# Pupil premium strategy statement 2019-2020

## School overview

| Metric | Data |
|---|---|
| School name | Dovecotes Primary School |
| Pupils in school | 262 |
| Proportion of disadvantaged pupils | 160 (61%) |
| Pupil premium allocation this academic year | £202,082 |
| Academic year or years covered by statement | 2019 - 2022 |
| Publish date | 1st December 2019 |
| Review date | 1st November 2020 |
| Statement authorised by | G Beddow |
| Pupil premium lead | G. Beddow |
| Governor lead | Curriculum Committee |

## Disadvantaged pupil progress scores for last academic year

| Measure | Score |
|---|---|
| Reading | +1.51 |
| Writing | +2.22 |
| Maths | +0.78 |

## Strategy aims for disadvantaged pupils

| Measure | Score |
|---|---|
| Meeting expected standard at KS2 | 52% RWM |
| Achieving high standard at KS2 | 9% RWM |

| Measure | Activity |
|---|---|
| Priority 1 | Set realistic objectives that focus on specific groups of pupils or subjects based on their needs from data analysis. |
| Priority 2 | Moderate end of year expectations and % of children reaching age related expectations at the end of each year. |
| Barriers to learning these priorities address | High Mobility, Eal groups particularly children with early acquisition through fluent developing and language proficiency groups. Prior contextual |

| | |
|---|---|
| | knowledge and experiences, stamina and resilience with learning, aspirational expectations, improved attendance and behaviour. |
| Projected spending | £202,796 |

## Teaching priorities for current academic year

| Aim | Target | Target date |
|---|---|---|
| Progress in Reading | Improve the reading fluency, for children to help with comprehension especially with more complex texts.<br><br>To improve the speed and accuracy so they become more confident independent readers. Continue to maintain well above national average scores at end of  ks2 reading against all children as well as disadvantaged national. | End summer 2020. |
| Progress in Writing | Continue to maintain well above national average progress scores at end of  ks2 writing against all children as well as disadvantaged national. | End of Summer 2020 |
| Progress in Mathematics | Continue to increase the positive average ks2 mathematics progress to narrow the gap between reading and writing and match national average progress scores | End of summer 2020 |
| Attendance | Improve attendance of disadvantaged pupils to LA average | End of summer 2020 |
| Projected Spending | £88,910 | |

## Targeted academic support for current academic year

| Measure | Activity |
|---|---|
| Priority 1 | Continue with small group maths interventions for disadvantaged pupils falling behind age related expectations from yr 1-6 |
| Priority 2 | Individual or small group support for targeted pupils for interventions who give cause for concern in their ability to achieve age related expectations from Rec -6 in reading, writing and maths |
| Priority 3 | Encourage wider reading opportunities by introducing new system for allocating home reading |

| | books so children can increase fluency, accuracy and speed to become independent readers. |
|---|---|
| Priority 4 | Continue to target children in Early years, with reading writing and maths interventions so disadvantaged children don't fall behind achieving expected Early Learning goals. |
| Barriers to learning these priorities address | Giving confidence to reading and regular practice in school as well as home. Practice key skills taught in class and apply learning to narrow the gap between disadvantaged and non- disadvantaged. |
| Projected spending | £34,408 |

## Wider strategies for current academic year

| Measure | Activity |
|---|---|
| Priority 1 | Improve attendance of disadvantaged pupils identified as PA or below 95% attendance and poor timekeeping to achieve 97% by the attendance officer. Improve the readiness to learn for the disadvantaged pupils targeted by the learning mentor. Continue with 'walking bus' format for disadvantage pupils to improve timekeeping and attendance. Continue with current reward system for 100% attendance termly and through the year. |
| Priority 2 | Continue with holiday and after school revision classes for disadvantaged children identified as under achieving at year 6 |
| Priority 3 | To increase student aspirations and enhance their learning through subsidising disadvantaged pupils so they can participate in visits both day and residential. |
| Barriers to learning these priorities address | Continually improving attendance and readiness to learn across the school. |
| Projected spending | £79,583 |

## Monitoring and Implementation

| Area | Challenge | Mitigating action |
|---|---|---|
| Teaching | Releasing staff to work with their mentors (senior leaders) to meet their appraisal targets. These are linked to key targets above. | Use of staff training days and additional cover being used out of budget for them to work together to improve subject leaders understanding of their role. |

| Targeted support | Time for school leads to monitor and check on planning for intervention groups and upskill and model for the teaching team on techniques needed in the intervention lessons. | Use of phase meeting times to support this. |
|---|---|---|
| Wider strategies | Supporting families facing the most challenges to enable children to fully reach their potential. | Working closely with LA agencies |

## Review: last year's aims and outcomes

| Aim | Outcome |
|---|---|
| To attain their age related expectations in reading, writing and mathematics. | Exceeding disadvantage national attainment in combined. New aim of disadvantaged pupils meeting national expectations in attainment for combined RWM against all pupils by 2022.<br><br>Dovecotes disadvantage attainment is above expected outcomes at national for all children in reading at ks2 not just national disadvantage.<br><br>Writing attainment is above Disadvantaged national but not above national for all. |
| Providing social and emotional support/ interventions to improve attendance timekeeping and behaviour. | Attendance continues to be at national average for disadvantaged pupils |
| Enhanced cultural/improved cultural awareness- Educational visits, Extra-curricular activities and support with uniform, bus fares, materials breakfast club, walking bus etc. | See outcomes above |
| Personalised learning through access to external providers and revision materials. | Please see outcomes above. |