

Dovedale Primary School

Pupil Premium Strategy

2022-2025

School Overview



Detail	Data
School Name	Dovedale Primary School
Number of pupils in School	2022- 2023:412 2023-2024: 409 2014-2025: 401
Percentage of pupils eligible	2022- 2023: 15.5% 2023-2024: 16.13% 2024-2025: 14.96%
Academic years that our current pupil premium strategy plan covers (3 year plans are recommended.)	2022-2025
Date this statement was published	September 2022
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	E Williscroft /J Haigh 2022-2024 TBC /J Haigh 2024-2025



Dovedale Primary School



Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	2022: £88,640 (64 pupils) 2023: £96,030 2024: 88,800
Recovery premium funding allocation this academic year	2022: 19,720
Recovery premium funding carried forward from previous year. (enter £0 if not applicable.)	0
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.	2022: £108,360 2023: £ 77,731.13 2024: £ 78,053.15- preliminary



DOVEDALE PRIMARY SCHOOL



Pupil Premium Strategy

Statement of Intent 2022-2025

This strategic plan outlines our aims and priorities for children who are eligible for pupil premium in our school. We recognise the need for a systematic, long term plan to tackle the gap in attainment. With robust monitoring, support for staff and families, as well as a focus on personal development for all children, the processes we will put into practice will become embedded. This will enable our pupils to leave Dovedale Primary with the necessary skills needed for life and will be in line with their peers academically.

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.

At Dovedale Primary School we pride ourselves on having high aspirations and ambition for all pupils, regardless of their background. We operate a no excuse culture; it is our mission to enable and equip children to develop confidence and use knowledge and skills in order to succeed and aim high. Our mission is to ensure that every pupil achieves academic success.

Dovedale Primary school recognises that children in receipt of pupil premium may need differentiated assistance to allow them to access the school curriculum in all its forms. The school will aim high for all its pupils and will ensure that barriers to learning will be mitigated wherever possible. The school will not lose sight of its aim for enabling all pupils to achieve their potential and the following steps are to support those pupils who may need additional intervention, and acknowledgement to ensure that every child has the best opportunity regardless of whether they are identified as a Pupil Premium child or not.

Whilst being eligible for FSM and Pupil Premium some children in this cohort may not be low attaining but may not be maximising their full potential. We must therefore never confuse eligibility for the Pupil Premium with low ability. We are committed and dedicated to supporting all disadvantaged children to achieve the highest levels possible in all aspects.

The school will focus directly on pupil premium children as a specific cohort for the following identified areas to close the gaps in wellbeing, progress and aspiration.



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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> Assessments, including diagnostic and formative, show that the gap in attainment has not diminished. Our school assessment data shows that the percentage of PP children passing the Phonics screening check has decreased. PP children have not performed as well as their peers in KS2 SATs in this year.
2.	<u>Pupil premium children not achieving higher standard</u> Our PP children are not achieving GDS in KS2 SATs in reading, writing and maths in line with their non PP peers.
3.	<u>Cultural capital</u> Discussions with our children and parents have demonstrated the limited wider opportunities they may have access to - which may impact on academic progress including language acquisition. Long Eaton has 20% less Higher and Intermediate managerial, administrative or professional households than the national average.
4.	<u>Emotional barriers</u> (including those experienced in the wider family setting) may impact on academic progress.
5.	<u>Poor parental engagement</u> Whilst many of our PP parents engage well with school, we know this needs to be improved. This is especially pertinent to language acquisition and early reading.
6.	<u>Attendance</u> Although the percentage gap in attendance decreased as the previous academic year progressed, the gap remained. Close monitoring of persistent absentees must be monitored and intervention timely.

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>Pupils will receive high-quality teaching and intervention to ensure early embedding and continued consolidation of required skills to ensure the achievement of the expected standard or above.</p> <p>Pupils will be able to read confidently, with increased fluency in order to improve the capacity for comprehension skills to develop and strengthen.</p> <p>Improved oral and language skills will transfer into writing, improving skills for producing lively pieces created for purpose.</p>	<ul style="list-style-type: none"> • All pupils with few possible exceptions will reach the Early Learning Goal for reading. • All children will pass the year 1 phonics check. • All pupils will maintain or exceed their prior performance at EYFS and /or key stage 1 (including those children who did not pass the previous year’s phonics screening check) • Children will achieve in line with their peers. • Pupil voice will show that children are confident to talk about the books that they are reading and emulate language they hear and experience. Their enthusiasm to talk about authors they have been introduced to will be evident.
<p>Pupils will receive high- quality, targeted support to ensure they reach their potential. Greater percentage of children will reach a GDS in RWM.</p>	<ul style="list-style-type: none"> • Identified pupils will make at least expected progress. • The percentage of PP children reaching GS will increase.
<p>Children will engage with a variety of wider opportunities and experiences. This will have a positive impact on aspirations and love for learning.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Children will attend and participate in a variety of school based initiatives and clubs. <input type="checkbox"/> Pupils will talk positively about the range of opportunities they can access at school.
<p>Pupils will be able to develop strategies for managing difficult emotions or feelings at difficult times in order for them to be able to access and enjoy the curriculum.</p> <p>Parents will have the capacity to support their children with their emotional needs.</p>	<ul style="list-style-type: none"> • Children who need social and emotional support will have access to, and be prioritised for, school based support systems and where necessary external support. • Children experiencing emotional difficulties will feel confident and safe to talk about their needs & feelings. • Parents will feel confident in supporting their children and home school relationships will be strengthened. • Parents will have access to parenting support.
<p>A greater proportion of parents of children who qualify for pupil premium will actively engage with school.</p>	<ul style="list-style-type: none"> • Parents will attend all parents’ evenings. • Parents will participate in our school reading sessions. • A higher proportion of parents will listen to their children read at home.
<p>Children will attend school with PP attendance data to be in line with their non PP peers.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> PP children will achieve at least 95% attendance and be in line with all children.



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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- 2022-23: £1400 2023-24:£1510.20 2024-25:£1136.20 (preliminary)

Activity	Evidence that supports this approach	Challenge number (s)
<p>New Phonics programme to be continued and embedded with further training. (Read Write Inc)</p> <p>Further establishment of the Reading Teacher role to enhance the delivery of group sessions and ensure the consistent teaching of phonics.</p>	<p>The EEF recommends of a systematic phonics programme in their improving literacy guidance. Quality resources to promote talk, high quality discussion and language development are essential.</p> <p>All teachers and teaching assistants will continue to improve and practice the approaches recently introduced for phonics and early reading, ensuring a clear, robust approach.</p>	1 5
<p>Staff training on dyslexia in the autumn term to enable targeted support against the barriers to learning that these may present for identified individuals.</p> <p>Further CPD for SEND needs will be continued in areas to be identified (by the SEND Co) later in the year.</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. EEF</i></p>	1 2
<p>All staff to access National College of teaching CPD programmes to support their knowledge and understanding of their own curriculum area across the whole school and disseminate best practice. (With a focus on Pedagogy)</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 2

<p>Staff meeting to further raise the profile of pupil premium children as a group and to raise the profile for attainment- including greater depth.</p>	<p>Staff will have an accomplished overview of how PP children perform in our school compared to our academy trust schools as well as nationally.</p> <p>PP children are at greater risk of underachieving if they are high achievers.</p>	<p>1 2 3 4 5</p>
<p>Nuffield language intervention to be continued. New staff in EYFS to be trained to deliver high quality talk and language intervention.</p> <p>Discontinued 2023-2024. Drawing club trailed and established. To be continued.</p>	<p>Greater percentage of children entering school with communication barriers.</p> <p>NELI is a proven strategy for our school. 2/3 of PP children who received intervention in the previous academic year reached the ELG for reading.</p>	<p>1 5</p>
<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>4</p>



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

Budgeted Cost: 2022-23: £36,755.40

2023-24: £36,785.40

2024-25: £30,049.20 (preliminary)

Activity	Evidence that supports this approach	Challenge number (s)
<p>Early identification of pupils who require intervention in EYFS based on baselines completed in the first 6 weeks using RBA and information gained from previous settings.</p> <p>Nuffield Early Language Intervention to be undertaken as soon as children have been identified.</p> <p>Intervention provided for children in year 1 who did not meet the ELG for reading, writing and maths.</p> <p>Intervention provided for children in year 2 who did not pass the phonics screening check in year 1 and those who are below standard in writing and maths.</p> <p>In phonics, pupils to be identified as ‘Spotlight’ children by the Reading Teacher and tracked half termly to boost children as early as possible.</p> <p>Interventions to be swiftly implemented, clearly defined and monitored by PP lead.</p> <p>Children identified as higher achievers in EYFS and/or KS1 to be monitored and supported to achieve a higher standard of attainment.</p>	<p>Early 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>PP lead to expand role in order to meet with children and touch base to help break down learning barriers. Priorities are to celebrate achievements as well as identify and overcome difficulties.</p>	<p>Children will have a greater understanding and awareness of how they are being supported in our school.</p>	1 2
<p>Sumdog maths online programme to give targeted, tailored activities for all PP children. Discontinued 2024-2025. Maths lead to investigate other effective means to support and provide intervention through White Rose.</p>	<p>Tailored assessments and activities set will enhance personalised provision.</p>	1 2



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

Budgeted Cost: 2022-23: £46,136.70 2023-24: £39,435.53 2024-25: 46,867.75 (preliminary)

Activity	Evidence that supports this approach	Challenge number (s)
<p>Increase parental involvement in reading strategies at an earlier stage- Parents to be invited to a reading and phonics session in summer term before the start of the new academic year. Parents of PP children who did not attend to be followed up by Phonics Lead.</p> <p>Clear contact prior to the start of school made via the home or current nursery setting. Identification of Early needs.</p> <p>School to introduce Reading Coffee mornings for parents. 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>	3 4 5 6
<p>Raise awareness for parents whose children are eligible for the pupil premium and the role of the PP lead.</p>		5 6
<p>Staff to use Indicator of Poverty to highlight areas of concern alongside Vulnerable Children/Children in need Register.</p>	<p>Teams working collaboratively are more able to provide a universal approach.</p>	3 4 6

<p>Every Child an Ambassador: all children to maintain their role in a specialist area of interest.</p> <p>Hub evenings for parents to attend in order to raise the profile and strengthen home school relationships.</p>	<p>PP children are most likely to be from disadvantaged backgrounds which means they are less likely to access experiences their non pp peers will.</p> <p>It is essential for all children to develop a well- rounded sense of cultural capital. Raising aspirations and quality of language is vital for all children in our school.</p>	<p>3 4</p>
<p>Forest School</p> <p>School trips and residential (Yr4 &6)</p> <p>After School Clubs</p>	<p>Children are offered further opportunities to participate in experiences and activities that they otherwise may not. Children are able to face challenges in a safe environment in order to develop non-cognitive skills such as confidence, resilience, team building and motivation.</p> <p><i>Extracurricular activities are an important part of education in its own right. These approaches may increase engagement in learning</i> EEF</p>	<p>3 4</p>
<p>Children will access Thrive as a priority if they need it.</p> <p>Family Thrive to help parents.</p> <p>Bio Club</p> <p>Well- being Wednesday</p> <p>Mental Health Champions</p> <p>Educational psychology subscription (gold) to allow a greater number of children to be assessed.</p>	<p>Social and emotional support are essential in supporting the development of the whole child. These barriers to learning can be detrimental to children, not just in their learning, but to their mental health. This is more pertinent for children at Dovedale, where we have identified a greater number of children experiencing anxiety now.</p> <p>Children will be given the opportunity to express themselves emotionally and aspire to help others as well as themselves.</p> <p><i>Social and emotional skills support effective learning and are linked to positive outcomes later in life.</i> EEF</p>	<p>3 4 5</p>
<p>Employment of family liaison Officer CK to continue. (FLO)</p> <p>FLO role responsibilities transferred to DPS SENDCo from 2024-2025.</p>	<p>Opportunities/ open door policy adopted for parents to discuss issues out of school which may impact on the children's wellbeing, attendance or academic progress.</p> <p>Timetabled meetings with target parents by FLO to support attendance issues.</p>	<p>3 4 5 6</p>
	<p><i>Some parental communication approaches and targeted parental engagement interventions show promise in supporting pupil attendance</i> EEF</p>	

<p>Breakfast club invites for identified children to encourage children to be in school on time and start the day ready for learning.</p>	<p>Children ready for the school day, social experience and healthy breakfast start.</p> <p><i>Such programmes are more likely to foster academic benefits when clearly structured, linked to the curriculum and led by well-qualified and well-trained staff. EEF</i></p>	<p>3 5</p>
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Total budgeted cost:

2022-2023 £ 84,291.10

2023-2024 £ 77,731.13

2024-2025 £ 78,053.15



Dovedale Primary School Part B

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 2021 to 2022 academic year.

<p>1</p> <p>Pupils will receive high-quality teaching and intervention to ensure early embedding and continued consolidation of required skills to ensure the achievement of the expected standard or above.</p> <p>Pupils will embed a love of reading; fluency and comprehension strategies. Pupils will write for purpose with confidence and flair. Children will learn the strategies for learning and the embedding of knowledge and skills.</p>	<p>Baselines were completed accurately and timely with all data recorded and identified children placed on intervention strategies.</p> <p>Nuffield Early Language Intervention was undertaken and staff trained.</p> <p>New Phonics programme. (Read Write Inc) was introduced and all staff attended training to ensure a whole school approach to the teaching of phonics and early reading.</p> <p>PP lead monitored EYFS provision, including progress, intervention and parental engagement.</p> <p>AR data was used to track progress and highlight dips in reading quizzes/ reading age.</p>	<p>All identified strategies were actioned.</p> <p>80% of PP children achieved the ELG for reading.</p> <p>38% of PP children passed the phonics screening check.</p> <p>Pupil voice demonstrates children's positive attitudes to reading and their enjoyment of class reads.</p>
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<p>2 Pupils will receive high- quality, targeted support to ensure they reach their potential. Greater percentage of children will reach a GDS in RWM.</p>	<p>Intervention was provided for children in year 1 who did not meet the ELG for reading, writing and maths.</p> <p>Intervention provided for children in year 2 who did not pass the phonics screening check in year 1.</p> <p>Children were identified as higher achievers in EYFS and/or KS1, or middle attaining to be monitored and supported to achieve a higher standard of attainment. This was evidenced on PP snapshots and monitored by the PP lead.</p> <p>All staff accessed National college of teaching CPD programmes.</p>	<p>In year 1, of the PP children who had not met the ELG: 0% gained the EXS in reading. 17% gained EXS in writing. 43% gained EXS in maths.</p> <p>0% of PP children who re-took their phonics screening check in year 2 passed. (These accounted for 2/8 children. 1/8 children passed.)</p> <p>Almost all children who were awarded EXS in reading, writing and maths in EYFS reached this standard in their KS2 SATs results. Two children made better than expected progress, one on writing, one in reading.</p>
<p>3 Children will engage with a variety of wider opportunities and experiences. This will have a positive impact on aspirations and love for learning.</p>	<p>All children have been allocated an Every Child an Ambassador role in school.</p> <p>All PP children attended ultimate Frisbee in the spring term.</p> <p>Residential trips were subsidised by school for PP children. PP children were given priority for extra- curricular activities such as after school clubs.</p> <p>Staff used Indicators of poverty, snapshots and Well- being monitoring sheets to ensure best provision and practise for PP pupils.</p>	<p>Pupil voice demonstrates that children are engaged and excited to be part of the ECAA initiative. 11% of the school council is represented by PP children. 79% of PP children took part in residential trips. (Yr4 &Yr6) Almost all PP children accompanied their classes on a school day trip. Where this did not happen was attributed to illness.</p>

<p>4</p> <p>Pupils will be able to develop strategies for managing difficult emotions or feelings at difficult times in order for them to be able to access and enjoy the curriculum.</p> <p>Parents will have the capacity to support their children with their emotional needs.</p>	<p>School staff recognised emotional needs of individuals identified children and structured a support programme around these needs-communicating strategies with parents.</p> <p>Well- being support was recorded and cross referenced to ensure all children in need were being identified. PP snapshots were updated termly.</p> <p>Family Thrive resumed in school.</p>	<p>51% of children attending Thrive were PP. This accounted for 28% of all PP pupils.</p> <p>30% of children attending WBW were PP. This accounted for 9% of all PP pupils.</p> <p>66% of children attending BIO club were PP. This accounted for 19% of all PP pupils.</p>
<p>5</p> <p>Children will attend school with PP attendance data to be in line with their non PP peers.</p>	<p>Weekly monitoring reports were checked by the FLO and letters sent half termly where pupils attendance falls below the expected level.</p> <p>FLO arranged meetings and telephone calls to support and monitor attendance with parents.</p> <p>PP lead monitored attendance half termly and liaised with teachers.</p> <p>Breakfast club invites were given for identified children to encourage children to be in school on time and start the day ready for learning.</p>	<p>All identified strategies were actioned.</p> <p>Average attendance for the year was: All - 93.77% PP – 89.55%</p> <p>This was overall lower than our usual average and a reflection of the continued impact of covid-19 in 2021-2022.</p>

Externally Provided programmes	
Programme:	Provider:
Phonics	Read Write ic

