



# Dovedale Primary School

## Pupil Premium Strategy 2025-2028



### School Overview

<b>Detail</b>	<b>Data</b>
School Name	Dovedale Primary School
Number of pupils in School	2025- 2026: 399 2026-2027: 2027-2028:
Percentage of pupils eligible	2025- 2026: 68/399 <b>17.04%</b> 2026-2027: 2027-2028:
Academic years that our current pupil premium strategy plan covers (3 year plans are recommended.)	2022-2025
Date this statement was published	September 2025
Date on which it will be reviewed	Termly at Governors
Statement authorised by	S Houseman
PP Team	L Berrington S Houseman M Stevenson
Governor/ Trustee Lead	M Stevenson/ G Boyd



# Dovedale Primary School



## Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	2025: 103,020 2026: 2027:
Recovery premium funding allocation this academic year	
Recovery premium funding carried forward from previous year. (enter £0 if not applicable.)	
Total Budget for this academic year If your school is an academy in a trust that pools funding, state the amount available to your school this academic year.	2025: £ 97.237.60 (Provisional. Renewal subscriptions due are likely to increase budgeted amount.) 2026: £ 2027: £



DOVEDALE PRIMARY SCHOOL

## Pupil Premium Strategy



# Statement of Intent 2025-2028

**At Dovedale Primary School we are committed to the development of the whole child. We focus on relationships, love for learning, REACH values, kindness and building confidence and wellbeing. We celebrate personal and academic development and endeavour to provide wide-ranging opportunities for children. This is a culture we are proud to have developed, is at the heart of what we do and underpins this strategy.**

Pupil Premium is additional funding given to schools to address the current underlying inequalities between children eligible for free school meals (FSM) and their peers, by ensuring that funding to tackle disadvantage reaches the pupils who need it most. We have high aspirations for all pupils and aim to ensure children achieve in line with their peers.

The intention of this strategy is to ensure robust, measurable; evidence led approaches are implemented to enable all children to reach their educational and personal potential which is supported by our whole school ethos and culture of aiming high together. This strategy has been formulated using our data and monitoring to guarantee it is tailored for the pupils and families in our setting. Listening to pupils and parents is the foundation of many methods selected within the strategy.

We acknowledge that some children face barriers to their learning and it is our aim to support parents and families with total commitment and without judgement. Children are at greater risk of not reaching their full potential due to varying barriers to learning and this includes children who may also have SEND and those who may not reach greater depth. Eligibility for the Pupil Premium will never be confused with low ability. Barriers to learning can be complex and specific for individual children. Our job is to mitigate these wherever possible and provide tailored provision whenever we can.

Building relationships (between us and parents, enhancing relationships between staff and children and children and children) developing oracy skills and improving self-regulation, independence and confidence are threads that we believe build the foundations for overall improvement and development. Our aim is to break down misconceptions and assumptions and build inclusivity and life chances for all.



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## Challenges

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

Challenge Number	Detail of challenge
1.	<u>Pupil premium children not achieving in line with their peers</u> Although KS2 data evidences children achieving in line with peers in individual subjects, RWM combined has remained below the national average. This includes the greater depth standard.
2.	<u>Oracy, Communication and language.</u> Year on year EYFS data shows children entering school with poor communication and language skills. Our assessments of pupils and discussions with staff have revealed gaps in language acquisition and vocabulary. This impacts on reading and writing proficiency.
3.	<u>Cultural capital</u> - which may impact on academic progress including language acquisition. Long Eaton has a significantly lower percentage of adults with a degree qualification compared to the national average as well as an unemployment rate significantly higher than the Derbyshire average.
4.	<u>Home/ School communication</u> Whilst we have high quality relationships with parents, parent voice showed that improvements could be made to ensuring school communicates more effectively about the Pupil premium, how to apply for FSM and opportunities for FSM children.
5.	<u>Emotional barriers</u> (including those experienced in the wider family setting) may impact on academic progress. Data analysis shows that children attending Reflection time are disproportionately represented. PP pupils are more likely to be experiencing trauma and/or managing well-being. Pupil voice and discussions with staff shows that children have high aspirations, however confidence and self- esteem can be low.

## 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 Outcomes	Success Criteria
<p><b>1</b> The percentage of children achieving the expected standard at KS2 will increase and at least be in line with the national average.</p> <p>The percentage of children reaching the EXS in RWM combined will at least be in line with the national average.</p> <p>Pupils will achieve GDS in RWM combined and will be in line with the national average.</p> <p>All children will make appropriate progress and achieve their potential attainment. (This includes those with SEND.)</p>	<p>-Children will be pinpointed for intervention (including those for GDS) using in year data from NFER, Accelerated Reader and SATs practice papers. Half termly checks will ensure children who fall behind will be swiftly supported.</p> <p>-Data tracking of individual children will show progress from baseline to end of KS2 is at least expected or better than expected.</p> <p>-SEND profiles will show when targets have been achieved and new aims have been set demonstrating progress for individual children.</p>
<p><b>2</b> Children will speak confidently, clearly, with intent and clarity.</p> <p>Children will feel more confident to speak in public forums, perform, debate and put themselves forward for roles in school.</p>	<p>-Pupil voice and staff discussions will evidence the impact of voice 21 strategies on pupils.</p> <p>-Monitoring data for the implementation of Voice 21 strategies will evidence progress.</p> <p>-Reading assessment data will show improvements for all year groups using NFER and Accelerated Reading scores to track and monitor progress.</p> <p>- Pupils will demonstrate improved oral language skills with new vocabulary and seek to integrate spoken practice into written work.</p>
<p><b>3</b> Poverty of experience for disadvantaged children will be diminished.</p> <p>Children will feel more confident to participate in all opportunities and initiatives offered by school.</p>	<p>-Pupil voice will evidence children talking positively about activities they have encountered through school.</p> <p>-Discussions with staff and parents will show improved confidence and willingness to try new experiences.</p> <p>-Data will show improved participation in school clubs and/ or other enterprises offered such as Pupil Parliament.</p>
<p><b>4.</b> Parents will have a good understanding of what Pupil premium is and how we support children in receipt of this.</p> <p>Parents will feel confident that they can find the information they need and approach school for support, without judgement.</p>	<p>Discussions with parents will demonstrate that parents have engaged with the strategies we will put in place to improve communications.</p>
<p><b>5.</b> Pupils will increasingly make appropriate behaviour choices.</p> <p>Positive well-being and increased self- esteem and confidence will promote healthy, positive attitudes.</p>	<p>-In school data will show that the percentage of children attending Reflection time will be proportionate and that the gap between disadvantaged and non- disadvantaged will reduce.</p> <p>-Discussions with pupils and parents, alongside monitoring data will show correlation between well-being and strategies used in school to promote overall pupil happiness.</p>



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## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium finding) this academic year to address the challenges listed above.

### Teaching (for example CPD, recruitment and retention)

**Budgeted Cost- 2025-26: £ 30,459.30**

**2026-27: £**

**2027-28: £**

Activity	Evidence that supports this approach	Challenge No
<p><b>Phonics</b>                      Reading Leader to ensure robust provision with regular monitoring of phonics sessions and to meet Read Write Inc consultant to identify and implement any actions to enhance phonics provision.</p> <p>Reading Leader to train and coach the reading team including new members.</p> <p>KS2 staff to liaise with Reading Leader to enhance knowledge and skills. This could be through the use of the Read Write Inc school portal, using the virtual classroom or observing specific phonics sessions.</p> <p>PP children to continue to be identified as 'Spotlight children' within all phonics groups and be supported to 'keep up, not catch up' through individual or group 'fast track' intervention.</p>	<p>The EEF recommends a systematic phonics programme in their improving literacy guidance. Quality resources to promote talk, high quality discussion and language development are essential. <i>Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches.</i></p> <p>All teachers and teaching assistants will continue to improve and practice the approaches introduced for phonics and early reading, ensuring the excellent results we have previously seen for our PP children continues.</p>	<p>1 2</p>
<p><b>Oracy</b>                      Oracy Lead to attend training and disseminate further guidance and best practice for staff.                      Staff meetings termly to support staff in the continuation of the introduction of Voice 21.                      TA training to commence during assembly times.</p>	<p>The EEF states that Oral language interventions can improve outcomes by 6 months:</p> <p><i>There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and</i></p>	<p>1 2</p>

<p>Staff to evidence strategies including sentence strings/ groupings/ talk tactics and concept cartoons. Weave into all areas of the curriculum. Oracy lead to conduct <i>Listening Walks</i>.</p> <p>Reading partners to engage in focussed discussions where older children facilitate and model high quality talk through the use of Voice 21 strategies for talk.</p> <p>Paired/ collaborative teaching sessions to share best practice and enhance confidence and effectiveness of strategies. (Team meetings to have dedicated time to discuss Oracy as part of Bring and Brag on meeting agendas.)</p> <p>Introduce social skills workshops/ playground initiatives to promote discussions to build confidence and resolve peer relationship challenges as well as build oracy skills. Oracy lead to conduct training with Midday Supervisors to aid implementation of playground strategies for talk and resolution.</p>	<p><i>learning later in their school lives.</i></p> <p><i>Oral language interventions can be an effective approach for disadvantaged pupils. In the research evidence, the higher the proportion of disadvantaged pupils taking part, the more effective the intervention seemed to be.</i></p>	
<p><b>CPD</b> All staff to access National College of Teaching CPD programmes to support their knowledge and understanding of strategies for adaptive methods, reading (and metacognition.) <i>NC: Primary reading: Overcoming Barriers to reach Expected Standards.</i> <i>NC: Empowering the most able pupils.</i></p> <p>PP Lead to attend PP network meeting with other PP leads in the Trust.</p>	<p>Quality first teaching is highlighted by the EEF to being the primary strategy for narrowing the attainment gap.</p> <p><i>Schools should focus on building teacher knowledge and pedagogical expertise, curriculum development, and the purposeful use of assessment. EEF</i></p>	1
<p>Staff meetings each term to focus on barriers to learning pupils experience in our school setting, prioritise closing the gap for all learners- including those with SEND and reinforce school ethos for inclusion, building relationships, trust and high professional practice as routine.</p> <p><i>NC: Bridging the Gap improving outcomes for vulnerable learners.</i></p>	<p>Staff will have an accomplished summary of how PP children perform in our school compared to non- PP and national results. Staff will have a renewed vigour for whole school vision and approach- inclusive by design.</p> <p>PP children are at greater risk of underachieving if they are high achievers.</p>	1 2

<p>All staff to take part in regular safeguarding training, including online safety.</p>	<p>Regular staff training will help staff to identify needs of children and share best practice to ensure safety of all children including those who qualify for PP.</p>	<p>5</p>
<p><b>SEND</b>  SEND leads to conduct audit of provision and strategies, streamline SEND Passports to ensure SMART targets. Leads to conduct training with staff to ensure fidelity and readiness for new format.</p> <p>Staff meeting time provided for teachers to write and liaise with leads and Sarah Green from ISAT - Inclusion Support Team.  Staff training on the Nessy programme for teachers and Teaching assistants.</p> <p>Parents of PP children with SEND given priority (longer) appointments for parents' Evenings.</p>	<p>Staff require renewed training on interventions that target these specific barriers.</p> <p><i>Disadvantaged pupils with SEND have the greatest need for excellent teaching. Specific approaches to support these pupils may include explicit instruction, cognitive and metacognitive strategies, scaffolding, flexible grouping, and the targeted use of technology.</i>  EEF</p>	<p>1 4</p>



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

**Budgeted Cost: 2025-26: £ 21,690.16    2026-27: £    2027-28: £**

Activity	Evidence that supports this approach	Challenge number (s)
<p>Use EYF baseline to be starting point for early intervention in early years.</p> <p>Drawing Club used in EYFS to inspire and promote engagement in story-telling, reading and writing development.</p>	<p><b>Early</b> identification of gaps to enable swift, targeted intervention to narrow any gaps sooner and to prevent any gaps widening is a priority for our school.</p> <p><i>Pupils may require targeted academic support to assist language development, literacy, or numeracy. Interventions should be carefully linked to classroom teaching and matched to specific needs EEF</i></p>	1 2
<p>Children identified (using end of year data) in <i>Priority for Intervention</i> document ready for September start can be supported immediately. This includes children who did not pass the PSC.</p> <p>Writing intervention to be a priority in all year groups.</p> <p>Pre and Post teaches to target individual children.</p>		1
<p>Dedicated intervention for children in year 6 to boost for EXS and GDS. Small group support using identified targets to focus on in order to provide specialist support. Teaching Assistants with QTS to lead intervention.</p>		1 2
<p>Teachers to build on work begun on dynamic classroom environment to promote adaptive and collaborative strategies.</p>	<p>Active, flexible learning spaces promotes independence, self-confidence and engagement.</p>	1 2

<p>Nessy intervention programme to boost children with moderate to high risk of dyslexia.</p> <p>Children screened in a timely fashion in order to identify gaps in reading in order to keep up.</p>	<p>Independent research and internal studies have shown significant reading and spelling progress for users, especially those with dyslexia.</p>	<p>1 2</p>
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## Wider strategies (for example, related to attendance, behaviour & wellbeing)

**Budgeted Cost: 2025-26: £ 45,088.14      2026-27: £      2027-28: £**

Activity	Evidence that supports this approach	Challenge number (s)
<p><b>Parent/ School Communication</b>            Increase parental involvement in reading strategies at an earlier stage- EYFS to use Portfolio to post ideas, examples and videos about how to read at home with children.</p> <p>Clear contact prior to the start of school made via the home or current nursery setting. Identification of Early needs.</p> <p>PP children to be prioritised for reading with an adult.</p> <p>Children to be rewarded when planners are signed by parents.</p>	<p>Parental involvement and high-quality home/school relationships are key to supporting our vulnerable children.</p> <p><i>Levels of parental engagement are consistently associated with improved academic outcomes. Practical approaches, such as supporting shared book reading, or tailoring positive communications about learning, can prove actionable for schools. EEF</i></p>	<p>4 5</p>
<p>Raise awareness for parents whose children are eligible for the pupil premium, the strategy and what support we give as a school.</p> <p>Improve Pupil premium webpage with clear information and add links for applying for FSM. Add signposts for academic support materials to parents.</p> <p>Contact parents at the beginning of the school year signposting the above. Provide parents with feedback about how we have acted on parent voice.</p>		<p>4</p>
<p><b>Cultural Capital</b>            Children to have priority places for extracurricular provision including clubs. Invites given to children.</p>	<p><i>The emphasis on cultural capital is closely tied to promoting equity and inclusion in schools. By valuing and incorporating pupils' diverse cultural backgrounds into the curriculum, schools</i></p>	<p>2 3 5</p>

<p>Subsidised places for children attending residential in year 4 and 6. Support children to apply for roles in school. (School parliament/ House Captains etc.)</p> <p>All children attend Forest School and Expert Groups. Children become experts in their field and will demonstrate their skills and knowledge to their peers in lessons across the curriculum in order to share learning experience, improve confidence and add further importance for these roles.</p> <p>Pupil Voice and discussions to delve into poverty of experience and gain a more comprehensive child's view.</p> <p>Assembly to include poverty of experience theme. Writing outcome for all children.</p>	<p><i>can create a more inclusive learning environment that celebrates diversity. John Rees National College</i></p>	
<p><b>Well- being</b> MHST training for staff to highlight services available for us to refer families and children who are experiencing well-being challenges.</p> <p>Families and children receive priority places for Thrive and Family Thrive. Support to be given by FLO. Teachers to refer PP children for Well -being Wednesday and BIO club when required.</p> <p>All staff to use Zones of Regulation to help children to regulate their behaviours and emotions. Regular Brain breaks to be integrated in classrooms.</p> <p>Begin to monitor use of metacognitive strategies in the classroom. Identify areas for development.</p> <p>Assembly rota to include a variety of enrichment and promotion of cultural capital as well as celebration of success in the classroom, reading and sporting</p>	<p><i>Efforts to promote SEL skills may be especially important for children from disadvantaged backgrounds, who on average have weaker SEL skills at all ages than their better off peers. EEF Guidance report</i></p> <p>The EEF states that: <i>There are some indications that children from disadvantaged backgrounds are more likely to begin early years education with weaker self-regulation skills than their more affluent peers. As a result, embedding self-regulation strategies into early years teaching is likely to be particularly beneficial for children from disadvantaged backgrounds.</i></p> <p><i>The research evidence suggests that studies with higher numbers of disadvantaged pupils had a high impact. This is a promising area of practice to work towards closing the disadvantage gap. Improved metacognition and self-regulation skills have the potential to promote learning across the curriculum and beyond.</i></p>	<p>3 4 5</p>

events. All will be underpinned by our PSHCE curriculum, our school REACH values and British Values.		
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All PP children to be proactively recognised for achievements in school through class dojo and assembly certificates.

**Total budgeted cost:**

**2025-2026** £ £ 97.237.60 (Provisional. Renewal subscriptions due are likely to increase budgeted amount.)

**2026-2027** £

**2027-2028** £