

# Pupil premium strategy statement – Dove Bank Primary School

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	225
Proportion (%) of pupil premium eligible pupils	30%
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>	2026 - 2029
Date this statement was published	01/01/2026
Date on which it will be reviewed	15/12/2026
Statement authorised by	Sally Dakin
Pupil premium lead	Sally Dakin
Governor / Trustee lead	Anthony Roche

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£83,325
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>	£83,325

## Part A: Pupil premium strategy plan

## Statement of intent

### Dove Bank Primary School – Pupil Premium Statement

At Dove Bank Primary School, our approach to supporting all pupils, especially those entitled to Pupil Premium, is rooted in our core values of **Kindness, Aspiration, and Resilience**.

**Kindness:** We create a nurturing, inclusive environment where every child feels safe, respected, and valued. Positive relationships underpin our culture, ensuring all pupils are supported to thrive both academically and personally.

**Aspiration:** We encourage every child to aim high and believe in their potential. By fostering a love of learning and providing high-quality teaching, we empower pupils to develop ambition, curiosity, and pride in their achievements.

**Resilience:** We help children develop perseverance, confidence, and the ability to overcome challenges. Through supportive guidance and opportunities to succeed, pupils learn to embrace difficulties as part of the learning journey.

Our goal for all children, including those eligible for Pupil Premium, is to uphold these values so they can achieve the very best outcomes, regardless of their starting points or any barriers to learning. We believe that disadvantage must never limit a child's opportunities or success.

To work towards this aim, our Pupil Premium strategy ensures that:

- **Ordinarily Available Inclusive Practice** is embedded throughout the school, delivering consistently high-quality teaching and learning for every pupil.
- **Targeted Interventions** are used effectively to close gaps, accelerate progress, and address individual needs.
- **Enriching Opportunities** broaden experiences, raise aspirations, and support disadvantaged pupils to flourish.

Language development, vocabulary enrichment, phonics, and reading form the foundation of our curriculum. We place strong emphasis on reading and early mathematics, ensuring that all children are equipped with the knowledge and skills needed for success across all areas of learning.

We also recognise that non-academic factors, such as attendance, behaviour, and social and emotional needs, can significantly impact a child's progress. Addressing these wider challenges is a key part of our Pupil Premium offer, ensuring that every child receives the support they need to learn, grow, and succeed.

## Challenges

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

Challenge number	Detail of challenge
1	Children's social and emotional wellbeing: resilience, self-esteem, mental health, adverse childhood experiences, retention of new concepts, insecure attachments.
2	Attendance: Emotionally based school non-attendance, frequent lateness, working in partnership with parents to support daily attendance.
3	An increase in the number of pupils with co-occurring needs resulting in an increase in the pupil of pupil premium pupils also being identified as having a SEND need.
4	Pupils unable to participate in enrichment activities due to cost.
5	Pupils in receipt of pupil premium funding not attaining in line with those who are not pupil premium.

## 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
Pupil premium pupils achieve outcomes that are in line with non-pupil premium children.	<p>There will be little disparity in the attainment of pupils' outcomes in the following areas:</p> <ul style="list-style-type: none"> <li>• GLD in Reception</li> <li>• Year 1 Phonics Screening</li> <li>• End of KS1 judgements</li> <li>• Multiplication checker in Year 4</li> <li>• End of KS2 SATS.</li> </ul>
All pupil premium pupils below ARE make accelerated progress in all areas to meet, or exceed, the progress of their non-pupil premium peers. Pupil premium children who are working at age related expectations or above make at least good progress.	<p>Through accelerated progression, the gap in attainment between PP and non-PP children is closing.</p> <p>Pupils who are working below ARE will make at least expected progress over the academic year in reading, writing and maths.</p>
Attendance of pupil premium children is improved.	<ul style="list-style-type: none"> <li>• Pupil premium attendance figures are in line with that of non-pupil children.</li> <li>• Number of children who are persistently late to school is significantly lowered to be in line with national average</li> </ul>

	<ul style="list-style-type: none"> <li>• Persistent absence figures are significantly lowered to be in line with national average</li> </ul>
All pupils have access to enrichment activities provided by the school.	<ul style="list-style-type: none"> <li>• Pupil premium pupils are offered a place in an after-school club; there is an 85% uptake from the PP population.</li> <li>• All pupil premium pupils attend trips <b>and</b> at least one residential during their time at Castle.</li> </ul>

## 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: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Precision teaching – trained staff to deliver.	<p>This approach aligns with the Education Endowment Foundation's (EEF) recommendations, which emphasise that targeted support—particularly when informed by high-quality assessment and delivered in small, structured sessions—can lead to significant gains in pupil progress.</p> <p>Precision teaching mirrors the EEF guidance by offering short, frequent, highly focused sessions that respond directly to assessment insights. This is consistent with the EEF's emphasis on using <i>reliable research evidence and diagnostic assessment</i> to select and implement interventions that meet the precise needs of learners.</p> <p>Furthermore, the EEF's wider guidance on Pupil Premium use also stresses the importance of <i>diagnosing pupils' needs</i> and implementing structured, well-monitored strategies as part of an evidence-informed cycle. Precision teaching sits firmly within this approach by enabling staff to identify and address very specific skill gaps, monitor progress closely, and adapt teaching responsively.</p>	3 / 5

<p>The use of Walkthrus to drive in-house CPD. Spend includes releasing staff to prepare training.</p>	<p>The DfE's <i>Using Pupil Premium: Guidance for School Leaders</i> states that schools must use funding in line with the "menu of approaches," which includes high-quality teaching as a permitted expenditure. High-quality teaching is defined to include professional development for staff, which is exactly what Walkthrus provides.</p> <p>Walkthrus is an instructional improvement and professional development programme built around clear, evidence-based teaching techniques and coaching routines. Spending PP on Walkthrus directly aligns with the DfE's permitted category of <i>staff CPD to improve teaching quality</i>.</p>	<p>3 / 5</p>
<p>In-house mentoring and coaching.</p>	<p>Mentoring is a form of high-quality CPD: one of the most evidence-backed areas within the EEF's recommended menu of approaches.</p> <p>The English National Framework for Coaching and Mentoring was built on systematic reviews that demonstrated that CPD has a measurable impact on pupil learning, particularly when coaching is embedded over time. Reviews drawing on Joyce &amp; Showers (2002) highlight that programmes including coaching significantly improve classroom implementation and pupil outcomes.</p>	<p>3 / 5</p>

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

Budgeted cost: £55,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Fast Track tutoring – RWI</p>	<p>The Education Endowment Foundation (EEF) prioritises systematic synthetic phonics as a high-impact, evidence-based approach for closing disadvantage gaps.</p> <p>RWI Fast Track Tutoring aligns with EEF principles by:</p> <ul style="list-style-type: none"> <li>• Providing daily, consistent, structured support.</li> </ul>	<p>3 / 5</p>

	<ul style="list-style-type: none"> <li>• Using phonically decodable texts and scaffolding that supports rapid progress.</li> <li>• Targeting those furthest behind: typically, a high proportion of PP pupils.</li> </ul>	
Precision teaching – trained staff to deliver.	<p>This approach aligns with the Education Endowment Foundation's (EEF) recommendations, which emphasise that targeted support, particularly when informed by high-quality assessment and delivered in small, structured sessions, can lead to significant gains in pupil progress.</p> <p>Precision teaching mirrors the EEF guidance by offering short, frequent, highly focused sessions that respond directly to assessment insights. This is consistent with the EEF's emphasis on using reliable research evidence and diagnostic assessment to select and implement interventions that meet the precise needs of learners.</p> <p>Furthermore, the EEF's wider guidance on Pupil Premium use also stresses the importance of diagnosing pupils' needs and implementing structured, well-monitored strategies as part of an evidence-informed cycle. Precision teaching sits firmly within this approach by enabling staff to identify and address very specific skill gaps, monitor progress closely, and adapt teaching responsively.</p>	3 / 5
EPATT delivered to those across the school who have been identified as needing additional, bespoke reading and maths support.	<p>A 2025 report from Warwickshire County Council provides robust evidence of EPATT's impact:</p> <ul style="list-style-type: none"> <li>• 95% of surveyed students reported improvements in reading ability</li> <li>• Parents rated EPATT 9/10 for improving their child's reading</li> <li>• Evidence shows children made on average 8 months' progress in reading and spelling in a single term</li> </ul> <p>This scale of improvement is highly relevant for disadvantaged pupils, for whom rapid closing of literacy gaps is a core PP goal.</p>	3 / 5
Becoming a RADY school.	We have enrolled onto the RADY (Raising the Attainment of	3, 5

	<p>Disadvantaged Youngsters) programme because it is an evidence-led, nationally recognised school improvement approach that addresses the root causes of persistent attainment gaps. RADY raises ambition for disadvantaged pupils through target uplift, equity-driven teaching and learning, and robust tracking systems. Endorsed by Local Authorities and recognised by Ofsted as a high-impact approach, RADY embeds a whole-school culture where disadvantaged attainment is a 'golden thread' across policy and practice, supporting us to accelerate progress for our most vulnerable learners.</p>	
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## **Wider strategies (for example, related to attendance, behaviour, wellbeing)**

Budgeted cost: £20,000

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
The introduction of an ELSA to support pupils' SEMH needs.	<p>By addressing the underlying emotional and social barriers, the ELSA strategy can help ensure that disadvantaged pupils are emotionally available to learn and thus benefit fully from the whole-school's educational offer.</p> <p>The Education Endowment Foundation (EEF) endorses social and emotional learning approaches, noting they can have a positive impact on academic outcomes.</p> <p>At Dove Bank, we use ELSA as a targeted intervention for pupils with identified social, emotional, or mental health needs, rather than a universal approach. The support provided is structured, evidence-based (drawing on the ELSA training and network resources available on the ELSA Network website), and delivered by a well-trained assistant.</p>	1 / 2 / 3

Employ an attendance lead to implement robust attendance processes.	The Education Endowment Foundation (EEF) provides guidance that highlights the strong correlation between attendance and academic achievement and can be used to inform the evidence base for these strategies.	2
Support disadvantaged families to access enrichment opportunities.		2, 4

**Total budgeted cost: £85,000**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

In the 2024/25 academic year, there were 7 pupils who were eligible for pupil premium which made up 26% of the cohort. In reading and writing, PP pupil attainment was in line with PP pupils nationally. However, in maths, the attainment of pupil premium pupils was below national.

In year data shows us that PP pupils made good progress throughout their time in Key Stage 2. This reflects the pupil premium spend that was used on quality, evidence-based interventions.

### 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