

# Pupil premium strategy statement – Doxey Academy

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	200
Proportion (%) of pupil premium eligible pupils	54%
Academic year	2025-2026
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Mrs Laura Lazenby
Pupil premium lead	Mrs Claire Jones
Governor / Trustee lead	Mr Martin Townsend

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£130,036
Pupil premium funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	<b>£130,036</b>

# Part A: Pupil premium strategy plan

## Statement of intent

At Doxey Academy, we are committed to ensuring that every pupil, regardless of their background or circumstances, has the opportunity to thrive academically, socially, and emotionally. The Pupil Premium Grant plays a vital role in supporting this mission by providing additional funding to help close the achievement gap for children from disadvantaged backgrounds.

Our strategy aims to create an inclusive environment where each student receives tailored support that meets their unique needs, enabling them to reach their full potential. This document outlines our comprehensive approach to allocating and utilising the Pupil Premium funding effectively. It is informed by evidence-based practices and an understanding of our school's specific context, ensuring we address barriers to learning, promote well-being, and foster academic excellence.

Key principles underpin our approach:

- High Expectations for All: We believe that all pupils, regardless of financial or social challenges, can achieve outstanding outcomes.
- Targeted Support and Interventions: We tailor academic and pastoral support to directly address the needs of pupils, ensuring that resources are deployed where they will have the most significant impact.
- Personal Development: Alongside academic support, we emphasise emotional and social development, empowering pupils to become confident and resilient learners.
- Through this strategy, we aim not only to close the attainment gap but also to enhance the learning experience for all pupils, ensuring a nurturing environment that promotes lifelong learning.

## Challenges

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

Challenge number	Detail of challenge
1	Trends show that whole school attendance is consistently below 94% The gap between disadvantaged m pupil's and non- disadvantaged pupil's attendance was 1.5% in 2024-2025. The gap has narrowed over the last 12 months.
2	Behaviour data shows that disadvantaged pupils have more recorded behaviour incidents than non- disadvantaged pupils.
3	A large group of pupils across the school have been identified as needing further pastoral and wellbeing support during the school day. The majority of these pupils are disadvantaged.
4	Trends in historical assessment data show that attainment and progress in reading, writing, and maths for disadvantaged pupils are lower than those of non- disadvantaged pupils, both within school and compared nationally to their peers.

## 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
To improve attendance data for disadvantaged pupils	<p><b>Increase in Average Attendance Rate</b> The attendance rate of disadvantaged pupils will improve, bringing it in line with that of their non-disadvantaged peers within the academic year, as measured by school attendance records.</p> <p><b>Reduction in Persistent Absenteeism</b> The proportion of disadvantaged pupils classified as persistent absentees (those attending less than 90% of school days) will decrease compared to the baseline data from the start of the academic year.</p>
To reduce the amount of behaviour instances recorded for disadvantaged pupils	<p><b>Decrease in Recorded Behaviour Instances</b> The number of behaviour incidents involving disadvantaged pupils decreases compared to the baseline data from the previous academic term.</p> <p><b>Improved Pupil Engagement</b></p>

	<p>Disadvantaged pupils will show improved engagement in lessons, as measured by teacher feedback or a reduction in classroom disruptions.</p> <p><b>Increased Participation in OPAL Lunchtimes and after school clubs</b></p> <p>Targeted disadvantaged pupils will be supported to actively participate in OPAL lunchtimes and after school enrichment clubs</p>
<p>To improve the well-being of disadvantaged pupils identified.</p>	<p><b>Identified Disadvantaged Pupils</b></p> <p>Identified disadvantaged pupils demonstrate an improvement in well-being as measured by pre- and post-intervention assessments, such as well-being surveys or Strengths and Difficulties Questionnaires (SDQs).</p> <p><b>Engagement in Well-Being Initiatives</b></p> <p>Targeted pupils will regularly participate in school well-being programmes, such OPAL lunchtime activities, or extracurricular activities by the end of the academic year.</p> <p><b>Positive Feedback from Stakeholders</b></p> <p>Parents or carers and teachers of identified pupils report noticeable improvements in pupils' mood, behaviour, and overall happiness during termly feedback sessions or surveys.</p>
<p>To improve the attainment of disadvantaged pupils compared to their non-disadvantaged peers</p>	<p><b>Narrowed Attainment Gap</b></p> <p>The attainment gap between disadvantaged pupils and their non-disadvantaged peers is reduced by the end of the academic year, as measured by standardised assessments or end-of-term results.</p> <p><b>Increased Proportion of Disadvantaged Pupils Meeting Targets</b></p> <p>Disadvantaged pupils achieve or exceed their individual progress targets, as set based on baseline data at the beginning of the academic year.</p> <p><b>Improved Performance on Key Assessments</b></p> <p>Disadvantaged pupils show greater than expected progress thus narrowing disparities in test scores compared to their peers.</p>

## 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: £ 47,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Teaching and Learning:</b> Embed Cognitive Science Principles into the teaching and learning practice across the school inc. Rosenshine's principles including introducing the pedagogical lesson sequence</p> <p>Staff meetings x 5 for teachers £2162</p> <p>SLT x 1 hour a week £2031.48</p>	<p>Evidence shows that ensuring that all teaching is of high quality is the most important factor in raising attainment of all pupils including those with SEND and those who qualify for pupil premium</p> <p><a href="#">1. High-quality teaching   EEF</a></p> <p>High quality teaching is based on sound researched methods which have been proven to build success for all pupils, principles of high quality teaching include the use of cognitive science and principles of instruction.<sup>6</sup></p> <p>Cognitive science learning principles can have a real impact on rates of learning in the classroom. There is value in teachers having working knowledge of cognitive science principles.</p> <p>EEF Cognitive Science approaches in the classroom: A review of the evidence. <a href="https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance/Cognitive%20science%20approaches%20in%20the%20classroom%20-%20A%20review%20of%20the%20evidence.pdf?v=1732449770">https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance/Cognitive science approaches in the classroom - A review of the evidence.pdf?v=1732449770</a></p> <p>By looking at Rosenshine's Principles of Instruction and the research that supports them, you can identify ways to streamline your practice, tailoring your teaching even more to the needs of your learners.</p> <p>They help improve teacher performance by applying the most effective strategies of teaching when the main objective is to master a skill or a piece of knowledge.</p> <p>Benefits of using Rosenshine's Principles of Instruction in your classroom. <a href="https://bedrocklearning.org/literacy-blogs/benefits-of-using-rosenshines-principles-of-instruction/">https://bedrocklearning.org/literacy-blogs/benefits-of-using-rosenshines-principles-of-instruction/</a></p> <p>Evidence shows that ensuring that all teaching is of high quality is the most important factor in raising attainment of all pupils including those with SEND and those who qualify for pupil premium</p> <p><a href="#">1. High-quality teaching   EEF</a></p>	<p>1, 2, 4</p>

<p><b>Assessment</b> Purchase PIRA assessments for Reading and GAPS assessments for SPAG.</p> <p>Access to the online mark books allows staff to receive accurate assessment data allowing staff to plan applicable next steps.</p> <p>£1450</p>	<p>Assessment should be used not only to track pupils' learning but also to provide teachers with information about what pupils do and do not know. This should inform the planning of future lessons and the focus of targeted support. Knowledge of common misconceptions can be invaluable in planning lessons to address errors before they arise.</p> <p>Improving mathematics in key stages 2 and 3 <a href="https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/maths-ks-2-3/Maths_KS2_KS3_Recommendations_Poster_update.pdf?v=1732449718">https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/maths-ks-2-3/Maths_KS2_KS3_Recommendations_Poster_update.pdf?v=1732449718</a></p> <p>Improving literacy in key stage 2 <a href="https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/literacy-ks2/EEF-KS2-lit-2nd-Recommendations-poster.pdf?v=1732450108">https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/literacy-ks2/EEF-KS2-lit-2nd-Recommendations-poster.pdf?v=1732450108</a></p>	4
<p><b>Power Maths Online subscription</b></p>	<p>“Teaching for mastery” aims to support all pupils to achieve deep understanding and competence in the relevant topic. “Teaching for mastery” is characterised by teacher-led, whole-class teaching; common lesson content for all pupils; and use of manipulatives and representations.</p> <p>EEF: Mastery learning</p>	4

<p>Continued access to Power Maths online platform to enable staff to efficiently plan next steps and lessons.</p> <p>CPD sessions 10 teachers £2162</p> <p>Subscription costs £1300</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</a></p>	
<p><b>RWI</b></p> <p>Subscription costs £1500</p> <p>Teacher x 5 hours a week £8215.60</p> <p>TAs X 5 hours a week £17,247.75</p>	<p>Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <p>The teaching of phonics should be explicit and systematic to support children in making connections between the sound patterns they hear in words and the way that these words are written.</p> <p>The teaching of phonics should be matched to children’s current level of skill in terms of their phonemic awareness and their knowledge of letter sounds and patterns (graphemes).</p> <p>EEF: Phonics <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p>	4
<p><b>Professional Development in Behaviour Management Strategies:</b></p> <p>Invest in training for staff on evidence-based behaviour management techniques.</p> <p>Continue to implement the work of Paul Dix.</p>	<p>The ‘Improving behaviour in school report’ from EEF suggests for recommendation 3 of the proactive strategies that:</p> <p>Effective classroom management can reduce challenging behaviour, pupil disengagement, bullying, and aggression, leading to improved classroom climate, attendance, and attainment.</p> <p>EEF: Improving behaviour in schools. Guidance report <a href="https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/behaviour/EEF_Improving_behaviour_in_schools_Report.pdf?v=1732266017">https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/behaviour/EEF_Improving_behaviour_in_schools_Report.pdf?v=1732266017</a></p>	1, 2, 4

<p>Restorative conversations.</p> <p>Reward system</p> <p>Consistency in approach</p> <p>Staff meetings x 2 for teachers £864.80</p> <p>SLT x 1 hour a week £2031.48</p>		
<p><b>Develop a curriculum that integrates behaviour management</b></p> <p>Incorporating discussions on self-control and respect within PSHE sessions</p> <p>Progression document to be introduced to staff during CPD session and implemented focusing on mental wellbeing for pupils and teaching them skills</p> <p>Staff meetings x 8 for teachers £3459.20</p> <p>SLT to mentor staff in writing of IBPs £4063</p>	<p>The 'Improving behaviour in school report' from EEF suggests for recommendation 2 of the proactive strategies that:</p> <p>Pupils who are aware of their own behaviour, who can self-regulate and deploy coping skills, will be less likely to misbehave in school. Once such strategies have been developed and strengthened, they turn into essential life skills and help students to become motivated and determined to succeed. Behaviour-for learning approaches can be supported by the evidence on social and emotional learning, self-regulation, and essential life skills.</p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/behaviour/EEF%20Improving%20behaviour%20in%20schools%20Report.pdf?v=1732266017">https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/behaviour/EEF Improving behaviour in schools Report.pdf?v=1732266017</a></p>	<p>1, 2, 3, 4</p>

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

Budgeted cost: £ 53,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Interventions</p> <p>Welcomm 2 hrs a day £6722.20</p> <p>NELI – Grade 4 teaching assistant to deliver this programme for 2 hours per day £6722.20</p> <p>RWI 3 hrs a day£10,083</p>	<p>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.</p> <p>These interventions should be targeted at specific pupils using information gathered from assessments and their effectiveness and intensity should be continually monitored.</p> <p>EEF: Targeted academic support <a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/2-targeted-academic-support">https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/2-targeted-academic-support</a></p>	<p>1, 2, 3, 4</p>
<p><b>Deployment of Teaching Assistants</b></p> <p>Effective use of teaching assistants to support high-quality provision. £28847</p>	<p>The 'Making the best use of teaching assistant guidance report' says:</p> <p>The area of research showing the strongest evidence for TAs having a positive impact on pupil attainment focuses on their role in delivering structured interventions in one-to-one or small group settings.</p> <p>EEF: Making the best use of teaching assistants <a href="https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/teaching-assistants/TA_Guidance_Report_MakingBestUseOfTeachingAssistants-Printable_2021-11-02-162019_wsqd.pdf?v=1732266691">https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/teaching-assistants/TA_Guidance_Report_MakingBestUseOfTeachingAssistants-Printable_2021-11-02-162019_wsqd.pdf?v=1732266691</a></p>	<p>4</p>

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

Budgeted cost: £ 32,000

Activity	Evidence that supports this approach	Challenge number (s) addressed
<p><b>Attendance Officer:</b> This role involves monitoring absentees, following up on truancy, and working with families to remedy barriers to attendance .</p> <p>Teacher 2 hours a week £3286.24</p> <p>Admin 6 hours a week £4033.32</p>	<p>The more time a child spends with other children in the classroom and as part of broader school-organised activities, the more chance they have of making friends, of feeling included, and of developing social skills, confidence, and self-esteem.</p> <p>We also know that extended absence from school is linked with behavioural and social problems. These effects can be long lasting and affect a young person’s mental health and their long-term life chances.</p> <p>EEF blog: Taking a tailored approach to improving attendance <a href="https://educationendowmentfoundation.org.uk/news/taking-a-tailored-approach-to-improving-attendance">https://educationendowmentfoundation.org.uk/news/taking-a-tailored-approach-to-improving-attendance</a></p>	1,4
<p><b>Breakfast Clubs:</b> Establish or enhance breakfast clubs which provide a nurturing environment and meet the basic needs of</p>	<p>Evidence suggests that breakfast clubs can improve attendance by addressing hunger and providing a positive start to the school day, thus removing a potential barrier to arriving on time.</p> <p>Addressing pupil hunger may lead to improvements in concentration and behaviour in the classroom, fewer absences from school, and ultimately improvements in pupil attainment. There are many reasons why the consumption of a school breakfast may improve a pupils’ experience of school and these outcomes. Additionally, providing free or reduced-price meals may also remove a barrier to school engagement for economically disadvantaged pupils.</p>	1, 3, 4

disadvantaged pupils.  Subscription cost £1000	EEF: Breakfast Interventions- Rapid Evidence Assessment <a href="https://d2tic4wvo1iusb.cloudfront.net/production/documents/breakfast_interventions_-_rapid_evidence_assessment.pdf?v=1732291055">https://d2tic4wvo1iusb.cloudfront.net/production/documents/breakfast_interventions_-_rapid_evidence_assessment.pdf?v=1732291055</a>	
<b>OPAL lunchtimes</b> Play Leader to run lunchtimes.  TA 9 hours a week £6049.98	OPAL was developed in response to demand from schools for help in resolving issues at playtime, including boredom, high levels of accidents and playground incidents, lack of respect for supervisors and a constant stream of low-level behaviour problems, as well as a desire to improve the quality of children's play experience in school.  Play England- Evaluation of OPAL <a href="https://outdoorplayandlearning.org.uk/wp-content/uploads/2016/07/supporting-school-improvement-through-play-1.pdf">https://outdoorplayandlearning.org.uk/wp-content/uploads/2016/07/supporting-school-improvement-through-play-1.pdf</a>	2
<b>Learning Mentor</b>  4 hours per day 2 terms (23 weeks)  £16806	Evidence indicates that robust pastoral support directly improves outcomes for Pupil Premium (disadvantaged) students by boosting emotional well-being, enhancing engagement, and reducing absenteeism. Effective pastoral care—including mentoring and tailored support—addresses barriers like anxiety, leading to improved academic attainment and higher retention rates, particularly for vulnerable groups. <a href="#">Pastoral care: a whole-school approach to creating the ethos of wellbeing that culminates in better engagement and improved academic achievement of learners   BERA</a>	2 3 4

**Total budgeted cost: £ 130,036**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

The school's strategic approach has led to strong improvements in outcomes for disadvantaged pupils across attendance, behaviour, wellbeing and attainment. Attendance for Pupil Premium pupils has risen from 91.6% to 92.1%, showing the impact of robust monitoring and follow-up systems. Targeted behaviour training, a structured personal development curriculum and OPAL lunchtimes have reduced low-level disruption and created a calmer, more predictable environment that particularly benefits disadvantaged learners. Wellbeing initiatives—including Magic Breakfast, OPAL and enhanced PSHE provision—have supported emotional literacy, confidence and readiness to learn. Attainment for disadvantaged pupils is strong: KS2 outcomes show PP pupils outperforming national figures and closing gaps with peers, with 100% achieving ARE in reading, maths and SPAG. Progress across reading, writing and maths is positive, with PP pupils matching or exceeding non-PP performance. Targeted interventions such as RWI 1:1 and Wellcomm have accelerated progress and closed gaps, with PP pupils in Year 2 outperforming their peers in phonics. Additional strengths are evident in MTC outcomes, where PP pupils scored higher than both national PP figures and non-PP peers, and in EYFS, where disadvantaged pupils achieved a higher proportional GLD and excelled in PSED. Collectively, these measures demonstrate that the school's targeted provision is having a substantial, positive and measurable impact on disadvantaged pupils' academic, social and emotional outcomes.

### Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.*

Programme	Provider
OPAL	OPAL

