

Pupil premium strategy statement – Dovecote Primary School

Before completing this template, read the Education Endowment Foundation's guidance on [using your pupil premium funding effectively](#) and DfE's [using pupil premium guidance](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium (and recovery premium) on, within the framework set out by the menu.

All schools that receive pupil premium (and recovery premium) are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

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 | 2021/2022 – 396 (incl Nursery) 2022/2023 – 372 (incl Nursery) 2023/2024 – 361 (incl Nursery) |
| Proportion (%) of pupil premium eligible pupils | 2021/2022 – 49% 2022/2023 – 47% 2023/2024 – 45% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year) | 2021/2022-2023/2024 |

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|-----------------------------------|-------------------------------|
| Date this statement was published | December 2023 |
| Date on which it will be reviewed | October 2024 |
| Statement authorised by | Ruth Guy-Clark Headteacher |
| Pupil premium lead | |
| Governor / Trustee lead | Clare Colmore |

Funding overview

| Detail | Amount |
|--|--|
| Pupil premium funding allocation this academic year | £227,545 – 2021/2022 £224,010 – 2022/2023 £236,785 - 2023/2024 |
| Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i> | £28,400 – 2022/2023 £12,636 – 2023/2024 |
| 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> | £249,421 |

Part A: Pupil premium strategy plan

Statement of intent

Dovecote Primary School is a fully inclusive school. Our core values apply to all of our pupils, irrespective of their background or the challenges they may face. Our intention is that all pupils, 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 this, including progress for those who are already high achievers. We also consider the challenges faced by other vulnerable pupils, such as those who have a social worker and young carers. The action we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

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.

The Pupil Premium spending also focuses on whole school strategies that impact all pupils, strategies that target underperforming pupils, and specific strategies targeting pupil premium pupils. We have a clear, strategic approach to the use of Pupil Premium funding, and plans are integrated into wider school support and improvement systems. These are monitored and evaluated regularly and termly data analysis, alongside pupil progress meetings, ensures that the correct support and strategies are identified to maximise progress for all pupils and close the disadvantage gap in attainment.

This includes:

- high quality first class teaching
- quality support through additional adults
- specific group/individual interventions
- nurture provision
- access to enrichment activities
- music lessons

The challenges our disadvantaged pupils face varies across the school and our role as practitioners is to become an expert in these children. Interventions are led by pupil need, rather than label and we ensure that all staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses within their phase.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | Our assessments, observations and discussions with families show an increased number of pupils with complex needs, including speech and language, social communication, motor skills, and social and emotional health. |
| 2 | Many pupils demonstrate the need to improve their resilience, aspiration and self-regulation. |
| 3 | In school data indicates that achievement in achieving GLD, reading, writing and maths among many groups of disadvantaged pupils is below that of non-disadvantaged pupils. Lower attaining PP pupils require additional support to ensure they attain and retain as well as their peers and make expected progress. |
| 4 | Pupils are often not exposed to a wide variety of life experiences that allow them to experience, in context, the vocabulary required to access all aspects of the curriculum. |
| 5 | Attendance and punctuality remain an issue for disadvantaged pupils and requires continuous support and challenge. |

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 |
|---|--|
| Improve the attainment of PP pupils in GLD, phonics, reading, writing and maths so that the outcome is closer to national expectations. | An increased number of PP pupils are attaining age related expectations in GLD, phonics, reading, writing and maths at the end of key stage data points. Also, PP pupils show improved progress measures. |
| PP pupils' progress in speech and language in EYFS improves. | EYFS progress data shows the narrowing of the speech and language gap and improved progress measures when comparing PP and non-PP. |
| PP pupils' emotional literacy improves. | Ruth – have you got any assessment criteria we can use to assess emotional literacy Outcomes? Resilience Trackers and Boxall Profiles This is what I have written as our outcome: Resilience Trackers and Boxall Profiles demonstrate measured impact on specific areas of emotional literacy through targeted |

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| | nurture provision, leading to sustained levels of wellbeing from 2024/2025. |
| Reduce the attendance gap between non and pupil premium pupils. | Sustained high attendance from 2024/2025 demonstrated by: The attendance gap between disadvantaged and non-disadvantaged peers being reduced by 2%. The percentage of all pupils who are persistently absent and below 90% improves. |
| All pupils are given access to a full range of enrichment and out of school activities and a wider range of life experiences. | Ensure that all PP pupils will receive a range of enrichments and experiences. |
| PP pupils are given support and know how to self-regulate, leading to improved outcomes. | Social, emotional and mental health support is available throughout the school week through self-regulation boards. This is both proactive and reactive to respond to the individuals needs of all the children. |

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)

Budgeted cost: £ [38,812]

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| Staff CPD to deliver high-quality phonics lessons – Read Write Inc, Fresh Start Phonics | Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics | 1 |
| Additional support offered from the NST to raise attainment in reading, writing and maths | | 4, 6 |
| Purchase of standardised assessments – | 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 instructions: | 3 |

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| NTS assessments Dyslexia screening | https://educationendowmentfoundation.org.uk/tools/assessing-and-monitoring-pupil-progress/testing/standardised-tests/ | |
| Training on resilience and dealing with trauma to support children's emotional health | https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning | 1, 2 |
| Teacher CPD programme on teaching strategies, modelling, adaptive teaching and assessment for learning. Teacher visits to other schools | According to the EEF's Guide to The Pupil Premium <i>'Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for Pupil Premium.'</i> | 1, 2, 3 |
| Focussed assessment and monitoring, pupil progress meetings, data analysis, non-contact time to collate data and information, non-contact time to release staff to fulfil their responsibilities and deliver interventions to improve high-quality provision. | | 3 |

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

Budgeted cost: £ [108,209]

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|----------|--------------------------------------|-------------------------------|
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|---|---|-------------|
| <p>In-house tutoring and small group catch up provision in KS2. Focus writing and maths to improve pupil outcomes.</p> | <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one.</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p> | <p>3</p> |
| <p>Treehouse nurture provision for targeted groups of pupils to support their emotional health and wellbeing.</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>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p> | <p>1, 2</p> |
| <p>Learning mentors to work with specific children to support complex SEMH</p> | <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life</p> <p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p> | <p>1, 2</p> |
| <p>Focused supports of TAs within each year group to improve outcomes for pupils.</p> | <p>TA interventions (+4 months)</p> <p>teaching-assistant-interventions EEF (educationendowmentfoundation.org.uk)</p> <p>Grouping within the class and using TA (+2 months):</p> <p>Adaptive teaching within the class and using the TA (+4 months)</p> <p>Within class attainment grouping EEF (educationendowmentfoundation.org.uk)</p> | <p>3</p> |
| <p>Catch up provision for year 6 in maths and English including after school booster groups to improve attainment for PP pupils (Jane, Ruth, Gurdish, Tracey, Dan, Becky, Tracey/Nat)</p> | <p>Small groups (+4 months)</p> <p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p> <p>EEF</p> <p>Extending school time</p> <p>Extending school time EEF (educationendowmentfoundation.org.uk)</p> | <p>3</p> |

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

Budgeted cost: £ [102,400]

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p>Therapeutic Gardening – to offer all pupil premium pupils the opportunity to develop skills in an outdoor environment to support emotional health and wellbeing.</p> | <p>In a recent report for the Royal Horticultural Society, Professor Alistair Griffiths explains that a seismic shift in attitudes is occurring as ever-more evidence shows how important gardens and plants are for our physical, mental and social well-being.</p> <p>There is increasing scientific evidence highlighting the critical importance of garden plants, gardens and gardening benefitting our physical, mental and social well-being. There are very few, if any, other activities that can achieve all of the things that horticulture and gardening can – in particular, the measurable beneficial impacts on active lifestyles, mental wellbeing, and social interaction. The act of gardening helps us to keep fit and connect with others, to enjoy and be part of nature and to revel in colour, aroma, wildlife and beauty.</p> | <p>1, 2, 4, 5</p> |
| <p>To ensure PP pupils have access to a variety of enrichment activities, including visits, visitors, and speakers to inspire them.</p> | <p>Arts participation Arts participation EEF (educationendowmentfoundation.org.uk)</p> <p>Collaborative learning approaches Collaborative learning approaches EEF (educationendowmentfoundation.org.uk)</p> | <p>1, 2, 4</p> |
| <p>Attendance support with a focus on PP families, by following the attendance policy.</p> | <p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>Attendance impacts on attainment. Attendance interventions rapid evidence assessment EEF (educationendowmentfoundation.org.uk)</p> | <p>5</p> |
| <p>Family support to help parents and carers support their children and improve outcomes and attendance.</p> | <p>Where families are better engaged, pupils have a better chance of achieving their potential.</p> | <p>1, 2, 5</p> |
| <p>To support pupils to self-regulate and build resilience through 'Implementation Zones of Regulation.'</p> | <p>Evidence shows that when pupils are able to self-regulate, it is more effective in modifying behaviour than in a system that is based in reward and sanctions.</p> | <p>1, 2</p> |

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| <p>Teach resilience strategies and assess resilience to improve emotional health and improve outcomes, with support from key agencies.</p> | <p>Self-Regulation Alert Program® Online AOTA Approved Provider THE INCREDIBLE 5-POINT SCALE - HOME (5pointscale.com)</p> <p>These two programmes provide a foundation for the Zones of Regulation.</p> <p>Public Health England – building children and young people’s resilience in schools</p> | |
| <p>To fund music tuition – all pp children in KS2 to have the opportunity to be taught music by a music specialist in Years 4, 5 and 6</p> | <p>Arts participation Arts participation EEF (educationendowmentfoundation.org.uk)</p> <p>The British Journal of Music Education (BJME) research article on the impact that learning a musical instrument has on core academic progress and attainment: The impact of instrumental learning on attainment Music Mark</p> | <p>1, 2, 4</p> |

Total budgeted cost: £ [249,421]

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outline the performance of your disadvantaged pupils in the previous academic year and explain how it has been assessed. You should draw on:

- *Data from the previous academic year's national assessments and qualifications, once published (including school attainment and progress measures)*
- *EBacc entry data for secondary schools*
- *Comparison to local and national averages (a note of caution can be added to signal that there are ongoing impacts of the COVID-19 pandemic, which affected schools, and pupils, differently) and outcomes achieved by your school's non-disadvantaged pupils*
- *Information from summative and formative assessments the school has undertaken.*
- *School data and observations used to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing*

You should state whether you are on target to achieve the outcomes of your strategy (as outlined in the Intended Outcomes section above) and outline your analysis of what aspects of your strategy are/are not working well.

If last year marked the end of a previous pupil premium strategy plan, you should set out your assessment of how successfully the intended outcomes of that plan were met.

Externally provided programmes

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

| Programme | Provider |
|------------------|-----------------|
| | |
| | |

Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.