

Pupil Premium Strategy Statement



This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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
School name	Dovecotes Primary
Number of pupils in school	246
Proportion (%) of pupil premium eligible pupils	61% (150 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	December 2021
Date on which it will be reviewed	December 2022
Statement authorised by	T Challenor (HT)
Pupil premium lead	T Challenor (HT)
Governor / Trustee lead	T Wakefield (COG)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£215,050
Recovery premium funding allocation this academic year	£21,750
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£236,800

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background, make good progress and achieve high attainment across all subject areas, with a particular focus upon Reading, Writing and Maths. We recognise that pupils in receipt of pupil premium funding, may be subject to specific barriers that make it more challenging for them to reach their full potential. The focus of our pupil premium strategy is to support such pupils in overcoming these challenges, to enable them to reach aspirational targets and to make or exceed nationally expected rates of progress for disadvantaged pupils. As a school, we carefully allocate the pupil premium funding to close the disadvantaged gap between pupil premium and non-pupil premium peers, including for those pupil premium pupils who have the potential or are already higher attainers.

Senior Leaders at Dovecotes Primary School draw upon research produced by the Education Endowment Fund (EEF) to support decision making in choosing specific strategies that are effective in accelerating progress for all pupils. Subsequently, quality first teaching, which is proven to have the greatest impact on closing the disadvantage attainment gap, is at the heart of our approach; it also ensures that all pupils excel and receive a high standard of teaching and learning. Central to quality first teaching is the implementation of robust diagnostic assessment - lessons are skilfully planned to fill gaps in knowledge and skills. Accurate assessment also ensures that teaching staff intervene 'live' in the moment as soon as a misconception arises within a lesson. If further intervention is required, 'keep up, catch up' sessions for Reading, Writing and Maths take place later that day prior to the next day's learning. Further targeted academic support is also tailored to meet the needs of pupil premium pupils who may experience additional challenges such as SEND, EAL and/or vocabulary acquisition. This support is timetabled on a Raising Attainment Plan with care to ensure that intervention is short burst, such as Precision Teaching, and does not become a lifestyle; this allows all pupil premium pupils to access a broad and balanced enriched curriculum that builds cultural capital. Our strategy is also integral to wider school plans for education recovery, and pupils whose education has been worst affected as a result of the pandemic, including non-disadvantaged pupils, are selected to receive further targeted support through the National Tutoring Programme.

The impact of interventions are reviewed termly for their effectiveness at pupil progress meetings with a particular focus upon pupil premium pupils; each child's progress is monitored closely and if not 'on track' then further strategies are put in place to support, such as wider school approaches to help with attendance/punctuality and mental health and wellbeing. It is our intention that a holistic approach to each child's development is taken and that barriers are removed to allow all pupils to become successful learners.

Challenges

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

Challenge number	Detail of challenge
1	Pupil premium pupils have greater difficulties with phonics than their peers.
2	Assessment, observations and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils, particularly those Pupil Premium children with English as an additional language. These are evident from Reception through to KS2.
3	Reading attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.
4	Writing is a key priority for the school and is the subject that has been most impacted by lockdown - writing attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils, particularly for boys.
5	Maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. This gap has increased due to implications of COVID-19 partial school closures.
6	Our discussions with pupils and families have identified a lack of enrichment opportunities for many of our PP families.
7	Emotional well-being, social and behavioural needs that impact upon learning.

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
Improved phonics attainment among disadvantaged pupils.	KS1 Phonics Screening Check outcomes in 2024/25 show that disadvantaged pupils have met the national average expected standard.
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including

	engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2024/25 show that disadvantaged pupils have met the national average expected standard.
Improved writing attainment for disadvantaged pupils at the end of KS2.	KS2 writing outcomes in 2024/25 show that disadvantaged pupils have met the national average expected standard.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2024/25 show that disadvantaged pupils have met the national average expected standard.
An improved curriculum offer with enrichment opportunities both inside and outside the classroom via educational visits, residential trips, visitors to school, music provision, sporting events and after school clubs.	All PP pupils have attended educational visits, residentials and experienced enrichment opportunities that are led by their own interests.
Social, Emotional and Mental Health barriers to learning of SEMH/PP Pupils are addressed through the RSE curriculum, Jigsaw PSHE scheme of work, Zones of Regulation, nurture group sessions and external SEMH support.	All SEMH/ PP pupils accessing interventions have had fewer behaviour incidents and can self-regulate and express their emotions using appropriate vocabulary.

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: £100,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
DHT teaching commitment reduced to 50% to give her time to support, model and raise standards in teaching and supporting staff in Reading and Writing.	EEF Pupil Premium guidance – ‘Access to quality first teaching is the priority, this is the tier that has the biggest impact on a child’s attainment.’	2, 3, 4
RWI Manager employed 0.4% to give her time to support the teaching of phonics.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Phonics Toolkit Strand Education Endowment Foundation EEF	1, 3
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. Maths Mastery CPD for all teaching staff. We will fund Maths Lead release time to support staff in mastery teaching across school and access Maths Hub resources and CPD.	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3 EEF Toolkit: +5 months – Mastery Learning	5
All staff to receive training from Wolverhampton’s CLL Team on supporting EAL	Oral language interventions can have a positive impact on pupils’ language skills. Approaches that focus on speaking, listening and a combination of the two show positive	2

learners in an inclusive classroom as well as CPD on vocabulary acquisition	impacts on attainment: EEF Toolkit: +6 months – Oral language interventions +4 months -Teaching Assistant led interventions	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £80,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engaging with the National Tutoring Programme school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged. 8 x Support staff to take part in 11 hours of training to be accredited National Tutors	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: EEF EEF Toolkit: +5 months - one to one tuition. EEF Toolkit: +4 months – small group tuition One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	1, 3, 4, 5
HLTA to run language development programme (Talking Partners) to improve vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: EEF Toolkit: +6 months – Oral language interventions +4 months - Teaching Assistant led interventions	2
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support in groups or	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as	1, 3.

121. This will be delivered by our RWI Manager.	regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	
All Teaching Assistants off timetable each afternoon to enable them to run structured interventions directed by the teacher such as Precision Teaching, Echo Reading and Keep up Catch Up.	EEF Toolkit: +5 months - one to one tuition. EEF Toolkit: +4 months – small group tuition	1, 3, 4, 5
Purchasing a Language Screening Tool and Flash Academy Software to support language acquisition for EAL Learners as well as 10 home licences.	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: EEF Toolkit: +6 months – Oral language interventions +4 months - Teaching Assistant led interventions	2, 3

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

Budgeted cost: £60,000

Activity	Evidence that supports this approach	Challenge number (s) addressed
Financial support to maximise enrichment opportunities for PP pupils and supplement	+4 EEF: The impact of outdoor adventure learning leads to an additional 4 months progress. +2 EEF: The impact of arts participation learning leads to an additional 2 months progress. +2 EEF: The impact of sports participation learning leads to an additional 2 months progress. <i>Evidence suggests that the cultural capital passed on through families helps children do better in school. (Ofsted Inspection Handbook 2019)</i>	6

<p>school visits and visitors to school in order to provide children with role models and experiences that they would not normally be exposed to.</p>		
<p>Family liaison learning mentor working with pupils and families to build positive relationships, addressing needs for support around SEMH and supporting those children who need additional support to come into school and remain in class. SEL approaches such</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p> <p>EEF Toolkit: +4 months - Parental engagement +4 months – Behavioural interventions</p>	<p>7</p>

<p>as Zones of Regulation purchased and embedded into routine educational practices and supported by professional development and training for staff.</p>		
<p>Whole staff training on behaviour management approaches including Restorative Practice and Emotion Coaching with the aim of developing our school ethos and improving behaviour across school.</p>	<p>Both targeted interventions and universal approaches can have positive overall effects: EEF Toolkit: +4 months – Behavioural interventions</p>	<p>7</p>

Total budgeted cost: £240,000

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in the previous years in key areas of the curriculum and the outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were therefore not fully realised.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our remote learning offer to maintain a high-quality curriculum, which was aided by use of online resources such as Bug Club, Charanga and Times Table Rockstars.

The attendance gap in 2020 was larger than in previous years due to the impact of the pandemic with children unable to attend school.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
White Rose Maths Premium Resources	White Rose Maths

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

