

Pupil premium strategy statement – Dove Bank Primary School

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

academic year 23/24

Academic year 24/25

School overview

Detail	Data
Number of pupils in school	147 157
Proportion (%) of pupil premium eligible pupils	24% 17.8%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/2023 to 2025/2026
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Andrea Fletcher
Pupil premium lead	Lydia Leeson
Governor / Trustee lead	Ann Melville

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£55,288 £50,320 2024-25
Recovery premium funding allocation this academic year	£5,510
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0

Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£60,798 £50,320
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Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. We will use research conducted by the EEF and recognised literature (such as 'Addressing Educational Dis-advantage by Marc Rowland) to support decisions made around the usefulness and implementation of different strategies.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers as well as those from our traveller community. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- ensure that quality first teaching will be available to all disadvantaged pupils

Challenges

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

Challenge number	Detail of challenge
1	Attainment in KS2 reading and writing Attainment in KS2 reading, writing and maths
2	Attainment in Year 4 Multiplication Tables Check

3	Attainment in Y1 Phonics Screening Check Percentage of children meeting the expected standard for Y1 phonics to be at least in line with national.
4	Persistence absence (90% or less). Persistence absence (90% or less).

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 outcome	Success criteria
<p>Achieve national average progress in scores in KS2 reading and writing against 2023 national average.</p> <p>Achieve national average progress in scores in KS2 reading and writing against 2024 national average.</p>	<ul style="list-style-type: none"> In 2023 the national average score for KS2 Reading was 73%. Children at Dove Bank achieved 56%. Pupils at Dove Bank Primary School to achieve at least National Average. In 2023 the national average score for KS2 Writing was 71%. Children at Dove Bank achieved 47%. Pupils at Dove Bank Primary School to achieve at least National Average. <p>Progress is at least good in all subjects across the primary curriculum and a positive progress score at the end of KS2. Attainment data is at least as good as national.</p> <p>Little Wandle is embedded. Teachers have a clear and specific understanding of children's barriers and next steps and can successfully close gaps. Questioning is directed to ensure children are confident to progress in their learning</p>
<p>Achieve national attainment in the Multiplication Tables Check in Year 4.</p>	<ul style="list-style-type: none"> In 2023 29% of eligible pupils who took the multiplication tables check nationally scored 25 marks (full marks). 11% of children at Dove Bank achieved 25 marks. Pupils at Dove Bank Primary School to achieve at least National Average. <p>Pupils at Dove Bank Primary School to achieve at least National Average.</p>

<p>Achieve national average scores in the PSC</p> <p>Achieve national average scores in the PSC</p>	<ul style="list-style-type: none"> In 2023 75% of pupils met the expected standard in the phonics screening check in year. 25% of pupils at Dove Bank met the expected standard. <p>Pupils at Dove Bank Primary School to achieve at least the expected standard in PSC</p> <p>Pupils at Dove Bank Primary School to achieve at least the expected standard in PSC</p>
<p>Improve attendance for our PP pupils.</p> <p>Improve attendance for our PP pupils.</p>	<p>Target persistence absence of those children who fall below 96.4% attendance to stop this becoming persistence absence.</p> <p>Target persistence absence of those children who fall below 96.4% attendance to stop this becoming persistence absence.</p>

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: ~~£43,900~~ £40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
KS1 interventions in Phonics to be delivered by TAs/teachers	EEF evidence: Mastery learning +5 Individualised instruction +4 Within class attainment grouping +2	1 2 3 4

KS2 interventions in Phonics, RWM to be delivered by TAs/teachers to ensure those who have not passed their PSC can access rapid catch up based on previous years attainment.	Teaching Assistant Interventions +4 Small group tuition +4 Reading Comprehension strategies +6 Phonics +5	
Additional support in classes where there is a large proportion of PP pupils.	Teaching Assistant Interventions +4 Individualised instruction +4 Within class attainment grouping +2 Small group tuition +4 Phonics +5	1 2 3 4
Fully trained ELSA in school to support PP pupils alongside others across the week.	EEF evidence: Metacognition and self-regulation - +7 Collaborative learning approaches +5	1 2 3 4
High quality feedback offered to pupils about their performance with an aim of improving pupils learning.	EEF evidence: Feedback +6	1 2 3

All of the above to be continued for the academic year 24/25

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

Budgeted cost: ~~£12,000~~ **£10,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>New reading books to support our phonics programme to ensure that there are enough reading materials to support all pupils at every stage of their phonics learning at home and school.</p> <p>As above to include books for phonics readers in KS2</p>	<p>EEF evidence: Parental engagement +4</p>	<p>1 4</p>
<p>New reading resources to support all children accessing Accelerated Reader. This is to ensure that all children have a wide range of reading materials that they can then be quizzed on. This leads to accurate reading materials for all.</p> <p>As above</p>	<p>EEF evidence: Mastery learning +5 Parental engagement +4</p>	<p>1 2 4</p>
<p>Access to whole school on Spelling Shed. This is to support spelling and phonics for all to allow children to embed knowledge or learn new knowledge. This online programme can be used at home and school.</p> <p>As above</p>	<p>EEF evidence: Mastery learning +5 Parental engagement +4</p>	<p>1 4</p>

<p>Access to whole school Numbots and Times Tables Rock Stars. This is to support maths fluency and times tables skills for all to allow children to embed knowledge or learn new knowledge. This online programme can be used at home and school.</p> <p>As above</p>	<p>EEF evidence: Mastery learning +5</p>	2
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	

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

Budgeted cost: £1000-£320

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Day visits Residential (small proportion subsidised)</p>	<p>Ensure that all children can take part in all activities alongside their peers</p> <p>EEF evidence: Outdoor adventure learning – Unclear impact for very low cost based on insufficient evidence. Physical activity – Unclear impact for very low cost based on insufficient evidence. +1</p>	4
Milk	No EEF data – pupil wellbeing and nutrition	4
All PP pupils to be given a PE kit and school uniform	To instill a sense of pride and discipline as well giving children an identity.	4

annually upon request.	EEF evidence: School uniform – Unclear impact for very low cost based on insufficient evidence. Pupil Wellbeing	
All pupils to be offered a breakfast snack upon request.	Food Research and Action Centre: <i>‘Children who do not eat breakfast at home or at school were less able to learn. Hunger can lead to lower math scores, attention problems, and behaviour, emotional, and academic problems.’</i> No EEF data – pupil wellbeing Carried forward for academic year 24-25	4 4
Daily calls to track pupils who have not attended school.	Liaise with Sarah Pitman and Vicky Beaumont (Multi Agency Travellers Unit) to offer support and guidance when needed. EEF evidence: Parental engagement +4 Carried forward for academic year 24-25	4 4
Additional sports provision for pupils to access in all year groups. Small group gross motor skills groups in year Reception and KS1	Children and young people who regularly access physical activity have better physical, mental and social wellbeing, while maximising PE and school sport can help tackle some of the educational challenges we face around attendance, behaviour and attainment.	4 4

Total budgeted cost: £60,798

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Intended outcome																									
Achieve national average progress in scores in KS2 reading and writing against 2023 national average.	<table><tr><th colspan="6">Key Results - 2023-2024</th></tr><tr><th>Assessment</th><th>Statistic</th><th>Cohort</th><th>School Result</th><th>National Comparison</th><th>National Result</th></tr><tr><td>KS2 Reading, Writing & Maths combined</td><td>% of pupils achieving the expected standard</td><td>23</td><td>48%</td><td><div><div></div>Below</div></td><td>61%</td></tr><tr><td>KS2 Reading, Writing & Maths combined</td><td>% of pupils achieving the higher standard</td><td>23</td><td>0%</td><td><div><div></div>Below</div></td><td>8%</td></tr></table>	Key Results - 2023-2024						Assessment	Statistic	Cohort	School Result	National Comparison	National Result	KS2 Reading, Writing & Maths combined	% of pupils achieving the expected standard	23	48%	<div><div></div>Below</div>	61%	KS2 Reading, Writing & Maths combined	% of pupils achieving the higher standard	23	0%	<div><div></div>Below</div>	8%
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Achieve national attainment in the Multiplication Tables Check in Year 4.	<ul style="list-style-type: none">Each pupil is 4.3%There has been a significant improvement in the percentage of children achieving full marks in the times table test. In 21/22 8% and in 22/23 10% of pupils achieved full marks with this rising to 26% in 2024. National data sits at 34%The average score for pupils is interesting as this has risen more significantly indicating that a greater number of pupils are much closer to getting full marks. This was 16.1 in 22/23 and 20.4 in 2024. National is 20.6.64% of pupils scored 20+ out of 25 which is a LiFE benchmark but not a national benchmark. <table><tr><td>Multiplication Tables Check (MTC)</td><td>% of pupils scoring full marks (25/25)</td><td>22</td><td>27%</td><td><div><div></div>Below</div></td><td>34%</td></tr></table>	Multiplication Tables Check (MTC)	% of pupils scoring full marks (25/25)	22	27%	<div><div></div>Below</div>	34%																		
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Achieve national average scores in the PSC	<ul style="list-style-type: none">The percentage of children that passed the phonics check was 71%. This is a significant improvement from 22/23 where 25% of children passed the phonics check. The impact of the new phonics scheme can clearly be seen including the support from Braunstone Frith to make sure that the scheme was implemented quickly and the quality of teaching was good. This data was also despite there having to be a change of teacher in the Autumn term as the year 1 teacher went on long term sick and was replaced by an ECT 1. <p>Whole school staff trained to use Little Wandle. New books purchased.</p>																								

	<p>Phonics lead from Braunstone Frith paid to come and lead phonics at Dove Bank.</p> <p>Scores raised from 25% last year in Year 1 to 71% this year. Of those pupils in Year 2 who had to retake the test, all passed giving 100% pass rate.</p> <p>Our highly aspirational target for meeting the national average target was not met.</p> <table><tr><td>Phonics Screening Check</td><td>% of pupils passing in Year 1</td><td>21</td><td>71%</td><td>Below</td><td>~ 80%</td></tr></table>	Phonics Screening Check	% of pupils passing in Year 1	21	71%	Below	~ 80%																		
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Improve attendance for our PP pupils.	<p>22/23 86.18% With each pupil worth 2%</p> <p>23/24 85.12% With each pupil worth 2.4%</p> <p>Whole School Attendance for Pupil Premium Eligible students by Year Group</p> <div><div>Chart</div><div>Data</div><div>Students</div></div> <p>Pupil Premium Eligible students by Year Group</p> <div><div>📅 Year on Year</div><div>📅 Monthly Trend</div></div> <div>Hide columns ▼</div> <table><tr><th>Group Name</th><th>2022/2023</th><th>2023/2024</th></tr><tr><td>Pupil Premium Eligible & Reception</td><td>88.46%</td><td>91.70%</td></tr><tr><td>Pupil Premium Eligible & Year 1</td><td>73.01%</td><td>86.83%</td></tr><tr><td>Pupil Premium Eligible & Year 2</td><td>88.49%</td><td>78.90%</td></tr><tr><td>Pupil Premium Eligible & Year 3</td><td>85.23%</td><td>87.87%</td></tr><tr><td>Pupil Premium Eligible & Year 4</td><td>88.31%</td><td>88.56%</td></tr><tr><td>Pupil Premium Eligible & Year 5</td><td>83.16%</td><td>80.91%</td></tr><tr><td>Pupil Premium Eligible & Year 6</td><td>92.39%</td><td>84.03%</td></tr></table> <p>The table shows where the drop in attendance is over time to compare 22/23 to 23/24.</p> <p>There is a drop in attendance from children in year 4 to them moving to year 5. This is one pupil who has very poor attendance. There is a dip from Reception to Year 1 for the same years, this is due to one pupil who is the brother of the child in Year 5 currently.</p> <p>Dove Bank will continue to work on improving attendance.</p>	Group Name	2022/2023	2023/2024	Pupil Premium Eligible & Reception	88.46%	91.70%	Pupil Premium Eligible & Year 1	73.01%	86.83%	Pupil Premium Eligible & Year 2	88.49%	78.90%	Pupil Premium Eligible & Year 3	85.23%	87.87%	Pupil Premium Eligible & Year 4	88.31%	88.56%	Pupil Premium Eligible & Year 5	83.16%	80.91%	Pupil Premium Eligible & Year 6	92.39%	84.03%
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Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.