



DOROTHY GOODMAN SCHOOL

Pupil premium strategy statement – Dorothy Goodman School

This statement details our school's use of pupil premium (and recovery 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	407
Proportion (%) of pupil premium eligible pupils	35.38%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2023 - 2026
Date this statement was published	October 2023
Date of this review	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Kelly Dryden
Pupil premium lead	Jonathan Chandler
Governor / Trustee lead	Tony Carr

Funding overview for the year ahead

Detail	Amount
Pupil premium funding allocation this academic year	£ 146, 730
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</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>	£146, 730



DOROTHY GOODMAN SCHOOL

Part A: Pupil premium strategy plan

Statement of intent

The outcomes Dorothy Goodman School students enjoy is indicative of the fact that as a community, we focus on the needs of all young people. We strive to not allow groups, such as pupil premium to define or limit our students' opportunities. We recognise that providing high-quality teaching to support learners in their academic learning and personal social development while also offering a breadth of experiences from which they can prepare for their future lives is the most likely strategy to have the best impact on their outcomes.

Our aim is to use pupil premium funding to help us achieve and sustain positive outcomes for our disadvantaged pupils.

- Academic attainment
- Communication
- Wellbeing and engagement
- Attendance
- Social opportunities

A tiered approach is in place to ensure:

- High-quality teaching
- Targeted academic support
- Wider strategies to support experiential-based learning

Through this approach, we will improve outcomes for all pupils within the identified groups as well as all learners across the school.

Our focus will be based on the effective implementation of approaches. These approaches will be based on the evidence-informed research that has been undertaken by the Education Endowment Foundation which will be developed in conjunction with the schools expert knowledge of the pupils and pedagogical approaches that support learning.

Our strategy is designed with a primary focus on addressing the needs of disadvantaged pupils; however, it is structured to benefit every pupil in our school. By directing funding toward whole-school approaches—such as staff professional development, enhancing reading and phonics programs, and supporting the development of maths skills—all students can thrive. The intended outcomes outlined below are crafted to foster progress across the entire school community, ensuring a broad and lasting impact for all pupils.

We also recognise the importance of positive and effective parental and community engagement and the positive impact that this has on outcomes for students. Research by the EEF has shown the large positive impact on students learning both within school and their opportunities to access external enrichment and social activities outside of school. We will also focus on building clear and



DOROTHY GOODMAN SCHOOL

defined systems which will allow parents to know how and what support they are able to access from school.

Our strategy is integral to wider school plans for education recovery and will positively impact both disadvantaged and non-disadvantaged pupils.

As part of our provision, we ensure that all pupils have access to:

- Chunked learning delivered within a sequential curriculum
- Wider opportunities within the community
- Equality of Access
- Annual Reviews

For some pupils, we also engage the support of external agencies to support them in meeting their needs. e.g. Occupational Therapists, Speech and language therapy, Play therapy, Art therapy etc.

The principles of this statement are centred on the concepts outlined in the [EEF Pupil Premium guide](#).

Challenges

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

Challenge number	Detail of challenge
1	<p>Parental and Family Engagement;</p> <p>EEF research has identified that for all students parental and family engagement has a significant impact on pupils' progress across their curriculum.</p> <p>As a school, we have identified that some families and specific parents may experience barriers to engaging with school. Parental engagement is something that we will continue to build to support pupil progress: .</p> <ul style="list-style-type: none"> ● Building parental confidence in supporting their child's learning ● Supporting all families to access the support that we have on offer <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p> <p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/supporting-parents/EEF_Parental_Engagement_Guidance_Report.pdf?v=1635355222</p>
2	Attendance: National Target 95%.



DOROTHY GOODMAN SCHOOL

	<p>While attendance for Pupil Premium students was 0.7% higher than their peers within school, we recognise that this is still below the national target for pupil attendance.</p> <p>Consistent attendance is demonstrated through many research based projects to support student progress and also their social communication skills.</p> <ul style="list-style-type: none"> • Attendance for disadvantaged pupils is in line with their peers however as a school we want to focus on improving attendance for all students. • Many factors can impact our student's attendance and we are focused on implementing robust attendance monitoring systems to support all students attending school consistently. <p>Working together to improve school attendance</p>
3	<p>Writing progress;</p> <p>We have identified through our data analysis and discussions with staff that disadvantaged pupils make less progress in writing than their peers within the school. Recognising that the development of writing comes from embedded communication skills which are a primary area of need for all pupils within the school we have identified the following underpinning work to support progress:</p> <ul style="list-style-type: none"> • Ongoing implementation of Phonics embedding the programme established in 2022 - 2023 • Focus on the development of communication strategies and modes for developing the early language skills that promote writing by developing vocabulary through meaningful curriculum experiences that provide opportunities for reading aloud and storytelling <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years</p>

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
All pupils to make progress in writing / foundational skills to support the development of writing	<ul style="list-style-type: none"> • All pupils will make increased progress in communication • 95% of pupils working at Core. Application, Enrichment and



DOROTHY GOODMAN SCHOOL

	<p>Accomplished will make increased progress in writing</p> <ul style="list-style-type: none"> • Curriculum boards will be embedded in learning sequences enabling all pupils to talk about their learning using identified priority vocabulary (subject specific where appropriate to levels of learning) • Colourful semantics will be embedded in the core subjects to enable all pupils working at appropriate levels to be supported to structure sentences • Embedded phonics programme shows clear progress in reading for all pupils <p>Daily, high quality, systematic delivery of phonics in place for all pupils (including pre phonics curriculum for those who are not yet ready for access)</p>
<p>Increased parental engagement for pupil premium parents</p>	<ul style="list-style-type: none"> • All pupils where targeted parental engagement work is in place from Pupil Advocacy and Transition leads demonstrate increases in attendance and/or academic progress • All pupil premium parents / carers will engage in 2 positive experiences with school over the course of the academic year • All pupil premium pupils will have enhanced access to opportunities within school that are supported by pupil premium funding appropriate to their personal targets
<p>Increase in whole school attendance so that all student learning is able to occur sequentially as planned in the curriculum.</p>	<ul style="list-style-type: none"> • Attendance will increase for all students in comparison to their previous years attendance. • Targeted work in place will demonstrate positive impact on engagement, attendance and pupil progress • Impact of early intervention with pupils when attendance falls or on joining the school will show attendance increased over time



DOROTHY GOODMAN SCHOOL

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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Enabling staff to understand individual and family-based needs at Dorothy Goodman School, working collaboratively to build relationships and skills for supporting pupils:</p> <ul style="list-style-type: none"> ● Pupil Advocacy and Transition Lead Role ● Training and development from Speech and Language Therapists, Occupational Therapists and Educational Psychologists 	<p>Relationships between students and teachers and their peers underpin students' experience of education. There is a clear link to attainment: where students feel that they belong in school... 'feelings of security, identity and community, which in turn support academic, psychological and social development' (Jethwani-Keyser, 2008, cited in OECD, 2017, p118). There is also a link between teacher-family relationships and attainment (Herman, 2017).</p>	<p>1-3</p>
<p>Training around staff understanding of issues affecting disadvantaged students:</p>	<p>Many young people in our setting are affected by issues such as attachment. Understanding of this theory and how it looks in the classroom may support all children. (Donnelly, 2022).</p>	<p>2, 3</p>
<p>Developing staff practice around: Communication strategies.</p> <ul style="list-style-type: none"> ● Bespoke CPD package linked to tailored communication approaches to pupils needs ● Intervention approaches that support the development of language skills (Books Beyond Words, Story Sharing, Talking Mats, visual communication strategies) 	<p>Oracy underpins the work on early reading, relationships, metacognition, self-regulation, language development and comprehension (Fisher Family Trust, 2022).</p> <p>The EEF guidance report on staff development for teachers highlights the importance of high quality personal development and this is applied across the school to the work completed by support staff who offer high levels of small group and 1:1 support to pupils</p>	<p>1 - 3</p>



DOROTHY GOODMAN SCHOOL

	<p>Interventions support pupils where communication profiles create a barrier to expression Books Beyond Words supports the development of self expression and Story Sharing further supports the specialised understanding of supporting pupils to create personal narratives that empower their voice.</p>	
<p>Developing understanding of pedagogical approaches to support learning:</p> <ul style="list-style-type: none"> • Chunked learning that builds on structured pedagogical approaches that enables pupils to take personalised next steps with their progress is key to high quality teaching and learning practice • Embedded approach to the delivery of phonics to support the development of reading 	<p>The EEF guidance report on teacher personal development is clear that a clearly defined, well planned personal development programme must be embedded to support teacher development:</p> <ul style="list-style-type: none"> • The EEF toolkit highlights that Phonics is key to supporting the development of reading and writing - ongoing training and support is in place via a structured programme for phonics with personalised support for staff from reading leads • Play based learning strategies are key to supporting the development of learning strategies working alongside Inspired Children we look at how neuroscience and attachment influence development 	<p>1 - 3</p>
<p>Embedding the understanding of metacognition and self-regulated learning:</p> <ul style="list-style-type: none"> - Updates and training about the use of Engagement support plans across the school. - Work with SALT and OT through MDT meetings to prioritise learning. 	<p>Metacognition is key to understanding all aspects of development and the EEF toolkit highlights this as key to support pupil to be self-regulated learners.</p> <p>The Early Years Toolkit identifies the key areas of developmental learning that are crucial to embedding a full understanding of supporting learning for the complex profile of the school setting</p>	<p>1 - 3</p>



DOROTHY GOODMAN SCHOOL

	and this is embedded within the pedagogical approaches.	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions).

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Cost towards the recruitment of highly skilled staff:</p> <ul style="list-style-type: none"> ● Teaching staff ● Pupil advocacy and transition leads (family link role) ● Reading leads ● Pupil Progress Intervention Leads (delivering targeted 1:1 support for pupils) 	<p>According to the EEF, Quality-first teaching is the most impact-filled strategy to address disadvantages amongst students.</p> <p>The EEF has collated a portfolio of research projects which have concluded that quality first teaching is one of the most impactful strategies for student outcomes.</p> <p>The Early Years framework highlights the importance of parental engagement in developing positive relationships through family focused work that is targeted and relevant.</p>	1 - 3
<p>Implementation of whole school and structured intervention programmes to embed teaching and learning approaches through whole school, small group and 1:1 interventions:</p> <ul style="list-style-type: none"> ● Training of all teaching staff to deliver phonics ● Training of targeted support staff to deliver intervention programmes linked to developing pupil oracy ● Training of all support staff to enhance communication skills and strategies including those linked to augmentative technology 	<p>Communication and Language approaches linked to the Early Years framework are key to enhancing learning for pupils. These principles are embedded throughout the school as all pupils have identified learning profiles that include communication and interaction. By ensuring all staff have the skills to support pupil development progress is accelerated.</p>	3



DOROTHY GOODMAN SCHOOL

Wider strategies (for example, related to attendance, behaviour, well-being)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted work to improve attendance in school:</p> <ul style="list-style-type: none"> ● Home visits via pupil advocacy and transition leads ● Therapeutic input via art, music or play therapy ● Specialist input via Dianna service, Speech and Language therapists or Occupational therapists 	<p>Addressing student well-being has a positive impact on school attendance (Finning et al, 2019).</p> <p>EEF research highlights that the impact of interventions on attendance is not consistent. Where attendance concerns are high individual plans are key and these include access to additional support via the Pupil Advocacy and Transition leads and the specialist therapy teams who work within the school.</p> <p>The work of these teams includes supporting pupils' social, emotional and wellbeing needs and the EEF toolkit highlights these as key interventions for pupils.</p>	<p>1-3.</p>
<p>Weekly attendance monitoring and half termly reviews of attendance:</p> <ul style="list-style-type: none"> ● Focused work with families via class teacher / support staff relationships ● Interventions from leaders ● Collaborative working with health and social care ● Referrals to local authority specialist services 	<p>Ensuring Attendance monitoring procedures are in place and utilised is one of the primary recommendations within the EEF review of attendance support.</p> <p>It is clear that targeted interventions are key to supporting pupils with additional needs and that being aware of context and strategies to support individual families is crucial in tackling absence from school.</p>	<p>1, 2</p>
<p>Personalised approaches to learning</p> <ul style="list-style-type: none"> ● Educational support within the home 	<p>The EEF review of attendance is clear that evidence of what is working to support access to education and attendance in school post covid does not yet have a strong evidence base. As a specialist setting wider strategies are used to support engagement with learning for pupils who</p>	<p>1 - 3</p>



DOROTHY GOODMAN SCHOOL

<ul style="list-style-type: none">• Access to alternative providers with school based support	are persistently absent from school who are at risk of becoming persistently absent from school. These are highly personalised strategies that are linked to a multi agency approach which includes the local authority, education, health and social care working collaboratively with pupils and families to ensure the best possible outcomes.	
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Total budgeted cost: £ £146, 730



DOROTHY GOODMAN SCHOOL

Part B: Review of the previous academic year

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 2023-2024 academic year.

Data confirms that the strategies implemented to support pupil progress have ensured that pupils eligible for Pupil Premium funding have made strong progress across all areas of academic learning, in line with or exceeding that of their non-Pupil Premium peers. Where writing was previously an area of focus, data has shown that progress for pupil premium pupils has increased in line with non pupil premium peers, with an increase in progress across the whole school.

The embedding of new strategies and support staff roles across the school has enabled:

- **High-quality interventions** that have effectively reduced learning gaps for pupils.
- **Enhanced relationships with parents**, providing support for vulnerable pupils to access school consistently.
- **Consistent learning strategies** across the school, ensuring equitable and cohesive approaches for all pupils.

Personal and social development has been a significant strength within the cohort. These experiences have included:

- Trips to the theatre.
- Access to external visitors coming into school.
- Access to residential visits.
- Broader involvement in the local school community.

All looked-after and previously looked-after children have demonstrated strong progress across the curriculum. For one pupil, the year involved significant changes and so a package of support has been implemented to further enhance their support and curriculum engagement.



DOROTHY GOODMAN SCHOOL

Attendance data shows no significant variation between Pupil Premium and non-Pupil Premium pupils. Within this Pupil Premium pupils sit slightly above their non-pupil premium peers. To maintain and improve this, newly embedded roles are focused on:

- Strengthening parent engagement to support regular attendance.
- Targeted interventions with families to address barriers to attendance and promote sustained school engagement.

Externally provided programmes

Programme	Provider
National Tutoring Programme	Department for Education
Read Write Inc Phonics	Ruth Miskin Training
White Rose Maths	White Rose Maths