

# 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	Dovecote Primary School
Number of pupils in school	396 (incl Nursery)
Proportion (%) of pupil premium eligible pupils	49%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 – 2023/2024
Date this statement was published	December 2021 (reviewed June 2022)
Date on which it will be reviewed	October 2022
Statement authorised by	Ruth Guy-Clark Headteacher
Pupil Premium Lead	tbc (Ruth Guy-Clark at present)
Governor	Clare Colmore Jennifer Hardy

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£227,545
Recovery premium funding allocation this academic year	£28,400
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

# Part A: Pupil premium strategy plan

## Statement of intent

Dovecote Primary School is a fully inclusive school. Our core values apply to all of our pupils, irrespective of their background or the challenges they may face. Our intention is that all pupils, 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 this, including progress for those who are already high achievers. We also consider the challenges faced by other vulnerable pupils, such as those who have a social worker and young carers. The action we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

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.

The Pupil Premium spending also focuses on whole school strategies that impact all pupils, strategies that target underperforming pupils, and specific strategies targeting pupil premium pupils. We have a clear, strategic approach to the use of Pupil Premium funding, and plans are integrated into wider school support and improvement systems. These are monitored and evaluated regularly and termly data analysis, alongside pupil progress meetings, ensures that the correct support and strategies are identified to maximise progress for all pupils and close the disadvantage gap in attainment.

This includes:

- high quality first class teaching
- quality support through additional adults
- specific group/individual interventions
- nurture provision
- access to enrichment activities
- music lessons

The challenges our disadvantaged pupils face varies across the school and our role as practitioners is to become an expert in these children. Interventions are led by pupil need, rather than label and we ensure that all staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses within their phase.

The Covid-19 outbreak has inevitably had an effect on all children's learning. We are aware that there may be detrimental effects on our Pupil Premium children's learning and wellbeing, so our key aim is to identify gaps and support pupils and parents, putting measures in place to match individual needs.

## Challenges

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

Challenge number	Detail of challenge
1	Social, emotional and mental health issues for a group of pupils across the school has hindered their access to the full curriculum. Pupils need to learn how to deal with challenges and become ready to learn.
2	Pupils have poor spoken language skills. This impacts on their ability to communicate effectively, support their literacy skills and access the wider curriculum.
3	Many pupils demonstrate the need to improve their resilience and demonstrate aspiration and self regulation. Due to Covid pupils have missed out on the social aspects of interactions in a lack of relationship approaches.
4	In school data indicates that attainment in achieving GLD, reading, writing and maths among many groups of disadvantaged pupils is below that of non-disadvantaged pupils. Lower attaining PP pupils require additional support to ensure they attain and retain as well as their peers and make expected progress.
5	Pupils are often not exposed to a wide variety of life experiences that allow them to experience in context the vocabulary required to access all aspects of the curriculum.
6	Attendance and punctuality remain an issue for disadvantaged pupils and requires continuous support and challenge

## 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
Improve the attainment of PP pupils. In GLD, Phonics, Reading, Writing and Maths so that this group are closer to the national figure.	An increased number of PP children are attaining age related expectations in GLD, Phonics, Reading, Writing and Maths at end of Key stage data points and that PP pupils make at least expected progress.
Improved oracy skills lead to children's increased ability to effectively communicate verbally and in a range of written representations	A greater percentage of PP children attaining in line with national benchmarks.

<p>Attendance and punctuality improves for Pupil Premium pupils.</p>	<p>The gap between non pupil premium and pupil premium pupils decreases as does the gap between pupil premium and national. The proportion of pupil premium pupils on the Persistent Absentee list is proportionate to the numbers of PP pupils in school.</p>
<p>All pupils are given access to a full range of enrichment and out of school activities and a wider range of life experiences.</p>	<p>No pupils eligible for PP are disadvantaged in relation to out of school and enrichment opportunities.</p>
<p>Social, emotional and mental health support is available throughout the school week. This is both proactive and reactive to respond to the individual needs of all children.</p>	<p>All PP children know that they have the opportunity to benefit from support for their social, emotional and mental health issues. They improve their resilience, ability to overcome barriers to learning and are able to self-regulate.</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 (for example, CPD, recruitment and retention)

Budgeted cost: £ 8,906.30

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics Training and support and resourcing – Read Write Inc	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	2,4
Training for language lead specialist. Nottingham City Language lead project. Intent 2021/2022 Implementation 2022/23	<a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a>	2,4
Purchase of standardised assessments – PIRA and PUMA  Dyslexia screening	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: <a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a>	2,4
Training on Resilience and dealing	<a href="#">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a>	1,3,6

with trauma.		
Teacher CPD programme on teaching strategies, modelling, challenge and support, assessment for learning. Teacher visits to other schools	According the <a href="#">EEF's Guide to The Pupil Premium</a> <i>'Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for Pupil Premium'</i>	2,4,5
Focussed assessment and monitoring pupil progress meetings, data analysis, non-contact time to collate data and information, non-contact time to release staff to fulfil their responsibilities and deliver interventions.	<a href="#">EEF Guide to the Pupil Premium</a>	2,4,6

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

Budgeted cost: £ 204,733.22

Activity	Evidence that supports this approach	Challenge number (s)
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		addressed
In house tutoring and small group catch up provision Yrs 3,4 and 5– Trained Teacher. Focus on reading and Maths	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a> And in small groups: <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	4,2
Treehouse. Nurture provision for targeted groups of pupils	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): <a href="#">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a>	1,3,6
Overstaffed model – extra teaching hours in EYFS, Year 1, Year 2,3 – phonics.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	2,4
Learning Mentors	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): <a href="#">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a>	1,3
Focused support of TAs within each year group	TA interventions (+4 months): <a href="#">Teaching Assistant Interventions   EEF (educationendowmentfoundation.org.uk)</a> Grouping within the class and using TA (+2 months): <a href="#">Within class attainment grouping   EEF (educationendowmentfoundation.org.uk)</a>  Differentiation/individualised instruction within the class and using TA (+4 months):	1,2,3,4

	<a href="#">Individualised Instruction   EEF (educationendowmentfoundation.org.uk)</a>	
Catch up provision for Year 6 in Maths and English including after school booster groups	<p>Small groups (+4 months):  <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p>Extending school time (+3 months):  <a href="#">Extending school time   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	2,4

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

Budgeted cost: £ 46,844.35

Activity	Evidence that supports this approach	Challenge number(s) addressed
Therapeutic Gardening – to offer all Pupil Premium pupils the opportunity to develop skills in an outdoor environment	<p>In a recent report for the Royal Horticultural Society, Professor Alistair Griffiths explains that a seismic shift in attitudes is occurring as ever-more evidence shows how important gardens and plants are for our physical, mental, and social wellbeing</p> <p>There is increasing scientific evidence highlighting the critical importance of garden plants, gardens and gardening benefiting our physical, mental, and social wellbeing. There are very few, if any, other activities that can achieve all of the things that horticulture and gardening can – in particular, the measurable beneficial impacts on active lifestyles, mental wellbeing, and social interaction. The act of gardening helps us to keep fit and connect with others, to enjoy and be part of nature and to revel in colour, aroma, wildlife and beauty.</p>	1,2,3,5,
To provide challenge for PP pupils who are high achievers - Participation in the Brilliant Club	<a href="#">Collaborative learning approaches   Toolkit Strand   Education Endowment Foundation   EEF</a>	5

<p>To ensure PP pupils have access to a variety of Enrichment activities including, visits, visitors, and speakers to inspire them.</p>	<p>Arts participation  <a href="#">Arts participation   Toolkit Strand   Education Endowment Foundation   EEF</a>  Collaborative learning approaches  <a href="#">Collaborative learning approaches   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>5,1,2,3</p>
<p>Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.  Attendance support with focus on PP families</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.  Attendance impacts on attainment.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment</a></p>	<p>6</p>
<p>Family support workers to help parents and carers support their children</p>	<p>Where families are better engaged pupils have a better chance of achieving their potential.</p>	<p>1,6,4</p>
<p>To support pupils to self-regulate and build resilience - Implement Zones of Regulation  Teach resilience strategies and assess resilience</p>	<p>Evidence shows that when pupils are able self regulate it is more effective in modifying behaviour that in a system that is based on reward and sanctions.  <a href="http://www.AlertProgram.com">www.AlertProgram.com</a>  <a href="http://www.5PointScale.com">www.5PointScale.com</a></p> <p>These two programmes provide a foundation for the Zones of regulation</p> <p>Public Health England – Building children and young people’s resilience in schools</p>	<p>1,3</p>
<p>To fund music tuition - all PP children in KS2 to have the opportunity to be taught music by a music specialist and in Years 4, 5 and 6 have the opportunity</p>	<p>Arts participation  <a href="#">Arts participation   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p>The British Journal of Music Education (BJME) research article on the impact that learning a musical instrument has on core academic progress and attainment:  <a href="https://www.musicmark.org.uk/resources/the-impact-of-instrumental-learning-on-attainment/">https://www.musicmark.org.uk/resources/the-impact-of-instrumental-learning-on-attainment/</a></p>	<p>5,1,3</p>

to learn a musical instrument. Access to attend Area Band after school and additional tutoring/music qualifications.		
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**Total budgeted cost: £ 260,483.87**

## 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.

As evidenced in schools across the country, school closures were 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. It is difficult to assess the impact due to Covid-19, however children made good progress from the baseline which was undertaken upon return to school in September (no statutory assessments 2020 and 2021). All children were contacted throughout lockdown maintaining the link between home and school ensuring the transition back into school was seamless.

### 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

### Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	n/a
What was the impact of that spending on service pupil premium eligible pupils?	n/a

