

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	143
Proportion (%) of pupil premium eligible pupils	27%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/2023 to 2025/2026
Date this statement was published	December 2022
Date on which it will be reviewed	December 2023
Statement authorised by	Andrea Fletcher
Pupil premium lead	Andrea Fletcher
Governor / Trustee lead	Ann Melville

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£54,015
Recovery premium funding allocation this academic year	£5,655
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <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.</i>	£
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>	£59,670

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 Dis-advantage 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 KS2 Maths – 37% of pupils reached age related expectations compared to 2022 national average at 71%
2	Attainment in Year 4 Multiplication Tables Check – 33% of pupils achieved the national mean average of 19.8 out of 25.

3	Attainment in Y1 Phonics Screening Check – 70% of pupils passed the phonics screen check – this is below 2022 national average at 75%
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 KS2 maths against 2019 national average.	In 2019 the national average score was 79%. Children at Dove Bank last year achieved 37%. All children to achieve national average for 2019 or above in maths tests through quality first teaching and timely interventions.
Achieve national average mean score in the Multiplication Tables Check in Year 4.	Last year the national average mean score was 19.8 out of 25. 33% of Children at Dove Bank achieved this. This needs to be higher in 2023 so that at least 60% of the cohort achieve national mean average.
Achieve national average scores in the PST against 2019 national average.	In 2019 the national average score was 82%. Children at Dove Bank achieved 70% based on a cohort of 20 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 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: £43,670

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
Training of a new ELSA through Forest Way Teaching Alliance.	EEF evidence: Metacognition and self-regulation - +7 Collaborative learning approaches +5	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
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £10,000

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
New maths resources to support all year groups with the delivery of Power Maths and to drive for mastery learning. Resources to include all concrete resources and storage units that are easily accessible for children to develop a sense of independence.	EEF evidence: Mastery learning +5	1 2
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: £6000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Day visits Residentials (subsidised)	Ensure that all children can take part in all activities alongside their peers 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. +1	4
Milk	No EEF data – pupil wellbeing and nutrition	4
All PP pupils to be given a PE kit and school uniform annually upon request to include a PE bag and book bag.	To instill 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
All pupils to be offered a breakfast snack.	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	4
Daily calls to track pupils who have not attended school.	Liaise with Sarah Pitman and Vicky Beaumont (Multi Agency Travellers Unit) to offer support and guidance when needed. EEF evidence: Parental engagement +4	4

Total budgeted cost: £59,670

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Intended outcome			
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.	KS1 end: Whilst Covid had an impact on Data nationally, out of the 4 disadvantaged pupils, in Y2 last year our data does not meet national average for reading, writing or maths.		
		At & Above	National EXS+
	Reading	2/4 50%	74.92%
	Writing	1/4 25%	69.23%
	Maths	1/4 25%	75.62%
	KS2 end: Whilst Covid had an impact on Data nationally, out of the 8 disadvantaged pupils, in 6 last year our data does not meet national average for writing or maths.		
		At & Above	National EXS+
	Reading	6/8 75%	74%
	Writing	4/8 50%	69%
	Maths	4/8 50%	71%

<p>Achieve national average scores in the PST</p> <p>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.</p>	<p>70% pass rate for Y1 phonics check. This means 14 out of the 20 children passed. The expected standard in 2022 was 75%. We did not achieve what we had hoped, so more phonics interventions will go into 2022-2023 with additional phonics training for all staff. The introduction of a new Early Reading and Phonics lead will support the work to be carried out to improve phonics data.</p>
<p>Improve speech and language development for PP pupils</p> <p>All support staff and SENDCo to receive Speech and Language training to enable them to provide timely and accurate intervention and identification of needs.</p> <p>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.</p>	<p>Using PP funding we bought 1 day Speech and Language therapist. In that day we:</p> <ul style="list-style-type: none"> • Trained all support staff in spotting speech and language needs. • All support staff trained in delivering early speech and language interventions. • All support staff given guidance on resource finding and given a bank of resources to have in a 'Tool Kit'. • SENDCo worked in all training all day. • Assessment 12 children and reports given/discussed with the SENDCo • Follow up TEAMS discussions followed with SENDCo and speech and language therapist for 30 mins. • SENDCo used notes and new CPD to contact relevant parents and discuss the day's findings. • SENDCo upskilled to deliver speech and language interventions with pupils across the school.
<p>Improve attendance for our PP pupils.</p> <p>Target persistence absence of those children who fall below 95% attendance to stop this becoming persistence absence.</p> <p>Daily phone calls to be made by our traveller/attendance liaison officer.</p>	<p>Our attendance officer made daily calls home to families if children were not in school, this included calls to our RGT families who are in receipt of PP funding.</p> <p>Attendance officer built up a strong relationship with families and so could discuss reasons for absence and ways in which the school could support.</p>

	<p>Attendance fell in the summer term due to a large groups of RGT travelling for the summer months.</p> <p>Strong links built with our Traveller Liaison officer – catch up calls made on a regular basis and this in turn meant that she could visit site to check on persistent absences and offer support where possible.</p>
	<p>Our assessments and observations show that pupil behaviour, well being and mental health were significantly impacted last year, primarily due to Covid-19 related issues. The impact was most acute for our disadvantaged and most vulnerable pupils. We used pupil premium funding to provide target interventions from our ELSA where required. This work is planned to be continued once our new ELSA is trained and in place.</p>

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, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.