

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	2021/2022 - 396 (incl Nursery) 2022/2023 - 372 (incl Nursery)
Proportion (%) of pupil premium eligible pupils	2021/2022 – 49% 2022/2023 - 50%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 – 2023.2024
Date this statement was published	December 2021 (reviewed January 2023)
Date on which it will be reviewed	October 2022 October 2023
Statement authorised by	Ruth Guy-Clark Headteacher
Pupil Premium Lead	Tracey Barton
Governor	Clare Colmore

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£227,545 - 2021/2022 £224,010 - 2022/2023
Recovery premium funding allocation this academic year	£28,400 - 2022/2023 £28,400 - 2022/2023
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: £ 8,852.25

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics Training and support and resourcing – Read Write Inc, Fresh Start phonics	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: Phonics Toolkit Strand Education Endowment Foundation EEF	2,4
Training for language lead specialist Nottingham City. Language lead project. Intent 2021/2022 Implementation 2022/23	Oral language interventions Toolkit Strand Education Endowment Foundation EEF	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: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	2,4
Training on Resilience and dealing	EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk)	1,3,6

with trauma.		
Teacher CPD programme on teaching strategies, modelling, Adaptive teaching assessment for learning. Teacher visits to other schools	According the EEF's Guide to The Pupil Premium <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	EEF Guide to the Pupil Premium	2,4,6

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

Budgeted cost: £ 217,817.75

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: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	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): EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk)	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: Phonics Toolkit Strand Education Endowment Foundation EEF	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): EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk)	1,3
Focused support of TAs within each year group	TA interventions (+4 months): Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk) Grouping within the class and using TA (+2 months): Within class attainment grouping EEF (educationendowmentfoundation.org.uk) Differentiation/individualised instruction within the class and using TA (+4 months):	1,2,3,4

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

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

Budgeted cost: £ 25,740

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,

<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 Arts participation Toolkit Strand Education Endowment Foundation EEF Collaborative learning approaches Collaborative learning approaches Toolkit Strand Education Endowment Foundation EEF</p>	<p>5,1,2,3</p>
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance 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. https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment</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. www.AlertProgram.com www.5PointScale.com</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 Arts participation Toolkit Strand Education Endowment Foundation EEF</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: https://www.musicmark.org.uk/resources/the-impact-of-instrumental-learning-on-attainment/</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: £ 252,4100

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.

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

Although attendance has not met our targets, the attendance of Pupil Premium pupils has improved.

Attendance 2020 – 2021 (whole school) Pupil Premium 85.73% Non 92.41% Difference 6.68%

Attendance 2021 – 2022 (whole school) Pupil Premium 87.66% Non 92.41% Difference 5.04%

The difference between PP and non PP has improved by 1.64% and PP attendance has improved by 1.93%

Attendance remains a high priority of the school and is included in the School Development Plan for 2022-23, with a focus on persistent absentees.

Pupil Premium pupils are working at or above national age-related figures in most areas. The attainment for pupil premium pupils achieving the expected standard at statutory assessment points at the end of the academic year 2021-22 was:

	Reading EYFS- Word reading		Writing		Maths EYFS - Number		EYFS GLD	
	School PP	National PP	School PP	National PP	School PP	National PP	School PP	National PP
EYFS	64%	60%	64%	54%	73%	64%	63%	50%
KS1	60%	52%	56%	41%	52%	52%		
KS2	63%	63%	50%	56%	63%	57%		

All children across school were given equal opportunity to attend enrichment experiences in school and day trips, after school clubs and additional tutoring, where appropriate. Pupil premium funding was used, where possible, to provide opportunities at no cost or a reduced the cost to families; allowing children to have experiences they wouldn't otherwise have or develop their skills and talents.

Social, emotional and mental health support was provided to pupils across the school to address any identified support, or to respond to newly presented needs of the individual children. This included strategies such as counselling, music interventions and gardening opportunities. Access to these interventions and planned opportunities allowed the children to develop their skills, address any concerns and access the school day and curriculum in a more appropriate manner.

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
MyMaths	MyMaths.co.uk
Times Table Rock Stars	Maths Circle Ltd
Spelling Shed	EdShed
Pira	Rising Stars UK
Puma	Rising Stars UK
Fischer Family Trust	Fischer Family Trust
ELSA	Elsa-support.co.uk
ReadWriteInc	Oxford Owl for Home
Language Angels	Language Angels

