

# Pupil premium strategy statement

## Dove Bank Primary School

2025 - 2028

**HIGH EXPECTATIONS FOR ALL**

This statement details our school's use of pupil 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 effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
Number of pupils in school	152
Proportion (%) of pupil premium eligible pupils	25%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement each academic year</b> )	2025 - 2028
Date this statement was published	December 2025
Date on which it will be reviewed	November 2026
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	£46.965
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	N/A
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b>	<b>£46.965</b>

# 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 Disadvantage' 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

Our pupil premium spending is linked to our whole school strategic plan with in year improvement carefully planned in our school improvement plan.

## Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations and discussion show that children have a narrow vocabulary and are less able to communicate confidently and effectively in a variety of situations.
2	Observations and discussion show that a significant number of children and their families have welfare needs that benefit from being supported in school, including diet, social, emotional and health needs with a noticeable increase in mental health needs.
3	Observations and discussions show that many children arrive at school with a lack of resilience and accountability for their learning. They do not all have the ability to self-regulate.
4	Our attendance data for our disadvantaged pupils is at 93.2 %. This is below the government's target of 95%. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress especially our more able learners.
5	Observations show that a high proportion of our pupils arrive late for school on a regular basis. This has a significant impact on these children accessing Crew sessions and Phonics sessions each taking place first thing on entry to school from 8.45am.

## 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>To raise attainment of Pupils through quality first teaching being consistently delivered, in all subjects to a high standard:</p> <p>Teaching is targeted at ARE and scaffolded to meet the needs of all learners. Tom Sherington's Walk Thru's are focussing specific development of our 4 pillars: modeling, feedback, scaffolding and questioning which drive CPD and impact in the classroom.</p>	<p>Progress is at least good in all subjects across the primary curriculum with a positive progress score at the end of KS2.</p> <p>Attainment data is at least as good as national.</p> <p>CPA and Mastery approach is used consistently and effectively across the whole school.</p> <p>Teachers have a clear and specific understanding of children's barriers and next steps and can successfully close gaps. They find out through planned effective questioning what children don't know and ensure that the 'we do part of I do / we do / you do', enables children to work independently. Questioning is</p>

	<p>directed to ensure children are confident to progress in their learning. Scaffolding is evident and effective. It is planned for and removed in a timely manner. Feedback leads to impact in pupils' learning.</p> <p>Pupils achieve ARE/GDS in line with National for 2024/2025:</p> <p>GLD 68.3%</p> <p>Reading 75%</p> <p>Phonics Y1 80%, Phonics Yr 2 89%</p> <p>Writing 72%</p> <p>Maths 74%</p>
Improved outcomes in Reading, Writing, Maths and Phonics for disadvantaged pupils by the end of KS2. Monitoring of learning plans impacts on closing the gap strategies for PP pupils with SEN	<p>The % of disadvantaged pupils achieving the expected standard or above will improve therefore closing the gap between the attainment of disadvantaged pupils and non. For PP pupils with SEN, learning plan targets are met and detail the specific small next steps for pupils with SEN.</p> <p>All children in KS2 have access to a digital device and to our Google Classroom at home which enables engagement in home learning.</p> <p>More able learners to be targeted with 'Say it again better'.</p>
Oracy empowers children who are equipped to be confident, respectful and purposeful speakers.	<p>Assessments and observations show that Oracy strategies are embedded throughout the school and a feature of every lesson.</p> <p>Focus on talk in early years ensures gaps close in language development.</p> <p>Children communicate effectively in a variety of situations using age appropriate vocabulary and language structures.</p> <p>The Oracy sequence of learning and lesson structure ensures children are confident users of vocabulary.</p> <p>Phase 1 phonics in Nursery and the use of oral colourful semantics in Reception classes in the EYFS increases Oracy. A focus on (SHAPE) ensures children know what they need to do for presentational talk. Colourful semantics and the use of widget as a scaffold across the school will support independent sentence construction for children working below ARE.</p>
Children's aspirations and agency are developed through engagement in our REAL LiFE curriculum and Crew.	<p>Children learn to be an active part of their Crew (not passengers) with an increasing responsibility for their own learning. This culture of Crew ensures all children have a sense of belonging. Use East Learning to collate pupil data on interests and plan initiatives to increase aspirational thinking and</p>

	aims.
To ensure that children's basic needs are being met in regard to diet, social, emotional and mental health through the inclusion team.	Families are supported to gain access to support both in and out of school. All children can talk about an adult in school that they can talk to and is their champion. Our school ELSA receives 5 x yearly updates and training. Children and families can access ELSA Friends of Dove Bank offer uniforms, shoes and coats. Dove Bank dog is available on the gate for meet & Greet. Food/milk available to children
To improve attendance and punctuality for all children through a range of strategies including; <ul style="list-style-type: none"> <li>• Increase positive attitudes to attendance and punctuality across the wider community</li> <li>• Families and the Wider community are aware of the importance of good attendance which leads to improvements in attendance</li> <li>• Attendance data is in line with National</li> <li>• The number of children arriving late is reduced by specific targeting and Crew time activities</li> </ul>	Absence of all pupils is 4% or less and absence of disadvantaged pupils is less than 5%. The National Attendance target is 95%. Persistent absence for all pupils is below 8% and below 16% for the disadvantaged group. Specific targeting and Crew time activities increase punctuality and attendance.

## 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: £ 20,665

Activity	Evidence that supports this approach	Challenge number(s) addressed
Carefully planned CPD improves quality first teaching for all staff. Focus will include meeting the needs of individual learners through Tom Sherington's Walk Thru's which further develop effective scaffolding up, questioning, modelling, feedback and CREW skills	Education Endowment Foundation Teaching and Learning Toolkit - <a href="#">Feedback</a> EEF Guidance Report - <a href="#">Teacher Feedback to improve pupil learning</a> Education Endowment Foundation Teaching and Learning Toolkit - <a href="#">Metacognition and self regulation</a> EEF Guidance Report - <a href="#">Metacognition and self-regulated learning</a>	1, 3, 5

<p>and use of Mastery/CPA/Anchor charts in maths</p> <ul style="list-style-type: none"> <li>• SLT coaching staff each week</li> <li>• External Literacy consultant to work with Reading and Writing lead and individual staff.</li> </ul>	<p><a href="#">Mathematics guidance: key stages 1 and 2</a></p> <p>Marc Rowland - Addressing Educational Disadvantage (The Essex Way) (2021)</p> <p>Education Endowment Foundation Teaching and Learning Toolkit - <a href="#">Effective Professional Development</a></p> <p>Walk Thru's by Tom Sherington &amp; Oliver Caviglioli (2020)</p>	
<p>TA training</p> <ul style="list-style-type: none"> <li>• Precision teaching leads to Impactful interventions</li> <li>• Effective support to QFT</li> </ul>	<p>Education Endowment Foundation Teaching and Learning Toolkit - <a href="#">TA interventions EEF</a></p> <p>Precision teaching EEF</p> <p>Effective use of Teaching Assistants EEF</p>	1, 2,
<p>Continue training for all staff to develop use of oracy within the curriculum.</p> <p>Develop role of Oracy Leader to lead on Oracy strategies</p>	<p>Research from Voice 21</p> <p>Education Endowment Foundation Teaching and Learning Toolkit - <a href="#">Oral language interventions   Teaching and Learning Toolkit   EEF</a></p> <p>Closing the vocabulary gap - Alex Quigley</p>	1, 3,
<p>Continue Reading and phonics training through external courses, continue development of year group reading leads in school, external consultant to work with early reading and phonics lead on a programme of improvement.</p> <p>Purchase high quality reading materials for all year groups.</p> <p>Recruit reading volunteers across the school to ensure all children receive reading practice</p>	<p>Education Endowment Foundation toolkit - <a href="#">Reading comprehension (GR and SR) strategies</a></p> <p>Education Endowment Foundation toolkit - <a href="#">Phonics</a></p> <p>Writing Framework - DfE</p>	1, 3,5
<p>Development of REAL LiFE Curriculum</p> <p>SLT lead to deliver high quality CPD training</p> <p>CREW - teaching children how to be responsible for their own learning and ensure all children have a sense of belonging and mattering</p>	<p>Education Endowment Foundation toolkit - <a href="#">Collaborative Learning Approaches</a></p> <p>KED</p> <p>Ron Berger - Leaders of their own learning: Transforming schools through Student engaged assessment (Feb 2016)</p> <p>We are Crew - Ron Berger EL Education</p> <p>Enquiry Mindset - Trevor Mackenzie</p> <p>Education Endowment Foundation Teaching and Learning Toolkit -</p>	1, 2,4,5

	<a href="#">Metacognition and self regulation</a>	
QLA and Star Assessments support identification of next steps for children working below and well below and for those more able learners to achieve ARE+	Education Endowment Foundation toolkit EEF_Digital_Technology_Guidance_Report <a href="#">Diagnostic assessment   EEF</a>	1,2,3,4

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

Budgeted cost: £ 5,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Coaching and CPD ensures passports for PP pupils with SEND have SMART targets that drive progress	EEF Pupil_Premium_menu_evidence  Supporting SEN in mainstream EEF	1,2,3,4,5

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

Budgeted cost: £ 21,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>ELSA:</b> -Wellbeing mentor support for targeted children	Current and historical school improvement focus Principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> Education Endowment Foundation - <a href="#">Behaviour Interventions</a>  Restorative Practice - Mark Finnis  <a href="#">working together to improve school attendance.</a>	3, 4, 5
		3, 4
<b>Attendance Lead:</b> -raising the profile of attendance and punctuality -developing and delivering strategies <b>Attendance Officer:</b> - Monitoring and targeting poor attenders - Reward system Changing the culture of poor attendance - broken weeks Crew resources encourage attendance through Crew time		1, 3, 4
Chrome Books for all pupils in KS2,	EEF - <a href="#">Digital technology (2019)</a>	1, 4, 5

**Total budgeted cost: £46,965**



## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

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

Intended Outcome	Success Criteria	Evaluation/Evidence																																																																																																					
Achieve national average progress in scores in KS2 reading and writing against 2024 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.</p> <p>Attainment data is at least as good as national.</p> <p>Little Wandle is embedded.</p> <p>Teachers have a clear and specific understanding of children’s barriers and next steps and can successfully close gaps.</p> <p>Questioning is directed to ensure children are confident to progress in their learning</p>	<p>Attainment data has improved since last academic year, although it is not yet in line with national expectations.</p> <table><thead><tr><th></th><th colspan="5">% Pupils at expected</th><th colspan="5">% pupils exceeding</th><th colspan="3">Average scaled scores</th></tr><tr><th></th><th>R&amp;W&amp;M</th><th>Reading</th><th>Writing (TA)</th><th>Maths</th><th>GAPS</th><th>R&amp;W&amp;M</th><th>Reading</th><th>Writing (TA)</th><th>Maths</th><th>GAPS</th><th>Reading</th><th>Maths</th><th>GAPS</th></tr></thead><tbody><tr><td>National 2024</td><td>61</td><td>74</td><td>72</td><td>73</td><td>72</td><td></td><td>28</td><td>13</td><td>24</td><td></td><td>105</td><td>104</td><td>105</td></tr><tr><td>National 2025</td><td>62</td><td>75</td><td>72</td><td>74</td><td>72</td><td>8</td><td>33</td><td>12</td><td>26</td><td>29</td><td>105.4</td><td>104.4</td><td>105.1</td></tr><tr><td>2023 data</td><td></td><td>35%</td><td>53%</td><td>38%</td><td>53%</td><td>47%</td><td>0%</td><td>6%</td><td>6%</td><td>13%</td><td>31%</td><td>101.2</td><td>101.2</td><td>102.1</td></tr><tr><td>Data 2024</td><td></td><td>48%</td><td>65%</td><td>61%</td><td>52%</td><td>61%</td><td>0%</td><td>22%</td><td>0%</td><td>9%</td><td>22%</td><td>104.6</td><td>101.1</td><td>103.1</td></tr><tr><td>Data 2025</td><td></td><td>67%</td><td>81%</td><td>67%</td><td>76%</td><td>67%</td><td>0</td><td>24%</td><td>0%</td><td>14%</td><td>24%</td><td>106.2</td><td>105.9</td><td>105.5</td></tr></tbody></table> <ul style="list-style-type: none"><li>• The percentage of pupils achieving age related expectations has increased from 2024 data. Children who achieved Reading, Writing &amp; Maths combined have risen from 48% 2024 to 67% in 2025 data.</li><li>• In writing and grammar, data has improved and we are now broadly in line with National.</li><li>• In reading, data has again improved and we are 1 child above national.</li><li>• The work that the year 6 teacher has carried out with Jo Puttick has impacted on both reading and writing results and weekly coaching by members of SLT have ensured that the teaching is both focused and specific to gap filling.</li><li>• Maths data remained a focus area for last academic year. Data for 2023 showed that 53% of pupil reached age related expectations, in 2024 52% of pupils reached age related expectations but in 2025 76% of pupils reached age related expectations. This was broadly in line with national expectations.</li></ul>		% Pupils at expected					% pupils exceeding					Average scaled scores				R&W&M	Reading	Writing (TA)	Maths	GAPS	R&W&M	Reading	Writing (TA)	Maths	GAPS	Reading	Maths	GAPS	National 2024	61	74	72	73	72		28	13	24		105	104	105	National 2025	62	75	72	74	72	8	33	12	26	29	105.4	104.4	105.1	2023 data		35%	53%	38%	53%	47%	0%	6%	6%	13%	31%	101.2	101.2	102.1	Data 2024		48%	65%	61%	52%	61%	0%	22%	0%	9%	22%	104.6	101.1	103.1	Data 2025		67%	81%	67%	76%	67%	0	24%	0%	14%	24%	106.2	105.9	105.5
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			2023		2024		2025	
			Disadvantaged (8)	Not (9)	Disadvantaged (8)	Not (15)	Disadvantaged (3)	Not (18)
		Reading	43%	67%	75%	60%	33%	89%
		Writing	43%	44%	50%	67%	33%	72%
		Maths	43%	66%	62%	47%	33%	84%
		<ul style="list-style-type: none"><li>1 out of the 3 disadvantaged pupils achieved ARE in reading, writing and maths. The 2 pupils who did not achieve ARE have a very high level of absence which has been throughout their schooling. These 2 pupils were disapplied from the SATs as they were working below the expected standard.</li><li>2 not disadvantaged pupils did not submit data for writing and maths and 1 did not submit data for reading. Both were predicted to achieve ARE at the end of their previous year group in reading, writing and maths.</li></ul> <p>Little Wandle has regular updates that staff use to upskill themselves.</p> <p>Staff are using our Cold Calling strategy to target specific children so that questioning is direct. The impact of this is that gaps are closing and data is rising</p>						
Achieve national average scores in the PSC	Pupils at Dove Bank Primary School to achieve at least the expected standard in PSC	<b>Year 1</b> <ul style="list-style-type: none"><li>There were 30 pupils in the cohort by the end of the academic year.</li><li>The percentage of children that passed the phonics check in 2024 was 71%, which was a significant improvement from 22/23 where 25% passed. In 2025, 77% of pupils passed the Year 1 phonics check. This is still below the national average of 80% and equates to 1 pupil not making the expected progress.</li><li>There was 1 child absent for the period of time that the test window was open. Two children new to the year group a few weeks before, both of which had not had full time education for some time. Two children with significant SEND needs with an EHCP in place. Three children with attendance contracts in place.</li></ul> <b>Year 2</b> <ul style="list-style-type: none"><li>77% of pupils in Year 2 have now passed their phonics check, this was an increase from the cohort last year where 71% passed.</li></ul> <p>This data sits below national.</p>						

Improve attendance for our PP pupils.	Target persistence absence of those children who fall below 96.4% attendance to stop this becoming persistence absence.	<p>Attendance over the past 2 years has increased from 89.2% to 93.9%</p> <p>This year disadvantaged pupils' attendance rate is currently at 93.2 %. This is a significant increase compared to 23/24 which was at 86%.</p> <p>However, this is still significantly below the non-disadvantaged pupils which is currently at 96.4%.</p> <p>National for disadvantaged is 95%</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
Little Wandle Phonics	
Times Tables Rock Stars	Maths Circle
Numbots	Maths Circle
Power Maths	
Kapow	
Spelling Shed	