

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Dove Bank Primary School
Number of pupils in school	140
Proportion (%) of pupil premium eligible pupils	36 (25.7%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	James Cheesman Headteacher
Pupil premium lead	Andrea Fletcher Deputy Headteacher
Governor / Trustee lead	Ann Melville

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£37660
Recovery premium funding allocation this academic year	£2360
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£2704
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£42724

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, 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 that goal, including progress for those who are already high attainers. We will use research conducted by the EEF and recognised literature (such as 'Addressing Educational Disadvantage by Marc Rowland) to support decisions made around the usefulness and implementation of different strategies.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers as well as those from our traveler community. The activity 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.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- ensure that quality first teaching will be available to all disadvantaged pupils

Challenges

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

Challenge number	Detail of challenge
1	Attainment in Reading. Reading was below National Average at the end of KS2 – 67% compared to 73% national average.
2	Attainment in Maths. Maths was below National Average at the end of KS2 – 61% compared to 78.6% national average.
3	Phonics and speech and language development
4	Persistence absence (90% or less). This reduces the time these pupils are accessing learning.

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
Achieve national average progress in scores in KS1 reading, writing and maths and KS2.	All children to achieve national average or above in all end of KS1 tests through quality first teaching and timely interventions.
Achieve national average scores in the PST	In 2019 the national average score was 82%. Children at Dove Bank achieved 62.3% based on a cohort of 19 children. This needs to be a higher percentage to ensure the school achieves the national average. All pupils to achieve at least 20 marks on their PST.
Improve speech and language development for PP pupils	All support staff and SENDCo to receive Speech and Language training to enable them to provide timely and accurate intervention and identification of needs. The highest needs children for Speech and Language to be assessed by a private specialist – strategies to be put into place and to be used to share good practice across the school.
Improve attendance for our PP pupils.	Target persistence absence of those children who fall below 95% attendance to stop this becoming persistence absence. Daily phone calls to be made by our traveller/attendance liaison officer.

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: £36020

Activity	Evidence that supports this approach	Challenge number(s) addressed
KS1 interventions in Phonics, RWM to be delivered by TAs/teachers	EEF evidence: Mastery learning +5 Individualised instruction +4 Within class attainment grouping +2	1 2 3 4
KS2 interventions in Phonics, RWM to be delivered by TAs/teachers	Teaching Assistant Interventions +4 Small group tuition +4 Reading Comprehension strategies +6 Phonics +5	
Additional support in classes where there is a large proportion of PP pupils.	Teaching Assistant Interventions +4 Individualised instruction +4 Within class attainment grouping +2 Small group tuition +4 Phonics +5	1 2 3 4
Lunch club TA support to include 'The Den'.	EEF evidence: Metacognition and self-regulation - +7 Arts participation +3	1 2 3 4
Fully trained ELSA in school to support PP pupils alongside others across the week.	EEF evidence: Metacognition and self-regulation - +7 Collaborative learning approaches +5	1 2 3 4
High quality feedback offered to pupils about their performance with an aim of improving pupils learning.	EEF evidence: Feedback +6	1 2 3

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

Budgeted cost: £3904

Activity	Evidence that supports this approach	Challenge number(s) addressed
New reading books to support our phonics programme to ensure that there are enough reading materials to support all pupils at every stage of their phonics learning at home and school.	EEF evidence: Parental engagement +4	1 3
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.	

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

Budgeted cost: £ 2800

Activity	Evidence that supports this approach	Challenge number(s) addressed
All PP pupils to be given a PE kit and school uniform annually upon request to include a PE bag and book bag.	To instil a sense of pride and discipline as well giving children an identity. EEF evidence: School uniform - Unclear impact for very low cost based on insufficient evidence. Pupil Wellbeing	4
Milk	No EEF data – pupil wellbeing and nutrition	4
Day visits Residential (subsidised)	Ensure that all children can take part in all activities alongside their peers.	1 2 3

	<p>EEF evidence: Outdoor adventure learning - Unclear impact for very low cost based on insufficient evidence. Physical activity - Unclear impact for very low cost based on insufficient evidence.</p>	4
All pupils to be offered a breakfast snack.	<p>Food Research and Action Centre: <i>'Children who do not eat breakfast at home or at school were less able to learn. Hunger can lead to lower math scores, attention problems, and behaviour, emotional, and academic problems.'</i> No EEF data – pupil wellbeing</p>	4
Daily calls to track pupils who have not attended school.	<p>Liaise with Sarah Pitman and Vicky Beaumont (Multi Agency Travellers Unit) to offer support and guidance when needed.</p> <p>EEF evidence: Parental engagement +4</p>	4

Total budgeted cost: £42,724

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 2020 to 2021 academic year.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in the previous 2 years in key areas of the curriculum. Despite being on track during the first year (2018/19), the outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were therefore not fully realised.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of recorded lessons. Lending of laptops and open drop in sessions.

Attendance:

Autumn 2020:

- Overall absence in autumn 2020 (4.8%) was in the highest 20% of all schools. It was also in the highest 20% of schools with a similar level of deprivation.
- Persistent absence in autumn 2020 (18.5%) was in the highest 20% of all schools. It was also in the highest 20% of schools with a similar level of deprivation.

2018/19:

- Overall absence (6.8%) was in the highest 20% of all schools in 2018/19 as well as in 2017/18 and 2016/17
- Persistent absence (19.8%) was in the highest 20% of all schools in 2018/19 as well as in 2017/18 and 2016/17.
- The rates of overall absence (6.8%) and persistent absence (19.8%) in 2018/19 were in the highest 20% of schools with a similar level of deprivation.
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Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

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

Programme	Provider
<p>Quality First Teaching, Individualised pre-teaching, same day, targeted and challenge interventions with instant feedback to provide all children with the best chance to achieve their full potential.</p> <p><u>We achieved:</u> Same day interventions target gaps in learning from previous lessons-linked to basic skills in and maths English. Pre-teaching interventions provide opportunities to rehearse skills in advance.</p> <p>Next steps that are reviewed.</p> <p>Half termly pupil progress meetings for all PP children and Pupil Profiles updated – whole staff.</p> <p>All vulnerable (SEN and this includes 2 PP) children offered a school place during national lockdown January to 8th March.</p> <p>Higher involvement with parents (over Teams/ phone calls) during lockdown. This linked to reading books refreshed and other resources either offered or requested made available to families each week during lockdown.</p> <p>Weekly personal visits made to all PP children (during lock down) children to deliver resources and take ‘Burns Books’ (book delivery scheme organised by school) to the door step.</p> <p>13 laptops lent to all students across the school including all PP children being offered a device.</p>	<p>Dove Bank Primary School.</p>
<p>Ensure that all school adults access high quality CPD. This will provide effective interventions, assessments mentoring, transitions and well-being support</p> <p><u>We achieved:</u> In house training and support from SLT.</p>	<p>Dove Bank Primary School</p> <p>Motional online training</p>

<p>Deputy Headteacher – effective filming of maths lessons in parts in the first instance. Effective filming of lessons to capture home learners.</p> <p>Computing lead: New on-line Teams platform for teachers to share teaching ideas and students to use for live drop in sessions and class and school assemblies.</p> <p>Assessments of pupils, Pupil progress meetings, completion of pupil profiles.</p> <p>Training of school ELSA to work with PP students, as well as others. Staff training on the effective use of an ELSA and strategies to use to asses and support these children.</p> <p>Whole school introduction of ‘Motional’. All staff externally (virtually) trained on the use of Motional and how it can benefit our pupils.</p>	
<p>Ensure pupils are given equal opportunities to fully engage with the curriculum</p> <p><u>We achieved:</u></p> <p>Learning walks</p> <p>Home learning calls made weekly during lock down</p> <p>Free Wifi offered to all PP students to ensure that they had access to the internet.</p> <p>PP pupils are invited to join a range of in- school clubs</p> <p>Trips and events are offered with a discount offered to PP parents/carers</p> <p>Lunches were made available during lockdown/ home learning.</p> <p>All PP families were offered weekly hampers from the local church to support those who were low on food and essentials.</p> <p>All PP children offered weekly book and resources drop offs.</p>	<p>Dove Bank Primary School</p>