendowmentfoundation.org.uk/news/prioritise-social-and-emotional-learning	
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Targeted academic support (for example in-class support, small group support, one-to-one support, structured interventions)

Budgeted cost: £ 18 000



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Activity	Evidence that supports this approach	Challenge number(s) addressed
Structured interventions: e.g Intensive reading or phonics support Train all staff so that all staff can deliver targeted interventions	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: https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/phonics	1 , 2
Targeted support incl 1:1 Train identified support staff identified pupils	Tuition (highly skilled TA) targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both in small groups: https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/small-group-tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	1 , 2



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

Budgeted cost: £ 10 300

Activity	Evidence that supports this approach	Challenge number(s) addressed
Recruit and train another ELSA support assistant High quality pastoral support and mentoring School pet therapy (guinea pigs/chickens) Forest School (2 new staff trained)	There is evidence to suggest that targeted school-based interventions have led to improvements in wellbeing and mental health, yielding reduced levels of school exclusion by 31% and improved pupil attainment (Banerjee et al., 2014) Research indicates that school-based counselling is perceived by children and pastoral care staff as a highly accessible, non-stigmatising and effective form of early intervention for reducing psychological distress (Cooper, 2009)	3, 4
Embed the Trauma Informed Practice approach in school - focusing on a key school principle – building and maintaining positive, trusting and beneficial relationships with all our children and families – understanding where both targeted interventions and universal approaches can have positive overall effects and that all behaviour is communication. Provide ongoing CPD for staff by the Virtual School team and our mental health lead	The Department for Education's guidance on mental health and behaviour in schools. It promotes a whole-school approach to understanding behaviour through the lens of mental health, adverse childhood experiences (ACEs), and the need for supportive, nurturing responses rather than purely punitive approaches. This aligns closely with trauma-informed practice. https://neu.org.uk/advice/classroom/behaviour-schools/trauma-informed-practice-and-approach	3, 4



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	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions	
Support with the cost of enrichment activities including trips and residential visits for disadvantaged pupils	https://www.centreforsocialjustice.org.uk/wp-content/uploads/2021/08/CSJ-A_Level_Playing_Field.pdf	3, 4
Embed the principles of good practice set out in the DfE's Working Together to Improve School Attendance advice. This involves training and release time for staff to develop and implement new procedures. Continue to make the best use of the Virtual School, Family Support Service and LA attendance team, to work with our vulnerable families to improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. https://assets.publishing.service.gov.uk/media/63049617e90e0729e63d3953/Working_together_to_improve_school_attendance.pdf	3, 4
Invite and engage with parents through workshops, events, signposting so that they are able to support their children – work together with families in joint partnership	Research shows that strong partnerships between schools and families can improve pupil outcomes and help narrow disadvantage gaps. The Education Endowment Foundation reports that effective parental engagement can lead to an average of four months' additional progress, while NFER research highlights that parental support for reading and learning at home has a significant positive impact on achievement across all socioeconomic groups. Effective parental engagement can lead to approximately three months' additional progress over the course of a year.	



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	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents	
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Improved oral and language skills and vocabulary among disadvantaged pupils	Assessments and observations indicate significantly improved language among disadvantaged pupils. This is evident when triangulated with other sources of evidence including oral language assessments, engagement in lessons, book scrutiny and ongoing formative assessment.	
Improved reading, writing and maths attainment for disadvantaged pupils at the end of KS1 & KS2.	KS2 reading, writing and maths outcomes in 2025/26 show that more than 80% of disadvantaged pupils met the expected standard.	
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2025/26 demonstrated by: • Qualitative data from student voice, student and parent surveys and teacher observations	



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To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2026/27 demonstrated by: • The overall absence rate for all pupils being no more than 4% and there will be no gap in attendance for our disadvantaged pupils. • The percentage of all pupils who are persistently absent being below 5% and the figure among disadvantaged pupils being no lower than their peers.	.