

# 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   | 450  |
| Proportion (%) of pupil premium eligible pupils  | 18%  |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plan</b> ) | <b>2023-2024</b><br>2024-2025<br>2025-2026 |
| 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                                |
| Governor lead  | Ruth Nicholas                              |

## Funding overview

| Detail   | Amount          |
|--|-----------------|
| Pupil premium funding allocation this academic year                                    | £105,530        |
| Recovery premium funding allocation this academic year                                 | £10,730         |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | 0               |
| <b>Total budget for this academic year:</b>  | <b>£116,260</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 high attainment 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.

#### 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 to 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.*

Therefore, through our Pupil Premium Strategy, we:

- Will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers, have additional learning needs or those who are currently or previously looked after.
- Prioritise positive, trusting relationships between children, staff and all stakeholders.
- Ensure high-quality teaching is at the heart of our approach and meets the needs of all children.
- Create a culture in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations and aspirations of what they can achieve.
- Offer a curriculum rich in language development, which maps the progression of language proficiency.
- Provide family support which seeks to remove barriers to learning through building trusting relationships between families and school.
- Provide 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 strategies to support families in ensuring 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.

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 oral language skills and vocabulary gaps among many disadvantaged pupils.                 |
| 3                | Assessment suggests 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                | Many pupils are not exposed to a wide variety of enrichment or experiences that allow them to experience, in context, the vocabulary required to access the curriculum. |
| 6                | 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.  |

## 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<br>Lessons are engaging and learning is well matched to the needs of all pupils |

|  |   |
|--|---|
|  | Teachers have high expectations 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 attainment among disadvantaged pupils.  | KS2 reading outcomes for disadvantaged groups are in line with peers<br>Year 1 phonics screening pass rate for disadvantaged groups are in line with their peers  |
| To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils. | Data from student voice, pre and post intervention assessments, student and parent feedback and and teacher observations.<br><br>Families and children overcome barriers to learning through Family Support Worker intervention.  |
| To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.              | Sustained high attendance from 2023 / 2024 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 2023-2024

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: £

| Activity   | Evidence that supports this approach   | Challenge number(s) addressed |
|--|--|-------------------------------|
| <p>CPD focusing on quality first teaching, oracy, reading.</p> <p>'Walk Thrus' Training</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>  | <p>1, 2, 3,</p>               |
| <p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</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>   | <p>2, 3</p>                   |
| <p>Purchase of intervention which will accelerate the progress of pupils with underdeveloped oral language skills and vocabulary.</p> <p>Talkboost (KS1) and Early Talkboost</p> <p>We will purchase resources and fund ongoing teacher training and release time.</p> | <p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p><a href="#">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a></p> <p>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:</p> <p><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p> | <p>1,2,</p>                   |
| <p>Pastoral support:<br/>Family Support worker and Mental Health Lead</p>  | <p>Parental engagement has positive impact on learning outcomes. Our Family Support Worker is able to consider how to engage with all parents to avoid widening attainment gaps.</p> <p><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></p> <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (eg: improved academic performance)</p>                          | <p>4</p>                      |

|  |  |          |
|--|--|----------|
| <p>Senior Leader responsible for attendance.</p> <p>Training and release time for Attendance Officer to embed good practice set out in the DfE's <a href="#">Improving School Attendance</a></p> | <p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> | <p>7</p> |
|--|--|----------|

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

Budgeted cost:

| Activity   | Evidence that supports this approach   | Challenge number(s) addressed |
|--|--|-------------------------------|
| <p>Deployment of teacher to teach year 6 group</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> | <p>1,2,3,</p>                 |
| <p>Recruitment of an Intervention TA<br/>(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>  | <p>1,2,3</p>                  |

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

Budgeted cost: £22,795

| Activity              | Evidence that supports this approach   | Challenge number(s) addressed |
|-----------------------|--|-------------------------------|
| <p>Breakfast Club</p> | <p>A study by the Institute of Fiscal Studies shows a positive correlation between school breakfast clubs and increased academic results.</p> <p><a href="https://magicbreakfast.com/default.aspx">https://magicbreakfast.com/default.aspx</a></p> | <p>1,2,4,7</p>                |

|   |  |           |
|---|--|-----------|
|   | Early evidence shows that the introduction of breakfast club has proven to increase attendance and punctuality issues.   |           |
| 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 |
| After school 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):<br><br><a href="https://www.educationendowmentfoundation.org.uk/EEF_Social_and_Emotional_Learning.pdf">EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk)</a> | 4         |
| Lunch time football coach<br><br>Lunch time dance club                          | As above   | 4,5       |
| Recruitment of ELSA<br>(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):<br><br><a href="https://www.educationendowmentfoundation.org.uk/EEF_Social_and_Emotional_Learning.pdf">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)<br><a href="https://www.educationendowmentfoundation.org.uk/EEF_Social_and_Emotional_Learning.pdf">EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk)</a>       | 4, 5,     |
| Subscriptions to online interventions: TTRS, Spelling Tutor, Accelerated Reader | <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><br><br>This is also shared with parents/carers to improve accessibility of homework.   | 1,2,3,6   |
| 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.   |           |

**Total budgeted cost: £**

## 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 2022 – 2023 academic year.

| All: 74 = 100%<br>PP: 13 = 17.6%<br>Non - PP: 61 = 82.4% | Reading             | Writing              | Maths                  | Combined   |
|--|---------------------|----------------------|------------------------|------------|
| All<br>(GDS)   | 77%                 | 78%                  | 79.7%                  | 62%<br>(4) |
| Non PP<br>(GDS)  | 75%<br>(34)         | 77%<br>(10)          | 80%<br>(16)            | 62%<br>(3) |
| PP at ARE of all PP<br>(GDS)                             | 11/13 = 85%<br>(31) | 11/13 = 84.6%<br>(8) | 10/13 = 76.9 %<br>(31) | 62%<br>(8) |
| PP vs all<br>(GDS)                                       | 11 / 74 = 14%       | 11/74= 14%           | 10/74 = 13.51%         |            |

### 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          | 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.