

# Pupil Premium Strategy Statement



This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) 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	Dovelands Primary School
Number of pupils in school	YR-Y6 (515)
Proportion (%) of pupil premium eligible pupils	15% (79)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plan</b> )	<b>2024 – 2025</b> 2025-2026 2026-2027
Date this statement was published	Autumn 2024
Date on which it will be reviewed	Autumn 2025
Statement authorised by	Governing Body and Headteacher
Pupil premium lead	Laura Newby, Inclusion Lead
Governor lead	Ruth Nicholas

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£120,500
Recovery premium funding allocation this academic year	£2,791
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year:</b>	<b>£123,291</b>

## Part A: Pupil premium strategy plan

### Statement of intent

Dovelands Primary School has high expectations of all learners and we are committed to ensuring that all pupils, irrespective of their background, achieve well across all subjects. The focus of our Pupil Premium strategy is to support disadvantaged pupils to achieve this goal and to be well-equipped for the next stage of their education by providing high-quality education, enrichment and pastoral care for all of pupils.

#### Our objectives are to:

- Ensure a consistently high-quality provision which enables all children to make excellent progress from their starting points.
- Accelerate the progress of all students and ensure they are well prepared for the next stages of their learning.
- Develop both whole school and targeted approaches which foster a relentless drive for the best possible outcomes for all children, regardless of their starting points.

#### According to the Education Endowment Fund:

When making decisions about using Pupil Premium funding it is important to consider the context of the school and research conducted by the EEF in the teaching and learning toolkit. According to the EEF, common barriers to learning for disadvantaged children can be:

- *Less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues.*
- *There may also be complex family situations. The challenges are varied and there is a variety of reasons for a child being 'vulnerable'. We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.*

Through our Pupil Premium Strategy, we will consider the challenges faced by all vulnerable pupils, such as those who have a social worker, are young carers, have additional learning needs or those who are currently or previously looked after. We will work to support disadvantaged pupils to achieve as well as their non-disadvantaged peers.

#### Therefore we will:

- Ensure high-quality teaching is at the heart of our approach and meets the needs of all children
- Prioritise positive, trusting relationships between children, staff and all stakeholders.
- Ensure a culture wherein all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.
- Offer a curriculum rich in language development, which maps the progression of language proficiency.
- Provide Pastoral support which seeks to remove barriers to learning through building trusting relationships between families and school.
- Provide and monitor evidence-based interventions to accelerate the learning of children identified as vulnerable.

- Ensure the curriculum includes a range of opportunities to increase cultural capital and celebrates equality, inclusion and diversity.
- Ensure all children have equal access to enrichment opportunities to promote cultural capital and immerse them in learning.
- Develop attendance monitoring and support to ensure children are in school and on time each day.
- Provide a daily Nurture Breakfast Club which targets specifically vulnerable children and families including those with persistent absence or lateness.

High-quality teaching is our highest priority, with a focus on areas in which disadvantaged pupils require the most support. We invest in resources to enable training and coaching of all teachers as this is proven to have the greatest impact on closing the disadvantage gap and at the same time, will benefit all children. In addition, we provide targeted pastoral support for pupils whose education and wider lives have been impacted by trauma and home issues. Alongside this, we strive to provide our pupils with experiences by subsidising school trips and prioritising children who are disadvantaged for extracurricular clubs.

We recognise that not all pupils who are disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being vulnerable

Pupil Premium funding will be allocated following identification of priority classes, groups or individuals. Limited funding and resources mean that not all children receiving free school meals will be in receipt of pupil premium interventions at one time but over the course of their time at Dovelands, will receive appropriate resources and interventions in line with their needs.

## 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 many pupils enter the school with skills below what is typical for their age in all areas.
2	Assessments, observations, and discussions with pupils indicate underdeveloped oracy, speech and language, 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.
3	Assessment shows that disadvantaged groups generally have greater difficulty with phonics and early reading than their peers.
4	Pupils and their families have welfare needs including social, emotional and mental health needs that are required to be supported through school.
5	Observation and discussion with pupils shows that disadvantaged pupils are less likely to be exposed to a wide variety of enrichment or experiences that allow them to experience, in context, the vocabulary required to access the curriculum.

6	Observation and discussion with pupils and families indicate that some families find challenges in accessing space or equipment to complete homework.
7	Attendance, persistent absenteeism and punctuality issues. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.

## 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
Quality first teaching is consistently delivered, in all subjects, at a high standard.	Planning is well-sequenced Lessons are engaging and learning is well matched to the needs of all pupils Through Pupil Progress and Inclusion Reviews, teacher have high expectations, set ambitious targets and provide high level of challenge for pupils.
Improved oral language skills and vocabulary among disadvantaged pupils.	Improved language skills among disadvantaged pupils which results in improved progress in reading and writing.
Improved reading and writing attainment among disadvantaged pupils.	KS2 reading outcomes for disadvantaged groups are in line with peers. Year 1 phonics screening pass rate for disadvantaged groups are in line with their peers.
To achieve and sustain improved wellbeing and positive relationships for all pupils in our school, particularly our disadvantaged pupils.	Data from student voice, pre and post intervention assessments, student and parent feedback and teacher observations. Families and children overcome barriers to learning through Support Lead, Emotional Literacy Support and Therapeutic Play work.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2024 / 2025 demonstrated by: <ul style="list-style-type: none"> <li>the overall attendance rate for all pupils being at least 98% and there being no attendance gap between disadvantaged pupils and their non-disadvantaged peers</li> <li>the number of all pupils who are persistently absent being below 15 and no more than 50% of those being disadvantaged</li> </ul>

## Activity in this academic year 2024-2025

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: £ 32,824

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continuous professional development to improve quality first teaching for all staff.</p> <p>Use 'Walk Thru' strategy to revisit/introduce to new staff to the key strategies of 'WalkThrus'.</p>	<p>High-quality teaching is at the heart of our approach and 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.</p>	1, 2, 3,
<p>Deployment of teacher to teach additional Year 6 group each morning.</p>	<p>Highly qualified and experienced teachers in smaller groups can support pupils to make effective progress by providing intensive, targeted academic support to those having been identified as having low prior attainment or being at risk of falling behind.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p>	1,2,3,
<p>Purchase of standardised diagnostic assessments.</p>	<p>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:</p> <p><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p>	2, 3

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

Budgeted cost: £21,624

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Recruitment of an Intervention TA (2.5 days per week)</p>	<p>The Reading Framework shows the importance of early reading skills for all children but isn't mentioned by the EEF <a href="https://guidebook.eif.org.uk/programme/reading-recovery">https://guidebook.eif.org.uk/programme/reading-recovery</a></p>	1,2,3

Subscriptions to online interventions: TTRS, Accelerated Reader, Literacy Gold, Spelling Tutor.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a>  These are shared with parents/carers to improve accessibility of homework.	1,2,3,6
Training and release time for Teaching Assistants to deliver Precision Teaching.	KS2 reading outcomes for disadvantaged groups are in line with peers. Year 1 phonics screening pass rate for disadvantaged groups are in line with their peers.	1,2,3,6

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

Budgeted cost: £ 69,470

Activity	Evidence that supports this approach	Challenge number(s) addressed
Senior Mental Health Lead Pastoral Support Lead	The Pastoral Support Team works together to encourage parental/carer engagement which has positive impact on learning outcomes. Our Pastoral Support Lead is able to consider how to engage with all parents and our Mental Health and Inclusion Lead are able to target interventions to remove barriers to learning.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a>  There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (eg: improved academic performance)	1,2,3,4,5,6,7
Senior Leader responsible for attendance. Training and release time for Attendance Officer to embed good practice set out in the DfE's <a href="#">Improving School Attendance</a>	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	1,2,3,4,5,6,6
Breakfast Club	A study by the Institute of Fiscal Studies shows a positive correlation between school breakfast clubs and increased academic results.  <a href="https://magicbreakfast.com/default.aspx">https://magicbreakfast.com/default.aspx</a>  Early evidence shows that the introduction of breakfast club has proven to increase attendance and punctuality issues.	1,2,4,7
Homework Club	Early evidence shows that the introduction of Homework Club has proven to increase the amount of practise children are completing within basic skills maths and reading.	1,2,3,4,6

Therapeutic Play	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):  <a href="#">EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk)</a>	4
ELSA (Emotional Literacy Support Assistant)  (2.5 days per week)	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):  <a href="#">EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk)</a>	4
Subsidised School trips and residential trips	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) <a href="#">EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk)</a>	4, 5,
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	1,2,3,4,5,6,7

**Total budgeted cost: £ 123, 918**

## 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.

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<b>ARE</b>	Reading	Writing	Maths
All Pupils: (73)	71.2% (52)	72.6% (53)	64.4% (47)
PP: (14)	50% (7)	50% (7)	50% (7)
National disadvantaged:	63%	58%	59%
<b>GDS</b>	Reading	Writing	Maths
All Pupils: (73)	26% (19)	6.8% (5)	21.9% (16)
PP: (14)	14% (2)	0% (0)	7% (1)
National disadvantaged:	18%	6%	13%

### 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*

<b>Programme</b>	<b>Provider</b>
Spelling Tutor / Literacy Gold	Dyslexia Gold
Accelerated Reader	Renaissance
Times Tables Rock Stars	Maths Circle

## Further information (optional)

### Additional activity

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

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
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Assessments, observations, and discussions with pupils indicate underdeveloped 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.