

Pupil Premium Strategy: Dovecote Primary School 2020/21

1.Summary Information					
School	Dovecote Primary School				
Academic Year	2020-21	Total PP budget (including service pupils & Post LAC)	£213,820	Date of most recent PP Review	July 2020
Total number of pupils R - 6	356	Number of pupils eligible for PP/EYPP	167 (46.9%)	Date for next internal review of this strategy	Autumn 2021

2.Attainment KS2 – 2020 (teacher assessment due to cancellation of SATs)						
	Pupils eligible for PP (Dovecote)	Pupils not eligible for PP (Dovecote)	National 2019 test result data			
			All pupils	Disadvantaged		Non-disadvantaged
% achieving expected in reading, writing and Maths	48%	76%	ARE 64% GD 10%	51%	4%	70% 12%
% expected in reading	51%	85%	75%	28%	64%	16% 80% 33%
% expected in writing			78%	20%	67%	10% 83% 24%
% expected in GPS	n/a	n/a	78%	34%	67%	21% 82% 39%
% expected in maths			76%	24%	64%	12% 81% 28%

3.Barriers to future attainment	
A	Language deficit - poor speech and language leading to low attainment in reading and writing
B	Lack of sustained attention/concentration – learning behaviours/attitudes
C	Low aspirations/ value of education
External barriers	

D	Limited family engagement/support leading to poor attendance less engagement with online learning	
E	Limited engagement during Covid lockdowns and associated learning loss	
4. Desired outcome		
	<i>Desired outcomes</i>	<i>Success criteria</i>
A	Improved oracy skills/vocabulary throughout school	Accelerated progress in RWM for all PP pupils. Improved writing attainment in line with school targets
B	Improved wellbeing and self-regulation	Accelerated progress in RWM for all PP pupils. Reduction in reported behaviour incidents in line with school target.
C	Improved self-confidence and motivation	Accelerated progress in RWM for all PP pupils.
D	Increased attendance rates for pupils eligible for PP and parent participation and focused family support	Increased PP attendance to 95% (2019 %)
E	Improved attainment at end of key stage 1 and 2 – gap between groups closing	Attainment has improved for PP pupils

5. 2020-21 targets				
Area	2019-20 actual Non-disadvantaged	2019-20 actual Disadvantaged	2020-21 target Non-disadvantaged	2020-21 target Disadvantaged (FFT 50?)
GLD	22%	28%	44%	56%
Year 1 phonics	No data	No data		
Year 2 phonics	86%	68%	90%	78%? 82
Year 2 reading	3% (2d 73%)	5% (2d 41%)	50%	20%
Year 2 writing	0% (2d 51%)	0% (2d 32%)	30%	15%
Year 2 maths	6% (2d 57%)	0% (2d 41%)	30%	20%
Year 2 combined	0% (2d 46%)	0% (2d 23%)	25%	10%
Year 6 reading	85% 28%	51% 13%	88% 30%	61% 23%
Year 6 writing	81% 14%	51% 0%	83% 16%	61% 10%
Year 6 maths	76% 19%	54% 5%	80% 22%	64% 15%
Year 6 combined	76%	48%	80%	58%
Year 6 GPS	n/a	n/a	n/a	n/a

All Pupil Premium targets are more aspirational than whole school / non-pupil premium targets to ensure impact of PPG and closing the gap remains a whole school priority. Targets based on ARE from previous year, not year on year for same year group.

6. Planned expenditure							
i. Quality of teaching							
Measurable outcome from A-D	Cost	Time allocation	Action/approach/initiative	Evidence and rationale	Implementation	Staff Lead	Monitoring & review - date & method
Reading and Oracy A – 10% increase in standardised reading score A – reading progress in line with targets A – Increase in ARE reading in line with year group targets	£ 2713 for tests	Staff training	Introduction of oracy initiative for whole school. Voice 21	Reading comprehension impeded by lack of vocab knowledge. Low levels of oracy skills upon entry in EYFS.	Whole school training, Termly comprehensions (PIRA). Lesson visits	FE WL	Termly data review Half termly PPMs Final data review July 2021
A – 10% increase in standardised reading score C – PP representation in line with 50% target	£20406 Will increase if TA PP support in every year bubble	Focussed TA time within each bubble	TA in class and small group support	The number of Pupil Premium children reaching 'secure' in Reading is lower than non-pupil premium children in all year groups. PP pupils not proportionally represented in all school events /rewards	Weekly planning meeting Participation rates tracked and shared with staff	Year group support staff	Termly review of reading progress and attainment Tracking of representation in all school events / activities / rewards Termly report to governors
A – Improved attainment on entry to N1 from 2020 figures D- 90% attendance at Toddler group by PP families	£5000	Weekly	SALLEY Pre Nursey Group. High Quality Toddlers group run by member of school staff at school	Evidence shows that early intervention allows children to close the gap sooner. Feedback from parents is excellent and many join the	Allocation of staff Timetabling of space Resources as required	CN SM JD	EYFS data compared between those who attended Toddlers and those that didn't

				school due to this provision Provision.			(Case studies on families)
A – Attainment targets met B – Reduction in behaviour incidents / exclusions to meet target	£11328	1 day a week (teacher)	Mindfulness lessons – Paws b in KS2 Jigsaw £ 495 resources + £240 Training Wellbeing	Research shows can improve concentration, metacognition and self-regulation	WL to timetable session in selected year group bubbles	WL RGC	Pre & post attitudinal surveys and evaluation Monitor behavioural incidents termly Governor visits
B- Improved wellbeing and self-regulation B – All progress and attainment targets met	£5000	staff training sessions	CPD for all staff in metacognition strategies, peer tutoring, collaborative learning, trauma training, resilience training	Evidence from EEF that these strategies are most effective in raising attainment	Allocation of staff training Provision of resources Follow up training as required	RGC WL	Self-evaluation week observations Pupil Progress meetings
C-Improved self-confidence and motivation Participation targets met	£ 6204	2 days a week (50% funding)	In Harmony music provision	Allows for all pupils in y4,5,6 to experience learning a musical instrument to provide enrichment and raised aspirations	Timetable in place	AN	Monitor proportional representation in music events and practice opportunities. ABSRM exam participation
C-Improved self-confidence and motivation B – All progress and attainment targets met	£7631 £5000	2 days a week 2 days a week	In House Commando Joe sessions Lab 13	Enriching life experiences will improve pupils understanding of the world, improve vocabulary, reading and writing, resilience and teamwork	Timetable in place Pupils allocated to Lab_13	RGC	Pupil questionnaires and staff feedback.

ii. Targeted support

Measurable outcome from A-D	Cost	Time allocation	Action/approach/initiative	Evidence and rationale	Implementation	Staff Lead	Monitoring & review - date & method
Bubble based A - Improved oracy skills/vocab	£35,050	3 days a week (TA	Catch Up literacy Intervention (part of Lighthouse provision)	All pupils who undertook Catch up Literacy	Organise timetable to ensure staff delivering provision	FE RG	Termly data review

A – 10% increase in standardised reading score A – All progress and attainment targets met A – Increase in ARE reading in line with year group targets		75% funding) x2		targeted support made accelerated progress and closed the gap	have sufficient preparation, resources and delivery time.		
A - Improved oracy skills/vocab A – increase in % of PP pupils achieving GLD to meet targets	£9370	Joe Sharrat Sarah C 9 Days a month	Pupil Premium support TA in EYFS focus on reception pupils with a focus on writing and number	Pupils start school at a lower than expected level.	Timetable of support in place	CN JS SC	EYFS lead to monitor progress through EYFS assessments and revise support as required Final review June 2021 GLD figures
A - Improved oracy skills/vocab A – 10% increase in standardised reading score A – All progress and attainment targets met. All pupils make accelerated progress (3 points or more)	£6433	1 day a week (teacher)	Pupil premium support teacher in KS1 focus on year 2 reading and writing, and supporting the introduction and embedding of Maths No Problem to raise attainment in maths	Small focussed groups to increase % making accelerated progress	Timetable of support in place	WL	Termly data review Half termly PPMs Final data review July 2021 Governor visits
A - Improved oracy skills/vocab A – 10% increase in standardised reading score A – All progress and attainment targets met. All pupils make accelerated progress (3 points or more)	£39847	3 days a week (teacher) Full time (TA)	Learning hub (Lighthouse) in place to support learning of pupils assessed significantly below ARE and or with an age standardised score below 80. Staffed by 1 teacher and 2 support staff (one already costed against catch up literacy)	Small focussed groups to increase % making accelerated progress in reading, writing and maths	Staff allocated Resourced Timetable in pace Pupils identified and supported	RGC RG	Termly data review Half termly PPMs Final data review July 2021 Pupil voice (governors) Governor visits

iii. Other approaches

Desired Outcome	Cost	Time allocation	Action/approach/initiative	Evidence and rationale	Implementation	Staff Lead	Monitoring & review - date & method
B- Improved wellbeing and self-regulation All pupils accessing Nurture support meet targets set by staff on entry A – 100% of pupils make accelerated progress (more than 3 points)	£7888 £6238	Full time (TA 50% funding) 4 days (TA 50% funding)	Nurture Hub(Tree House) in place to meet SEMH needs of pupils. Plan for continuation of Tree House provision with contingency for moving to supporting year group bubbles.	Evidence shows that Early intervention around Self-regulation and resilience increases the opportunities for them to succeed in class. Nottingham Trent University case study on the Nurture Group supports this	Staff allocated Resourced Timetable in place Pupils identified and supported	WL RG	Use of Boxall Profiles and NFER Emotional Literacy assessments to track progress. Further work being carried out to develop means of measuring progress. Observations by class teachers and Nurture staff Governor visits
D – development of school website to support blended learning	£333	1 Hr per week	Ensure PP pupils have access to online and blended learning			AH	
A – Improved oracy skills/vocab B- Improved wellbeing and self-regulation A – 100% of pupils make accelerated progress (more than 3 points) C- Improved self-confidence and motivation	£10200	1 day a week (including resources)	Therapeutic gardening with small groups and individuals	Children previously attending have increased confidence and self-esteem whilst building vocabulary	Timetable in place Pupils identified	RG	Pupil voice, monitor feedback reports from staff
C- Improved self-confidence and motivation A – 100% of pupils attending achieve	£1920		Participation in the Brilliant Club for selected H/A pupil premium	Undertaking a university style course and visits to raise aspirations	Membership in place Courses selected Pupils identified	WL	Monitor attitudes and opinions of participants

GD in relevant areas							Course evaluation
C- Improved self-confidence and motivation 95% attendance on school visits 50% of whole school activities PP pupils	£13775	Full time (33% funding)	Enrichment Activities leader for pupil premium children. Support for PP pupils in year group bubbles	Enriching life experiences will improve pupils understanding of the world, improve vocabulary, reading and writing.	Enrichment timetable in place	JM	Termly participation rates
C- Improved self-confidence and motivation	£2000		Individual pupil requests	To aid pupils who may be disadvantaged in specific cases such as unable to afford uniform, PE kits, bus fares, performance costumes etc	Ensure staff awareness of provision and required procedures for requests	RGC RG	ongoing
D- Greater family engagement and improved attendance	£21,500	LP SW	Family Support worker	Evidence shows that parental support increases pupils progress in the classroom		RGC RG	Case studies on families Monitor progress of pupils who's family seek support
D - Greater family engagement and improved PP attendance by 1% overall with a 2% increase in PP boys attendance	£10119	3 mornings a week (TA) DHT attendance support time	Attendance support staff monitor and track attendance and offer appropriate intervention as appropriate	PP attendance gap in line with national however PP attendance low with a gender gap	Timetable in place Flow chart of interventions	RGC MCS	Monitor attendance data and follow up with family support where required
C- Improved self-confidence and motivation D - Greater family engagement and improved attendance 95% of entitled pupil attendance on	£7500		Subsidy for enrichment activities for PP pupils	To ensure a range of enrichment activities available to PP pupils	Subsidy in place for all trips and visits not covered by whole school policy eg. Residential, end of year, reward	RGC	Monitor participation rates of all trips

school visits and residentials							
A-D as appropriate A - All PP progress and attainment targets met	£3570	As required	Training budget for PP specific CPD for example Phonics training for staff new to RWI	Use of EEF toolkit to ensure appropriate use of budget		RGC RG	Feedback and cascading from all CPD events attended
Total anticipated spend	£239025						
School contribution	£40,731						