



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 2022 to 2023 academic year.

Challenge Number	Actions	Outcomes	Recommendations for academic year 2023/2024																																																									
<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>Nuffield language intervention continued. Staff in EYFS trained to deliver high quality talk and language intervention.</p> <p><i>Children for High Priority Intervention</i> document updated termly and discussed in teams. Interventions were altered accordingly.</p> <p>Staff training on dyslexia in the autumn term completed. Sensory break training conducted.</p> <p>All Staff training completed with emphasis on pedagogical knowledge. Some training through <i>The National College</i>, including: Adaptive teaching methods training (undertaken face to face).</p>	<table border="1"> <thead> <tr> <th colspan="5">PP Achieved ELG</th> </tr> <tr> <th></th> <th colspan="2">2021-2022</th> <th colspan="2">2022-2023</th> </tr> <tr> <th></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> </tr> <tr> <td>Writing</td> <td>50%</td> <td>68%</td> <td>37%</td> <td>67%</td> </tr> <tr> <td>Number</td> <td>80%</td> <td>85%</td> <td>83%</td> <td>95%</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th colspan="3">Phonics screening Check</th> </tr> <tr> <th></th> <th>2021-2022</th> <th>2022-2023</th> </tr> </thead> <tbody> <tr> <td>PP (8)</td> <td>38%</td> <td>83%</td> </tr> <tr> <td>All</td> <td>82%</td> <td>83%</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th colspan="3">KS2 SATs: EXS in RWM</th> </tr> <tr> <th></th> <th>2021-2022</th> <th>2022-2023</th> </tr> </thead> <tbody> <tr> <td>PP</td> <td>23%</td> <td>33%</td> </tr> <tr> <td>Non PP</td> <td>73%</td> <td>73%</td> </tr> <tr> <td>PP (without SEND)</td> <td>30%</td> <td>44%</td> </tr> </tbody> </table>	PP Achieved ELG						2021-2022		2022-2023			PP	ALL	PP	ALL	Reading	80%	90%	100%	95% (c) 50% 84%(WR)	Writing	50%	68%	37%	67%	Number	80%	85%	83%	95%	Phonics screening Check				2021-2022	2022-2023	PP (8)	38%	83%	All	82%	83%	KS2 SATs: EXS in RWM				2021-2022	2022-2023	PP	23%	33%	Non PP	73%	73%	PP (without SEND)	30%	44%	<p>Any new staff to 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 some emphasis on the impact of intervention and using teaching assistants effectively.</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>WAT cluster meetings taken place with an emphasis on Adaptive teaching methods. These included: Dual Coding, Graphic organisers and long term memory and retrieval.</p>	<p>Observations by SLT demonstrated the use of adaptive methods in by class teachers and teaching assistants. Pre-teaching and adaptive support/ scaffold particularly well evidenced.</p>	<p>Year 1 highlighted as a priority year group for intervention. YR2 Writing YR3 Writing YR4 Maths YR5 Writing (all) Further focus to be on adaptive methods for monitoring next year. SLT to agree format for graphic organisers.</p>															
<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>Staff meeting to further raise the profile of pupil premium children as a group and to raise the profile for attainment-including greater depth completed.</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>Targeted, extra intervention for reading, writing & maths for YR 6 pupils with qualified teacher.</p>	<p>Staff (including new teachers and students) well informed about our three year strategy for development, backed with evidence from EEF and research published about the effects of covid -19.</p> <table border="1" data-bbox="1146 735 1608 948"> <thead> <tr> <th colspan="3">KS2 SATs: GDS in RWM</th> </tr> <tr> <th></th> <th>2021-2022</th> <th>2022-2023</th> </tr> </thead> <tbody> <tr> <td>PP</td> <td>0%</td> <td>0%</td> </tr> <tr> <td>Non PP</td> <td>10%</td> <td>13%</td> </tr> <tr> <td>PP (non SEND)</td> <td>0%</td> <td>11%</td> </tr> </tbody> </table>	KS2 SATs: GDS in RWM				2021-2022	2022-2023	PP	0%	0%	Non PP	10%	13%	PP (non SEND)	0%	11%	<p>Staff meeting in autumn term to share progress of this strategy and Data For EYFS, Phonics, SATs. Share high priority chn for intervention for GDS (and EXS) and children to be monitored for attendance, lateness & behaviour.</p> <p>Invite English and Maths lead to share resources & strategies for GD for team meetings/ staff meeting.</p>
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<p>3 <u>Cultural capital</u> Discussions with our children and parents have demonstrated the limited wider opportunities they may have</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>The number of after school/ lunchtime clubs has substantially increased this year. We offer an extensive</p>	<p>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> <table border="1" data-bbox="1146 1214 1608 1362"> <thead> <tr> <th colspan="3">PP attendance at residential</th> </tr> <tr> <th></th> <th>2021-2022</th> <th>2022-23</th> </tr> </thead> <tbody> <tr> <td>Yr 4</td> <td>79%</td> <td>100%</td> </tr> <tr> <td>Yr 6</td> <td>79%</td> <td>92%</td> </tr> </tbody> </table>	PP attendance at residential				2021-2022	2022-23	Yr 4	79%	100%	Yr 6	79%	92%	<p>Begin talking to children earlier in the year about residential. Staff to complete an assembly/ conduct class talks with children who attended to ensure 100% uptake.</p> <p>Introduce strategies for improved representation of PP children on</p>			
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<p>access to - which may impact on academic progress including language acquisition.</p>	<p>choice which have included a large range of creativity activities, sports, life skills and well-being.</p> <p>Staff have used <i>Indicators 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>In each term the percentage of all PP children attending clubs has ranged from 15% to 30%</p> <p>77% of children attending <i>Mrs Potter's Book club</i> are PP. Boxercise was targeted at PP children, meaning 8 attended. PP children were also invited to other subsidised clubs.</p> <p>7% of children on school council are PP.</p> <p>10% of the Anti-bullying ambassadors are PP.</p>	<p>School Council and Anti Bullying Ambassadors.</p> <p>Invite for specific PP children who have not attended an extra-curricular club this year.</p> <p>Oracy to be a focus objective of School Development Plan 2023-24.</p> <p>Liaise with Z Nadin to introduce strategies to encourage more children to act as candidates for SC. LB to monitor this. I</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.</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 been extended from 3 to 5 days this academic year.</p> <p>Ongoing half termly monitoring for behaviour and Reflection has ensured repeat attendees are offered support.</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> <table border="1" data-bbox="1149 1098 1646 1281"> <thead> <tr> <th colspan="3">Well-Being Support:</th> </tr> <tr> <th></th> <th>2021-22</th> <th>2022-23</th> </tr> </thead> <tbody> <tr> <td>Thrive</td> <td>51%</td> <td>57%</td> </tr> <tr> <td>BIO club</td> <td>66%</td> <td>51%</td> </tr> <tr> <td>WBW</td> <td>26%</td> <td>30%</td> </tr> </tbody> </table>	Well-Being Support:				2021-22	2022-23	Thrive	51%	57%	BIO club	66%	51%	WBW	26%	30%	<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>Establish clearer means for other staff in school to record/ refer concerns.</p> <p>Monitor children attending BIO club all week & impact on behaviours in class.</p>
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		<p>Family Thrive was well attended in the autumn term, with 25% of parents representing children.</p> <p>The number of children attending Reflection has decreased from autumn 1(36%) to summer 2 (32%)</p>																	
<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>Letter distributed to parents in the autumn term clarifying what the pupil premium is and how we support children in school.</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 take place weekly with parents in EYFS and Year 1. Parents attending, all children listen to a story in a small group.</p> <p>Tea and talk sessions established.</p>	<p>Parents have a more comprehensive overview of what the pupil premium is and what it looks like at Dovedale School is more transparent in how we support PP children.</p> <table border="1"> <thead> <tr> <th colspan="4">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> </tr> </thead> <tbody> <tr> <td>76%</td> <td>84%</td> <td>91%</td> <td>86%</td> </tr> </tbody> </table> <p>Currently uptake for PP parents to tea & Talk is nil. 2 PP parents have attended story time.</p>	Parents' Evening Attendance:				2021-22 Autumn	2021-22 Spring	2022-23 Autumn	2022-23 Spring	76%	84%	91%	86%	<p>Parent letter to be distributed again in September to newly registered children, including EYFS.</p> <p>PP parent questionnaire.</p> <p>PP lead to contact parents who did not attend in the previous spring to ensure attendance in autumn 2023.</p> <p>Continue to prioritise appointments for PP parents.</p> <p>Invite PP parents in EYFS and Year 1 to Tea & Talk and Story Time.</p>				
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<p><u>6 Attendance</u> Although the percentage gap in attendance decreased as the previous academic year</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"> <thead> <tr> <th colspan="4">Average Yearly Attendance:</th> </tr> <tr> <th colspan="2">2021-2022</th> <th colspan="2">2022-2023</th> </tr> <tr> <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> </tr> </tbody> </table>	Average Yearly Attendance:				2021-2022		2022-2023		PP	All	PP	All	89.55%	93.77%	92.17%	94.95%	<p>Review & introduce strategies to improve lateness to school.</p> <p>Children identified from monitoring data as a high priority for monitoring in September.</p>
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<p>progressed, the gap remained. Close monitoring of persistent absentees must be monitored and intervention timely.</p>	<p>Breakfast BIO club well established. Identified children invited in order to be ready for the school day and improve attendance.</p>	<p>89% of children invited to breakfast BIO club were PP. 64% of children attending are PP. 91% of PP children who have attended breakfast club either improved their average in year attendance, or have improved their average attendance percentage from the previous academic year.</p>	<p>Re-invite children to Breakfast BIO club with below average attendance or refusal.</p>
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