



# Dovedale Primary School



## Part B

**Part B: Review of outcomes in the previous academic year. Interim progress as part of a three-year plan.**

**Pupil premium strategy outcomes: This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.**

Challenge Number	Actions	Outcomes																																																																								
<p>1 <u>Pupil premium children not achieving in line with their peers</u></p> <p>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.</p>	<p>Read Write Inc Phonics has been embedded with further training. PP children highlighted as spotlight children in all groups has continued. School has been supported with visits by RWI representatives.</p> <p>PP children received extra targeted phonics intervention with <i>Reading Teacher under our Spotlight Children</i> marker.</p> <p><i>Drawing Club</i> continued in EYFS. This has promoted high quality talk and increased opportunities for writing.</p> <p><i>Children for High Priority Intervention</i> document updated termly and discussed in teams half termly. Children have been identified swiftly and added when appropriate. Interventions were altered accordingly. Book looks conducted to monitor.</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="10" style="text-align: left;"><b>PP Achieved ELG</b></th> </tr> <tr> <th></th> <th colspan="2">2021-2022</th> <th colspan="2">2022-2023</th> <th colspan="2">2023-2024</th> <th colspan="2">2024-2025</th> <th>2024</th> </tr> <tr> <th></th> <th>PP</th> <th>ALL</th> <th>PP</th> <th>ALL</th> <th>PP</th> <th>ALL</th> <th>PP</th> <th>ALL</th> <th>Nat ALL</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>80%</td> <td>90%</td> <td>100%</td> <td>95%(c) 50% 84%(WR)</td> <td>92%</td> <td>89%(c) 67% 79%(WR)</td> <td>80%</td> <td>94%(c) 40% 84(WR)</td> <td>80.1% 76.2%</td> </tr> <tr> <td>Writing</td> <td>50%</td> <td>68%</td> <td>37%</td> <td>67%</td> <td>50%</td> <td>73%</td> <td>40%</td> <td>67%</td> <td>71.4%</td> </tr> <tr> <td>Number</td> <td>80%</td> <td>85%</td> <td>83%</td> <td>95%</td> <td>58%</td> <td>91%</td> <td>80%</td> <td>92%</td> <td>78.7%</td> </tr> </tbody> </table> <p>The percentages of disadvantaged children reaching the expected standard in reading comprehension and number has remained high and is in line with the national average for <i>all</i>. Word reading and writing will continue to be a focus for Dovedale.</p> <p>The percentage of disadvantaged pupils with a good level of development for 2025 at Dovedale is 40%. This was 51.5% nationally last year.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>2025 Summer</th> <th>Year 1 % gap</th> <th>Yr 2 % gap</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>10%</td> <td>3%</td> </tr> <tr> <td>Writing</td> <td>17%</td> <td>18%</td> </tr> <tr> <td>Maths</td> <td>13%</td> <td>3%</td> </tr> </tbody> </table> <p>In year data shows that the gap in attainment between PP and all has narrowed significantly as pupils have progressed through KS1.</p>	<b>PP Achieved ELG</b>											2021-2022		2022-2023		2023-2024		2024-2025		2024		PP	ALL	PP	ALL	PP	ALL	PP	ALL	Nat ALL	Reading	80%	90%	100%	95%(c) 50% 84%(WR)	92%	89%(c) 67% 79%(WR)	80%	94%(c) 40% 84(WR)	80.1% 76.2%	Writing	50%	68%	37%	67%	50%	73%	40%	67%	71.4%	Number	80%	85%	83%	95%	58%	91%	80%	92%	78.7%	2025 Summer	Year 1 % gap	Yr 2 % gap	Reading	10%	3%	Writing	17%	18%	Maths	13%	3%
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Oracy training has continued with the English lead. Staff meetings and briefings have ensured the promotion of oracy strategies in classrooms. Teachers and children have experimented with Voice 21 groupings, sentence strings, concept cartoons. All classes have agreed a set of rules for talk.

Learning walks, ONE academy Trust Partnerships days and Governor days have focussed on these. Lesson observations have also evidenced the use of oracy strategies by teachers and children.

Oracy has been on the assembly rota all year to ensure the practise and embedding of Voice 21 games and rules for talk.

PP lead has completed several National College webinars including:

Bridging the Gap: Improving Outcomes for Vulnerable Learners

Evidence-Based Strategy for Pupil Premium | Primary

PP lead attended Pupil Premium Conference with Marc Rowland.

#### Phonics Screening Check

	2021-2022	2022-2023	2023-2024	2024-2025
PP	38%	83%	71% (68%N)	71%
All	82%	83%	87%	83%

Since the implementation of this strategy, the percentage of PP children passing the PSC has climbed significantly and continued to remain high. The percentage gap between PP and *all* has narrowed slightly in 2025, and should remain above the national average as we did in 2024. We aim in the next strategy to close the gap completely as we did in 2023.

#### KS2 SATs: EXS in RWM

	2021-2022	2022-2023	2023-2024	2024-2025
PP	23%	33%	33%	36%
Non PP	73%	73%	74%	75%
PP (without SEND)	30%	44%	33%	57%

Since the implementation of this strategy, the percentage of PP children achieving RWM combined has increased. This still needs to improved, although when we look at attainment of those without SEND the percentage gap is smaller.

In reading, writing and maths (combined) 46% of disadvantaged pupils nationally, met the expected standard in 2024 compared to 67% of other pupils, keeping the gap at 22 percentage points. Although we are still below the national average, we have closed the percentage gap in our school.

KS2 SATs	2022-2023 PP at EXS +	2023-2024 PP at EXS +	2024-2025 PP at EXS +
Reading	42%	67% 62% Na	45%
Writing	42%	50% 58% Na	82%
Maths	33%	56% 59% Na	64%

Although the percentage of children achieving RWM combined remains relatively low, we have seen significant improvements in attainment in individual subjects, particularly in writing and maths.

Overall, in years 1-5, pupils identified on *Children for High Priority Intervention* have made progress in standardised scores. Some have progressed from working towards standard to working at the expected level.

2 Pupil premium children not achieving higher standard Our PP children are not achieving GDS in KS2 SATs in reading, writing and maths in line with their non- PP peers.

Pupils identified as higher achievers in EYFS and/or KS1 monitored and supported to achieve a higher standard of attainment. Also, children achieving secure standardised scores have been identified on *High Priority Intervention* document for boosting for GDS.

Targeted, extra intervention for reading, writing & maths for YR 6 pupils with qualified teacher.

Staff meeting completed in autumn term to share progress of this strategy and data.

High priority children for intervention for GDS (and EXS) and children were monitored for attendance, lateness & behaviour.

English lead & Upper Junior team analysed target sheets for writing and amended to ensure progression was pin

KS2 SATs: GDS in RWM				
	2021-2022	2022-2023	2023-2024	2024-2025
PP	0%	0%	0%	0%
Non PP	10%	13%	0%	26%
PP (non SEND)	0%	11%	0%	0%

Nationally, 3% of PP children achieved GDS on reading, writing and maths in 2024. Whilst Dovedale is below the national average, in year data shows an increase in the percentage of children gaining GDS in year 1-5.

Pupils identified on *High Priority Intervention in years 1-5* (for boosting to GDS) achieved GDS.

	<p>point accurate. Feedback from YR6 writing moderation was used as a starting point.</p>																					
<p>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.</p>	<p>Every Child an Ambassador has continued.</p> <p>All classes have had a school trip.</p> <p>Yr 4 and year 6 residential have taken place. (50% subsidised by school.)</p> <p>We have continued to offer an extensive choice of after school clubs, which have included a large range of creativity activities, sports, life skills and well-being.</p> <p>Staff have used <i>Indictors of Poverty</i> to highlight areas of concern alongside <i>Vulnerable Children/Children in need Register</i>.</p> <p>All children have participated in <i>Forest School</i>.</p> <p>Invites were given for specific PP children who had not attended an extra-curricular club this year. (Magical maths-subsidised by school)</p> <p>Candidates for school council were monitored and supported.</p> <p>Trip to parliament and for a school visit from the local MP were conducted.</p>	<table border="1" data-bbox="1104 395 1892 547"> <thead> <tr> <th colspan="5">PP attendance at residential</th> </tr> <tr> <th></th> <th>2021-2022</th> <th>2022-23</th> <th>2023-2024</th> <th>2024-2025</th> </tr> </thead> <tbody> <tr> <td>Yr 4</td> <td>79%</td> <td>100%</td> <td>100%</td> <td>100%</td> </tr> <tr> <td>Yr 6</td> <td>79%</td> <td>92%</td> <td>78%</td> <td>100%</td> </tr> </tbody> </table> <p><i>Pupil Voice</i> yielded overwhelmingly positive responses. Children demonstrated having high aspirations for careers they wanted to enter. Children cited ECAA, Forest school and school trips as being elements of school life that they looked forward to.</p> <p>The percentage of all PP children attending clubs ranged from 10% to 32% per term. This an increase from the previous academic year which ranged from 11% to 24%</p> <p>21% of school parliament are PP children this is an increase from 7% in the previous academic year.</p> <p>Children went on a trip to Parliament and had a question-and-answer session with local MP Maggie Throup.</p> <p>15% of the Anti- bullying ambassadors are PP. This is an increase from 10% in the previous academic year.</p> <p>Pupil aspirations have been raised as well as broadening experiences.</p>	PP attendance at residential						2021-2022	2022-23	2023-2024	2024-2025	Yr 4	79%	100%	100%	100%	Yr 6	79%	92%	78%	100%
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	<p>LB and ZN spoke to PP children about putting themselves forward for MP positions in the autumn elections.</p>																										
<p>4 <u>Emotional barriers</u> (including those experienced in the wider family setting) may impact on academic progress.</p>	<p>Safeguarding training completed by all staff. This includes: <i>Embedding Equality, Diversity and Inclusion into Your Approach to Safeguarding</i>.</p> <p>Access to Thrive, Family Thrive, Sensory Group, Well-being Wednesday and BIO club have been prioritised for PP children.</p> <p>BIO club has continued to run 5 days a week this year, with priority for places given to PP children.</p> <p>Ongoing half termly monitoring for behaviour and Reflection has ensured repeat attendees are offered support. LB &amp; LT have worked closely to ensure PP children have been monitored and ‘followed up’ when required.</p> <p>Clearer means/ avenue for teaching Assistants and other staff in school to record/ refer concerns has been introduced by LT.</p> <p>Staff meeting time (see above) allocated to sharing high priority children for behaviour and % of PP children who have open concerns on myconcern.</p> <p>Children attending BIO club all week &amp; impact on behaviours in class monitored.</p>	<p>Staff are diligent and confident in reporting on myconcern, and referring children for the various initiatives we have in school to support children’s well-being. Teaching Assistants and other staff have a clear way to report possible concerns, which are immediately reviewed by LT.</p> <table border="1" data-bbox="1102 448 1843 635"> <thead> <tr> <th colspan="5">Well-Being Support:</th> </tr> <tr> <th></th> <th>2021-22</th> <th>2022-23</th> <th>2023-2024</th> <th>2024-2025</th> </tr> </thead> <tbody> <tr> <td>Thrive</td> <td>51%</td> <td>57%</td> <td>58%</td> <td>40%</td> </tr> <tr> <td>BIO club</td> <td>66%</td> <td>51%</td> <td>56%</td> <td>24%</td> </tr> <tr> <td>WBW</td> <td>26%</td> <td>30%</td> <td>32%</td> <td>29%</td> </tr> </tbody> </table> <p>Family Thrive was accessed by 2 PP families this year and has continued to be offered to disadvantaged families where needs were identified. The SENDCo also conducted Check in’s. 54% of these were with PP children.</p> <p>Reflection time data shows that over time children accessing BIO club or using BIO club drop- in sessions were less likely to be in reflection time as a result of poor behaviour choices. This is also the case for children who attended Thrive sessions.</p> <p>The proportion of PP children attending Reflection time remained low and ranged from 5% to 12% of all PP children. This is a little higher than non-PP children which ranged from 3% and 5%. More continued and focussed support should continue in order to diminish the gap.</p>	Well-Being Support:						2021-22	2022-23	2023-2024	2024-2025	Thrive	51%	57%	58%	40%	BIO club	66%	51%	56%	24%	WBW	26%	30%	32%	29%
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<p><u>5 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 and language acquisition early reading.</p>	<p>PP parents contacted by class teacher and allocated priority slots for parents evening. All parents had a meeting or received a phone call where this couldn't happen.</p> <p>Story time sessions have continued to take place weekly with parents in Year 1. Parents attending, all children listen to a story in a small group.</p> <p>Half termly monitoring of children's reading diaries. Weekly rewards for children reading at home in EYFS. Three reads a week at home continues to be celebrated with reading raffle and books offered as prizes.</p> <p>Parent letter distributed again in September to newly registered children, including EYFS.</p> <p>PP parent questionnaire conducted.</p> <p>to prioritise appointments for PP parents.</p> <p>Summer Reading Bingo launched.</p> <p>System to enable children to take library books home in addition to their usual AR books introduced.</p>	<table border="1" data-bbox="1099 280 1917 432"> <thead> <tr> <th colspan="8">Parents' Evening Attendance:</th> </tr> <tr> <th>2021-22 Autumn</th> <th>2021-22 Spring</th> <th>2022-23 Autumn</th> <th>2022-23 Spring</th> <th>2023-24 Autumn</th> <th>2023-24 Spring</th> <th>2024-25 Autumn</th> <th>2024-25 Spring</th> </tr> </thead> <tbody> <tr> <td>76%</td> <td>84%</td> <td>91%</td> <td>86%</td> <td>80%</td> <td>97%</td> <td>97%</td> <td>94%</td> </tr> </tbody> </table> <p>The number of parents attending parent-teacher meetings has increased since the implementation of the strategy. We have a dedicated system in place for ensuring parents are given every opportunity to meet with teachers and staff.</p> <p>Feedback from parent questionnaires was very positive. For example:</p> <p>100% of parents who responded either agreed or strongly agreed with:  <i>My child feels safe at Dovedale primary.</i>  <i>My child is making progress.</i>  <i>My child's well-being is well supported by school staff.</i>  <i>I would contact school if I needed support with my child's well-being or learning.</i></p> <p>A lower than anticipated response rate indicated we can do more to improve relationships and communication with parents. For example 23% of parents who responded indicated that they did not have a good understanding of Pupil premium.</p> <p>Monitoring of reading diaries showed regular use of diaries by children and staff in school. More development of recording needs to be embedded to ensure expectations are clear in order to support parents and some staff.</p>	Parents' Evening Attendance:								2021-22 Autumn	2021-22 Spring	2022-23 Autumn	2022-23 Spring	2023-24 Autumn	2023-24 Spring	2024-25 Autumn	2024-25 Spring	76%	84%	91%	86%	80%	97%	97%	94%								
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76%	84%	91%	86%	80%	97%	97%	94%																											
<p><u>6 Attendance</u> Although the percentage gap in attendance decreased as the previous academic year progressed,</p>	<p>Weekly attendance meetings with FLO.</p> <p>Attendance monitored half termly by PP lead.</p>	<p>Attendance is rigorously monitored.</p> <table border="1" data-bbox="1099 1198 1962 1342"> <thead> <tr> <th colspan="8">Average Yearly Attendance:</th> </tr> <tr> <th colspan="2">2021-22</th> <th colspan="2">2022-2023</th> <th colspan="2">23-24</th> <th colspan="2">24-25</th> </tr> <tr> <th>PP</th> <th>All</th> <th>PP</th> <th>All</th> <th>PP</th> <th>ALL</th> <th>PP</th> <th>ALL</th> </tr> </thead> <tbody> <tr> <td>89.55%</td> <td>93.77%</td> <td>92.17%</td> <td>94.95%</td> <td>93.08%</td> <td>95.88%</td> <td>94.4%</td> <td>96.6%</td> </tr> </tbody> </table>	Average Yearly Attendance:								2021-22		2022-2023		23-24		24-25		PP	All	PP	All	PP	ALL	PP	ALL	89.55%	93.77%	92.17%	94.95%	93.08%	95.88%	94.4%	96.6%
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<p>the gap remained. Close monitoring of persistent absentees must be monitored and intervention timely.</p>	<p>Home visits have taken place for specific children in order to bring them to school.</p> <p>Children identified from monitoring data in Summer 2 to be a priority for monitoring in September 2025.</p>	<p>Since the implementation of this strategy, the attendance for all children has improved year on year. This is the same for PP children. The percentage gap has decreased from 4.2% to 2.2%.</p>
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