

Pupil premium strategy statement – Dove Bank Primary School

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	173 (R – Y6)
Proportion (%) of pupil premium eligible pupils	24%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022 - 2025
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Sally Dakin
Pupil premium lead	Steve Macha
Governor / Trustee lead	Anthony Roche

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£49,810
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) *Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.	£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>	£

Part A: Pupil premium strategy plan

Statement of intent

Our ultimate objective for our disadvantaged pupils is to inspire them to achieve the very best outcomes, regardless of their starting points and barriers to learning. Our current pupil premium strategy plan works towards achieving these objectives by ensuring that pupils have access to the highest quality teaching, and we provide a range of enriching opportunities for all of our disadvantaged children. Language acquisition, vocabulary, phonics and reading are prioritised within our school curriculum.

The key principles of our strategy plan are that:

- Being a disadvantaged child should not be barrier to academic achievement of the highest standard.
- Children are supported best when school staff work in partnership with parents and carers to raise standards.
- There should no gap in attainment or progress between children in receipt of pupil premium and those who are not.
- Research is used to support us in determining the strategies that will be most effective.

Challenges

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

Challenge number	Detail of challenge
1	Pupil mental health and wellbeing
2	Pupil progress and attainment.
3	Attendance of disadvantaged pupils.
4	Pupils unable to participate in enrichment activities due to cost.
5	Early language development and language acquisition.

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
All pupil premium pupils have access to a mental health practitioner to 1:1 or small group support.	<p>Referrals made to the school's mental health practitioner in a timely manner to support pupils.</p> <p>Staff to receive mental health awareness training – including a senior mental health practitioner.</p> <p>Strategies used in class to support pupils.</p>
All pupils leave KS1 reading fluently following the successful implementation of RWI.	<p>All staff are fully trained in the delivery of high quality RWI.</p> <p>RWI lessons are of a consistently high standard and having significant impact.</p> <p>Pupils make accelerated progress through the RWI programme.</p> <p>Pupils leave KS1 reading fluently – regardless of background.</p> <p>RWI manager provides timely support and intervention.</p>
Pupils make good progress in Writing. Pupil premium pupils make accelerated progress where starting points are below ARE.	<p>Staff receive high-quality CPD on teaching writing, which is ongoing throughout the year.</p> <p>Pupils make expected, or better progress in writing.</p> <p>Pupils meet the age-related expectations for their year group.</p>
A higher proportion of pupil premium pupils are at the national expectation for attendance.	<p>FSW has a significant impact on the attendance of pupils throughout the school.</p> <p>PP pupils are at the expected percentage for attendance, or are showing an improving picture.</p> <p>The profile of good attendance is held in high regard within school, and pupils, staff and parents recognise the importance of this.</p>
All pupils are taught vocabulary explicitly. Vocabulary is at the heart of the school curriculum.	<p>Early Years environment has a strong focus on language development.</p> <p>Vocabulary is taught explicitly in all classes as part of the reading sequence and at the start of all new units of work.</p>

	<p>Progression of vocabulary is expertly planned for, and prior vocabulary is revisited frequently.</p> <p>Pupil's learn more new vocabulary and remember more as a result of quality progression mapping.</p>
All pupils have access to enrichment activities provided by the school.	<p>All pupil premium pupils attend an after-school club – if supported by parents.</p> <p>School will fund trips for Pupil Premium children.</p>

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

Budgeted cost: £11,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embed a high-quality, sequential curriculum that responds to the needs of the pupils at Dove Bank, which is well-resourced and begins in the early years.	Schools should focus on building teacher knowledge and pedagogical expertise, curriculum development, and the purposeful use of assessment. In some cases, this may include the selection of high-quality curriculum materials	2/5
Embed a systematic, synthetic phonics programme, Read Write Inc, across the school through the implementation of a reading manager, and the training of two members of staff to become 1:1 RWI tutors.	<p>The average impact of the adoption of phonics approaches is about an additional five months' progress over the course of a year.</p> <p>Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months' progress. Research suggests that phonics is particularly beneficial for younger learners (4–7-year olds) as they begin to read.</p> <p>Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater</p>	2/5

	benefit from phonics interventions and approaches. This is likely to be due to the explicit nature of the instruction and the intensive support provided.	
Provide staff with ongoing training on the teaching of reading to ensure high-quality teaching and learning has an impact on pupil outcomes. Invest in quality books to encourage pupils, particularly in KS2 to read a book for pleasure.	High quality teaching improves pupil outcomes and effective professional development offers a crucial tool to develop teaching quality and subsequently enhance children's outcomes in the classroom. Indeed, the review underpinning this guidance found that professional development, on average, has a positive effect on pupil attainment across early years, primary, and secondary contexts. CPD is provided by accredited training providers, so that they have more credibility. Research tells us that where information is derived from impacts how motivated teachers are to use it. The more credible the source, the more likely they are to change their practice.	2/5

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

Budgeted cost: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 RWI tutoring	1:1 phonics tuition which takes place daily from a trained RWI tutor. Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from one to one tuition. Low attaining pupils are particularly likely to benefit.	2
Teaching assistant interventions that are well-evidenced following guidance from EEF.	The average impact of the deployment of teaching assistants is about an additional four months' progress over the course of a year. However, effects tend to vary widely between those studies where teaching assistants are deployed in everyday classroom environments, which typically do not show a positive benefit, and those where teaching assistants deliver targeted interventions	2

	<p>to individual pupils or small groups, which on average show moderate positive benefits. The headline figure of four additional months' progress lies between these figures.</p> <p>Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average. Often interventions are based on a clearly specified approach which teaching assistants have been trained to deliver.</p> <p>Well-evidenced teaching assistant interventions can be targeted at pupils that require additional support and can help previously low attaining pupils overcome barriers to learning and 'catch-up' with previously higher attaining pupils.</p>	
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Wider strategies

Budgeted cost: £18, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
The continued use of a FSW to support any PP pupil whose attendance has fallen below 94%	Some pupils find it harder than others to attend school and therefore at all stages of improving attendance, schools and partners should work with pupils and parents to remove any barriers to attendance by building strong and trusting relationships and working together to put the right support in place.	3
Support for families living in poverty with the cost of trips and uniform.		4

Total budgeted cost: £ 49,810

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outcomes for disadvantaged pupils 2022/2023:

KS2:

Reading: 25% EXP

Writing: 0% EXP

Maths: 25% EXP

KS1

Reading: 67% EXP

Writing: 56% EXP

Maths: 78% EXP. 11% GDS

Phonics

100% (1 pupil)

EYFS GLD

25%

Attendance

The percentage of PP pupils who were persistently absent improved by 22.6% during the 2022-2023 academic year as a result of the support and intervention that had been put in place by the school's FSW.

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