

# Pupil premium strategy statement – Dovecote Primary School 2022/2023 to 2024/2025

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	2022/2023 – 372 (incl Nursery) 2023/2024 – 361 (incl Nursery) 2024/2025 – 315 (incl Nursery)
Proportion (%) of pupil premium eligible pupils	2022/2023 – 47% 2023/2024 – 45% 2024/2025- 46%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement each academic year</b> )	2021/2022-2024/2025

Date this statement was published	December 2024
Date on which it will be reviewed	October 2025
Statement authorised by	Ruth Guy-Clark Headteacher
Pupil premium lead	Sarah Hudson
Governor / Trustee lead	Clare Colmore

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 247, 110
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>	£)
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b> <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>	£247,110

# 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.

High quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This 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.

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.

Wellbeing, self belief and resilience are high on our priorities for our disadvantaged pupils and so they are assured the opportunity to attend all school visits and residential. They are prioritized when allocating extra-curricular activities, including clubs, workshops and educational visitors, Discrete activities for disadvantaged pupils are also planned throughout the year to offer them experiences they otherwise might not receive, Similarly, their needs are considered when allocating places with our school counsellor and gardener..

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
- support for wellbeing and good mental health

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	<p>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.</p> <p>It is noted that some of our disadvantaged pupils in KS2 classes in our current year, are also pupils with SEND which impacts on outcomes.</p> <table border="1"> <thead> <tr> <th></th> <th>F2</th> <th>Y1</th> <th>Y2</th> <th>Y3</th> <th>Y4</th> <th>Y5</th> <th>Y6</th> </tr> </thead> <tbody> <tr> <td>Pupil Premium</td> <td>5</td> <td>14</td> <td>16</td> <td>10</td> <td>29</td> <td>28</td> <td>26</td> </tr> <tr> <td>PP+SEND</td> <td>1</td> <td>3</td> <td>6</td> <td>0</td> <td>13</td> <td>14</td> <td>12</td> </tr> </tbody> </table> <p>It is noted that some of our disadvantaged pupils in some of the KS2 classes in our current year, are also pupils with SEND which impacts on outcomes.</p>		F2	Y1	Y2	Y3	Y4	Y5	Y6	Pupil Premium	5	14	16	10	29	28	26	PP+SEND	1	3	6	0	13	14	12
	F2	Y1	Y2	Y3	Y4	Y5	Y6																		
Pupil Premium	5	14	16	10	29	28	26																		
PP+SEND	1	3	6	0	13	14	12																		
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.	Resilience Trackers and Boxall Profiles demonstrate measured impact on specific areas of emotional literacy through targeted 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 by prioritising these when allocating places.
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. Fewer recorded incidents of deregulation requiring adult support.

## 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: £ [36,501]

Activity	Evidence that supports this approach	Challenge number(s) addressed
1. improve standards of teaching and learning ( quality first teaching), including: <ul style="list-style-type: none"> <li>All teaching to be good or better using focused staff CPD to deliver high- quality lessons – Read Write Inc,</li> </ul>	Poor teaching has a greater impact on disadvantaged pupils than their peers. This is because disadvantaged pupils often don't have the same levels of support to compensate for weak teaching. Therefore investment in quality first teaching should not be overlooked.	1

<p>Fresh Start Phonics</p> <ul style="list-style-type: none"> <li>• Greater clarity around what children are learning, ensuring appropriate resources to support children from different starting points</li> <li>• Coaching model approach introduced for collegiate improvement in teaching and learning and improved pedagogy</li> <li>• Professional development cycle within performance management cycle</li> </ul>	<p><a href="#">Pupil Premium self-evaluation Toolkit.pdf (wakefield.gov.uk)</a></p>	
<p>2. Phonics</p> <ul style="list-style-type: none"> <li>• CPD for all staff teaching Phonics</li> <li>• Children in Y2/3 offered additional sessions if they did not pass the screening assessment</li> <li>• Groups targeted across EYFS/KS1 and Y3</li> <li>• Regular assessments to ensure children are on track</li> <li>• Additional support offered from the NST to raise attainment in reading, writing through Priority Literacy initiative</li> </ul>	<p>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:  <a href="https://educationendowmentfoundation.org.uk/education-%20evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-%20evidence/teaching-learning-toolkit/phonics</a></p>	1,3
<p>3. Focused assessment and monitoring</p> <ul style="list-style-type: none"> <li>• Purchase of NTS standardized assessments in Maths and Reading</li> <li>• pupil progress meetings to allow data analysis and planning next steps</li> <li>• non- contact time to collate data and information in year groups</li> <li>• leadership time for subject leads to monitor teaching and learning in their subject areas</li> </ul> <p>Purchase of dyslexia screener tests</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 instructions:  <a href="https://educationendowmentfoundation.org.uk/tools/assessing-and-monitoring-pupil-progress/testing/standardised-tests/">https://educationendowmentfoundation.org.uk/tools/assessing-and-monitoring-pupil-progress/testing/standardised-tests/</a></p>	1,3
<p>4. Training on resilience and dealing with trauma to support children's emotional health through Emotion coaching, Theraplay and Key Attachment work</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p>	1, 2

<p>5. Teacher CPD programme on teaching strategies, modelling, adaptive teaching and assessment for learning and supporting children with dyslexia</p> <p>6. Teacher visits to other schools to observe good practice and engage in further training opportunities.</p>	<p>According to the EEF's Guide to The Pupil Premium</p> <p><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></p>	<p>1, 2, 3</p>
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## 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
<p>1. In-house tutoring and small group catch up provision in KS2. Focus on reading, writing and Maths to</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>1,3</p>
<p>improve pupil outcomes at the end of KS2.</p>	<p><a href="https://www.educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups: <a href="https://www.educationendowmentfoundation.org.uk">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a></p>	
<p>2. Key Attachment Workers to work with specific children to support SEMH</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life</p> <p><a href="https://www.educationendowmentfoundation.org.uk">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>1, 2, 3, 4,5</p>

<p>3. Focused support of TAs within each year group to improve outcomes for PP pupils via same day intervention, pre teaching, small group and 1:1 support</p>	<p>TA interventions (+4 months)  <a href="#">teaching-assistant-interventions   EEF</a>  <a href="#">(educationendowmentfoundation.org.uk)</a></p> <p>Grouping within the class and using TA (+2 months):  Adaptive teaching within the class and using the TA (+4 months)  <a href="#">Within class attainment grouping   EEF</a>  <a href="#">(educationendowmentfoundation.org.uk)</a></p>	<p>1, 3</p>
<p>4. Booster group provision for year 6 in Maths and English including after school booster groups to improve attainment for PP pupils</p> <p>5. Intervention in reading with priority given to PP children.</p> <p>6. Support through wider opportunities with Literacy Project Readers and Nottingham Trent University undergraduate program, with priority given to PP children.</p> <p>7 .After school book club for small group of KS2 pupils</p>	<p>Small groups (+4 months)  <a href="#">Small group tuition   EEF</a>  <a href="#">(educationendowmentfoundation.org.uk)</a></p> <p>EEF  Extending school time <a href="#">Extending school time   EEF</a>  <a href="#">(educationendowmentfoundation.org.uk)</a></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
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<p>1. 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>2. To ensure PP pupils have access to a variety of enrichment activities, including visits, visitors, and speakers to inspire them.</p>	<p>Arts participation  <a href="https://educationendowmentfoundation.org.uk">Arts participation   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Collaborative learning approaches  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time#:~:">Collaborative learning approaches   EEF (educationendowmentfoundation.org.uk)</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time#:~:">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time#:~:</a></p>	<p>1, 2, 4,5</p>
<p>3. 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.  <a href="https://educationendowmentfoundation.org.uk">Attendance interventions rapid evidence assessment   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>5,3</p>

<p>4. Family support worker 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, 2,3,4 5</p>
<p>5. To support pupils to self-regulate and build resilience through 'Implementation Zones of Regulation.'</p> <p>All staff to receive Emotion coaching training</p> <p>Teach resilience strategies and assess resilience to improve emotional health and</p>	<p>Evidence shows that when pupils are able to self-regulate, it is more effective in modifying behaviour that in a system that is based in reward and sanctions.</p> <p><a href="#">Self-Regulation Alert Program® Online   AOTA Approved Provider</a></p> <p><a href="#">THE INCREDIBLE 5-POINT SCALE - HOME (5pointscale.com)</a></p>	<p>1, 2, 5</p>

<p>improve outcomes, with support from key agencies.</p>	<p>These two programs provide a foundation for the Zones of Regulation.</p> <p>Public Health England – building children and young people’s resilience in schools</p>	
<p>6.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</p> <p><a href="#">Arts participation   EEF (educationendowmentfoundation.org.uk)</a></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:</p> <p><a href="#">The impact of instrumental learning on attainment   Music Mark</a></p>	<p>1, 2, 4</p>
<p>7. School counsellor to work 1 day a week to support children with mental health and wellbeing</p>		<p>1,2,5</p>

<p>8. . Play Therapist to support children who have experienced trauma.</p>		
<p>9. Treehouse nurture provision for targeted groups of pupils to support their emotional health and wellbeing.</p> <p>10 . Improve and develop skills in resilience, self-esteem and self- belief through small group resilience sessions , 1:1 ELSA sessions and whole class Jigsaw provision</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><a href="https://www.eef.org.uk">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>1, 2,3,4,5</p>

**Total budgeted cost: £ [247,110]**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### Attendance

Attendance of Pupil Premium Pupils rose by 2.85% from Autumn 2023 – 2024 (89.73%) to Autumn 2024 – 2025 (92.58%) . The rise was greater than that for non pupil premium pupils. The gap between PP and non PP pupils decreased by 1.51%.

#### PP EYFS

The percentage of PP pupils achieving GLD in Maths is 59%, 9% higher than last year. In comparison, percentage of non PP is 71% - this equates to a gap of -12%.

The percentage of PP pupils achieving GLD in Reading is 53%. In comparison, percentage of non PP children is 71%, this equates to a gap of -18%

#### PP KS1 Results

**Reading** attainment is 70% ARE, the same as last year. 60% of non PP children achieved ARE in reading. This is a gap of +10%

**Writing** attainment for PP pupils is 70% at ARE. 50% of non PP children attained ARE in writing. This is a gap of +20%

**Maths** attainment for PP pupils is 60% which is the same for non PP.

#### PP KS2 results

**Reading** attainment for PP pupils is 51% ARE, 1% lower than last year. The national percentage is 64%. 92% non-PP achieved ARE, which is a gap of -41%

**Writing** attainment for PP pupils is 46% ARE. The national percentage is 60%. For non PP pupils attainment is 88%. This is an attainment gap of -42%

**Maths** attainment for PP pupils is 37% , this is 1.2% lower than last year. The national percentage is 60%. 77% non-PP achieved ARE, this is an attainment gap of -40%

**RWM** 37% of PP pupils achieved expected in all 3 areas.

The national percentage is 47%.

Pupil Premium pupils up by 5% from last year.

### 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

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## 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.*