

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.

School overview

Detail	Data
Number of pupils in school	147
Proportion (%) of pupil premium eligible pupils	24%
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 2023
Date on which it will be reviewed	December 2024
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
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

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 traveler 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
2	Attainment in Year 4 Multiplication Tables Check
3	Attainment in Y1 Phonics Screening Check

4	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
Achieve national average progress in scores in KS2 reading and writing against 2023 national average.	<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.
Achieve national attainment in the Multiplication Tables Check in Year 4.	<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.
Achieve national average scores in the PSC against 2023 national average.	<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. Pupils at Dove Bank Primary School to achieve at least the expected standard in PSC.
Improve attendance for our PP pupils.	Target persistence absence of those children who fall below 96.4% attendance to stop this becoming persistence absence.

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

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

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

Budgeted cost: £12.098

Activity	Evidence that supports this approach	Challenge number(s) addressed
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.	EEF evidence: Parental engagement +4	1 4
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.	EEF evidence: Mastery learning +5 Parental engagement +4	1 2 4
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.	EEF evidence: Mastery learning +5 Parental engagement +4	1 4
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.	EEF evidence: Mastery learning +5	2

Contingency fund for acute issues.	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.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £4800

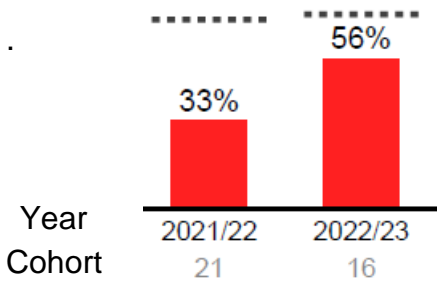
Activity	Evidence that supports this approach	Challenge number(s) addressed
Day visits Residential (small proportion subsidised)	Ensure that all children can take part in all activities alongside their peers EEF evidence: Outdoor adventure learning - Unclear impact for very low cost based on insufficient evidence. Physical activity - Unclear impact for very low cost based on insufficient evidence. +1	4
Milk	No EEF data – pupil wellbeing and nutrition	4
All PP pupils to be given a PE kit and school uniform annually upon request.	To instill a sense of pride and discipline as well giving children an identity. EEF evidence: School uniform - Unclear impact for very low cost based on insufficient evidence. Pupil Wellbeing	4
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	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	4
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Total budgeted cost: £60,798

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Intended outcome										
<p>Achieve national average attainment in scores in KS2 maths against 2019 national average.</p>	<p style="text-align: center;">% pupils achieving the expected standard</p>  <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Year</th> <th>2021/22</th> <th>2022/23</th> </tr> </thead> <tbody> <tr> <td>Percentage</td> <td>33%</td> <td>56%</td> </tr> <tr> <td>Cohort</td> <td>21</td> <td>16</td> </tr> </tbody> </table> <p>In 2022/23 there was a 23% increase in progress compared to 2021/22 as shown above.</p>	Year	2021/22	2022/23	Percentage	33%	56%	Cohort	21	16
Year	2021/22	2022/23								
Percentage	33%	56%								
Cohort	21	16								
<p>Achieve national average mean score 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. <p>As a trust, we focused on children who scored 20 marks or more out of a possible 25. With this in mind, 26% of pupils scored 20 marks or more.</p>									

<p>Achieve national average scores in the PST</p>	<ul style="list-style-type: none"> In 2023 75% of pupils nationally met the expected standard in the phonics screening check. 25% of pupils at Dove Bank met the expected standard out of a cohort of 12. As a result of this we have secured a new phonics scheme to support the needs of Dove Bank pupils and have secured an additional teacher for one year to work with those pupils in the mornings to close gaps.
<p>Improve attendance for our PP pupils.</p> <p>Target persistence absence of those children who fall below 95% attendance to stop this becoming persistence absence.</p> <p>Daily phone calls to be made by our traveller/attendance liaison officer.</p>	<p>Our attendance officer made daily calls home to families if children were not in school, this included called to our RGT families who are in receipt of PP funding.</p> <p>Attendance officer built up a strong relationship with families and so could discuss reasons for absence and ways in which the school could support.</p> <p>Strong links built with our Traveller Liaison officer – catch up calls made on a regular basis and this in turn meant that she could visit site to check on persistent absences and offer support where possible.</p>

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.