



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	17%
Academic year/years that our current pupil premium strategy plan covers	2025-26
Date this statement was published	1 st Dec 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Headteacher
Pupil premium lead	Sharifah Lee
Governor / Trustee lead	Stephen Baker



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Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 35 000
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£ 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>	£ 35 000



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Part A: Pupil premium strategy plan 2025-26

Statement of intent

- *Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment 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, with a focus on areas in which disadvantaged pupils require the most support. 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 will continue to consider where additional support is required for pupils whose education and wellbeing were impacted by the COVID-19 pandemic, notably through extra support for pupils whose education has been worst affected.*
- *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 excel. To ensure they are effective we will:*
 - *ensure disadvantaged pupils are challenged in the work that they're set*
 - *act early to intervene at the point need is identified*



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- *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, 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 95.2% was higher than the national average, however there was a gap between pupil premium



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	<p>Lateness follows a similar pattern, meaning children miss early learning and socialising 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.</p>
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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
<p>Improved oral and language skills and vocabulary among disadvantaged pupils</p>	<p>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.</p>
<p>Improved reading, writing and maths attainment for disadvantaged pupils at the end of KS1 & KS2.</p>	<p>KS2 reading, writing and maths outcomes in 2025/26 show that more than 80% of disadvantaged pupils met the expected standard.</p>
<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • Qualitative data from student voice, student and parent surveys and teacher observations



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	<ul style="list-style-type: none"> • 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
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance from 2025/26 demonstrated by:</p> <ul style="list-style-type: none"> • 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.

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: £ 20 000



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Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embed high quality adult/child interactions in the early years and across the school</p> <p>Continue to enhance our language rich learning environment</p> <p>Continue to share best practice through CPD.</p> <p>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</p>	<p>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.</p> <p>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</p> <p>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/</p> <p>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-toolkit/oral-languageinterventions&utm_medium=search&utm_campaign=site_search&search_term=oral</p>	<p>1 , 2</p>



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<p>language rich environment is crucial.</p> <p>Professional dialogue and CPD for teachers and teaching assistants</p> <p>Visit other excellent schools to look at best practice</p> <p>Keep up to date with all relevant research</p>	<p>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</p>	
<p>Continue to drive maths teaching and learning using the mastery approach</p> <p>Run parent support maths mastery workshops</p> <p>Secure an intervention teacher to support lower attaining, disadvantaged pupils</p>	<p>The EEF guidance is based on a range of the best available evidence:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</p>	<p>2</p>



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<p>Embed whole class reading</p> <p>Pre-teach background knowledge and vocabulary.</p>	<p>Whole class reading 'Closing the reading gap' and 'Closing the vocabulary gap' by Alex Quigley</p> <p>https://primaryenglished.co.uk/blog/whole-class-reading-support-for-all</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/readingcomprehension-strategies</p> <p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-ks2/EEF-Improving-literacy-in-key-stage-2-report-Second-edition.pdf</p>	<p>1 , 2</p>
<p>Improve the quality of social and emotional learning.</p> <p>Approaches will be embedded: Zones of Regulation; Growth Mindset; Reflect and Reset</p> <p>Restorative conversation and supported with CPD</p>	<p>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)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-andemotional-learning</p> <p>https://educationendowmentfoundation.org.uk/news/prioritise-social-and-emotional-learning</p>	<p>3</p>



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Targeted academic support (for example in-class support, small group support, one-to-one support, structured interventions)

Budgeted cost: £ 10 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Structured interventions: e.g Intensive reading or 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: https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/phonics Fast track tutoring https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-ks2/EEFImproving-literacy-in-key-stage-2-report-Second-edition.pdf	1 , 2
Targeted support incl 1:1	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	1 , 2



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	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 5 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA High quality pastoral support and mentoring School pet therapy (guinea pigs/chickens) Forest School (2 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 –	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions	3, 4



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<p>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</p>		
<p>Support with the cost of enrichment activities including trips and residential visits for disadvantaged pupils</p>	<p>https://www.centreforsocialjustice.org.uk/wp-content/uploads/2021/08/CSJ-A_Level_Playing_Field.pdf</p>	<p>3, 4</p>
<p>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.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>https://assets.publishing.service.gov.uk/media/63049617e90e0729e63d3953/Working_together_to_improve_school_attendance.pdf</p>	<p>3, 4</p>

Intended outcome	Success criteria	Impact Review July 2026
<p>Improved oral and language skills and</p>	<p>Assessments and observations indicate significantly improved language among disadvantaged pupils. This is evident when triangulated with other sources</p>	



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vocabulary among disadvantaged pupils	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: <ul style="list-style-type: none"> • 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 2025/26 demonstrated by: <ul style="list-style-type: none"> • 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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