



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 2023 to 2024 academic year.

Challenge Number	Actions	Outcomes	Recommendations for academic year 2024/2025																																										
<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>New Phonics embedded with further training. (Read Write Inc) PP children highlighted as spotlight children in all groups.</p> <p>PP children received extra targeted phonics intervention with <i>Reading Teacher</i>.</p> <p><i>Drawing Club</i> introduced 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. Children have been identified swiftly and added when appropriate. Interventions were altered accordingly.</p> <p>Teaching Assistants have completed training on: <i>Scaffolding and Differentiation to Support Disadvantaged Pupils</i></p> <p>PP lead has completed several National College webinars including: <i>A Practical Guide to Differentiation to Support Disadvantaged Pupils</i>.</p>	<table border="1"> <thead> <tr> <th colspan="7">PP Achieved ELG</th> </tr> <tr> <th></th> <th colspan="2">2021-2022</th> <th colspan="2">2022-2023</th> <th colspan="2">2023-2024</th> </tr> <tr> <th></th> <th>PP</th> <th>ALL</th> <th>PP</th> <th>ALL</th> <th>PP</th> <th>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> </tr> <tr> <td>Writing</td> <td>50%</td> <td>68%</td> <td>37%</td> <td>67%</td> <td>50%</td> <td>73%</td> </tr> <tr> <td>Number</td> <td>80%</td> <td>85%</td> <td>83%</td> <td>95%</td> <td>58%</td> <td>91%</td> </tr> </tbody> </table>	PP Achieved ELG								2021-2022		2022-2023		2023-2024			PP	ALL	PP	ALL	PP	ALL	Reading	80%	90%	100%	95%(c) 50% 84%(WR)	92%	89%(c) 67% 79%(WR)	Writing	50%	68%	37%	67%	50%	73%	Number	80%	85%	83%	95%	58%	91%	<p>New staff to EYFS & KS1 to receive training in RWI. Refresher training for all staff.</p> <p><i>Children for High Priority Intervention</i> document ready for September based on end of year progress and attainment.</p> <p>Staff training to continue, with specific focus on Oracy and voice 21.</p> <p>Across all year groups, in year data shows the attainment gap narrowing between non disadvantaged and disadvantaged children. The following have been identified for intervention:</p>
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<p>Although the percentage of PP children has fallen, it is well above the last year's national average: 67%</p>																																													
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	<p>One Academy Trust cluster meetings taken place to share best practice. This has included: analysing Ofsted Review Summary, focus on assessment and development for individual subject areas.</p>	<p>Though the percentage of PP children gaining the EXS in RWM combined is unchanged at 33%, in individual subjects attainment has improved.</p> <table border="1" data-bbox="1102 328 1563 515"> <tr> <td></td> <td>2022-2023 PP at EXS +</td> <td>2023-2024 PP at EXS +</td> </tr> <tr> <td>Reading</td> <td>42%</td> <td>67%</td> </tr> <tr> <td>Writing</td> <td>42%</td> <td>50%</td> </tr> <tr> <td>Maths</td> <td>33%</td> <td>56%</td> </tr> </table> <p>Overall, in years 1-5, pupils identified on <i>Children for High Priority Intervention</i> have made progress in standardised scores. Some have progressed from working towards standard to working at the expected level.</p> <p>Observations by SLT demonstrated the integration of techniques to promote Oracy in lessons. Teachers have begun to introduce elements of voice 21, using the listening ladder as a basis for promoting high quality talk in the classroom.</p>		2022-2023 PP at EXS +	2023-2024 PP at EXS +	Reading	42%	67%	Writing	42%	50%	Maths	33%	56%	<p>Next year's Year1: Writing & Maths Year 4: Reading & writing Year 5: Writing Year 6: Reading & Writing</p> <p>Teachers to complete training via National College to further aid understanding and knowledge of PP provision & support strategies.</p>								
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<p>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.</p>	<p>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 <i>High Priority Intervention</i> document for boosting for GDS.</p> <p>Targeted, extra intervention for reading, writing & maths for YR 6 pupils with qualified teacher.</p>	<p>Staff have up to date information about children who have dipped in results and in need of immediate support.</p> <p>Pupils identified on <i>High Priority Intervention</i> (for boosting to GDS) achieved GDS.</p> <table border="1" data-bbox="1102 1166 1727 1382"> <thead> <tr> <th colspan="4">KS2 SATs: GDS in RWM</th> </tr> <tr> <td></td> <td>2021-2022</td> <td>2022-2023</td> <td>2023-2024</td> </tr> </thead> <tbody> <tr> <td>PP</td> <td>0%</td> <td>0%</td> <td>0%</td> </tr> <tr> <td>Non PP</td> <td>10%</td> <td>13%</td> <td>0%</td> </tr> <tr> <td>PP (non SEND)</td> <td>0%</td> <td>11%</td> <td>0%</td> </tr> </tbody> </table>	KS2 SATs: GDS in RWM					2021-2022	2022-2023	2023-2024	PP	0%	0%	0%	Non PP	10%	13%	0%	PP (non SEND)	0%	11%	0%	<p>Staff meeting in autumn term to share progress of this strategy and data.</p> <p>Share high priority chn for intervention for GDS (and EXS) and children to be monitored for attendance, lateness & behaviour.</p> <p>English lead & Upper Junior team to analyse target sheets</p>
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			<p>for writing and amend to ensure progression is pin point accurate. Use feedback from YR6 writing moderation as starting point. Staff meeting to follow with focus on GDS requirements & what this looks like.</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.</p>	<table border="1" data-bbox="1102 507 1727 655"> <thead> <tr> <th colspan="4">PP attendance at residential</th> </tr> <tr> <th></th> <th>2021-2022</th> <th>2022-23</th> <th>2023-2024</th> </tr> </thead> <tbody> <tr> <td>Yr 4</td> <td>79%</td> <td>100%</td> <td>100%</td> </tr> <tr> <td>Yr 6</td> <td>79%</td> <td>92%</td> <td>78%</td> </tr> </tbody> </table> <p>(Motives for children not going on YR6 residential were not associated with nay monetary concerns.)</p> <p>Again, in Pupil Voice Children cited ECAA, Forest school and after school clubs as elements of school that they really enjoyed and looked forward to.</p> <p>The percentage of all PP children attending clubs has ranged from 11% to 24%. This has decreased slightly.</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>	PP attendance at residential					2021-2022	2022-23	2023-2024	Yr 4	79%	100%	100%	Yr 6	79%	92%	78%	<p>Conduct a pupil voice for year 6 early in autumn term about YR6 residential. LB & ZG use responses to work alongside children about concerns/ worries they might have to ensure 100% uptake.</p> <p>Conduct a pupil voice early in autumn to ascertain views on after school clubs and School parliament. Formulate strategies to encourage uptake.</p> <p>Organise another trip to parliament and for a school visit from the local MP.</p>
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<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 & 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 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.</p> <p>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 1671 635"> <thead> <tr> <th colspan="4">Well-Being Support:</th> </tr> <tr> <th></th> <th>2021-22</th> <th>2022-23</th> <th>2023-2024</th> </tr> </thead> <tbody> <tr> <td>Thrive</td> <td>51%</td> <td>57%</td> <td>58%</td> </tr> <tr> <td>BIO club</td> <td>66%</td> <td>51%</td> <td>56%</td> </tr> <tr> <td>WBW</td> <td>26%</td> <td>30%</td> <td>32%</td> </tr> </tbody> </table> <p>Family Thrive was well attended in the autumn term, with 33% of parents representing children. This is an increase from 25% last year.</p> <p>The proportion of children PP attending Reflection each half term ranged from (16%) to (41 %)</p>	Well-Being Support:					2021-22	2022-23	2023-2024	Thrive	51%	57%	58%	BIO club	66%	51%	56%	WBW	26%	30%	32%	<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>Continue to monitor children attending BIO club all week & impact on behaviours in class.</p>
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<p>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 and language</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 EYFS and Year 1. Parents attending, all children listen to a story in a small group.</p>	<table border="1" data-bbox="1102 1038 1718 1193"> <thead> <tr> <th colspan="6">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> </tr> </thead> <tbody> <tr> <td>76%</td> <td>84%</td> <td>91%</td> <td>86%</td> <td>80%</td> <td>97%</td> </tr> </tbody> </table>	Parents’ Evening Attendance:						2021-22 Autumn	2021-22 Spring	2022-23 Autumn	2022-23 Spring	2023-24 Autumn	2023-24 Spring	76%	84%	91%	86%	80%	97%	<p>Parent letter to be distributed again in September to newly registered children, including EYFS.</p> <p>PP parent questionnaire to be conducted as this was not completed this academic year.</p>		
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<p>acquisition early reading.</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>Continue to prioritise appointments for PP parents.</p> <p>Summer Reading Bingo to be launched for summer 2024.</p> <p>Introduce systems to enable children to take library books home in addition to their usual AR books.</p> <p>Library visits for parents and children to be organised to further champion early reading and promote high quality of texts.</p>																								
<p><u>6 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.</p>	<p>Weekly attendance meetings with FLO.</p> <p>Attendance monitored half termly by PP lead.</p> <p>Breakfast BIO club well established. Identified children invited in order to be ready for the school day and improve attendance.</p> <p>Home visits have taken place for specific children in order to bring them to school.</p>	<p>Attendance is rigorously monitored.</p> <table border="1" data-bbox="1104 839 1742 983"> <thead> <tr> <th colspan="6">Average Yearly Attendance:</th> </tr> <tr> <th colspan="2">2021-22</th> <th colspan="2">2022-2023</th> <th colspan="2">23-24</th> </tr> <tr> <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> </tr> </tbody> </table> <p>Most children attending breakfast BIO either maintained high attendance levels or improved attendance.</p>	Average Yearly Attendance:						2021-22		2022-2023		23-24		PP	All	PP	All	PP	ALL	89.55%	93.77%	92.17%	94.95%	93.08%	95.88%	<p>Assess impact that the new earlier school start has PP children & families. Review strategies to help children get into school on time and ensure at least 90% attendance.</p> <p>Re-invite children to Breakfast BIO club with below average attendance or persistent lates in Autumn 1.</p> <p>Children identified from monitoring data in Summer 2 to be a priority for monitoring in September 2024.</p>
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