



# Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) funding to help improve the attainment of our Pupil Premium 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 (Oct 22 census)  | 271                 |
| Proportion (%) of pupil premium eligible pupils (Oct 22 census)   | 47.06% (128 pupils) |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | 2022-2025           |
| Date this statement was published   | December 2022       |
| Date on which it will be reviewed   | December 2025       |
| Statement authorised by   | T Challenor (HT)    |
| Pupil premium lead  | T Challenor (HT)    |
| Governor / Trustee lead   | L Guest             |

## Funding overview

| Detail  | Amount   |
|---|----------|
| Pupil premium funding allocation this academic year   | £188,590 |
| Recovery premium funding allocation this academic year  | £21,896  |
| Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )<br><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       |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year   | £210,486 |

# 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 being able to read fluently opens the door to all other subjects and enhances life chances. We acknowledge 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 pupils in overcoming these challenges, to enable them to reach aspirational targets and to make or exceed nationally expected rates of progress for pupil premium pupils. As a school, we carefully allocate the pupil premium funding to close the attainment gap between pupil premium and non-pupil premium peers, including for those pupil premium pupils who have the potential or are already higher attainers. We raise the aspirations of our pupil premium pupils by providing access to a wide range of enrichment activities that inspire and motivate.

Senior Leaders at Dovecotes Primary School draw upon research produced by the Education Endowment Foundation (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 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-pupil premium pupils, who 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.

### **Our Objectives are to:**

- ✓ Remove barriers to learning created by social and economic background.
- ✓ Ensure that progress and attainment measures for PP pupils are in line with or better than national averages in Reading, Writing and Maths.
- ✓ Accelerate the progress of PP pupils in order to narrow the attainment gap between pupil premium and non-pupil premium pupils in Reading, Writing and Maths.
- ✓ Ensure ALL PP pupils are able to read fluently to enable them to access the breadth of the curriculum.
- ✓ Empower PP pupils to support their own mental wellbeing and develop resilience.
- ✓ Ensure PP pupils access a wide range of enrichment opportunities to enhance their knowledge and understanding of the world and raise their aspirations.

### **To achieve our objectives, we will:**

- ✓ Provide all teachers, and teaching assistants, with high quality CPD to ensure that pupils access effective quality first teaching
- ✓ Draw on research evidence (such as the EEF) and evidence from our own and others' experiences to allocate the funding to the activities that are most likely to have significant impact on improving achievement.
- ✓ Use diagnostic assessment effectively to provide targeted support that quickly addresses identified gaps in learning
- ✓ Target funding to ensure that pupils have access to trips, residential visits and first-hand learning experiences
- ✓ Provide opportunities for pupils to participate in enrichment activities including sport and music
- ✓ Provide nurture to support pupils in their emotional and social development
- ✓ Provide well-targeted support to improve attendance, behaviour or links with families where these are barriers to a pupil's learning.

The key principles of our strategy plan are based around EEF guidance, that states:

1. Schools can make a difference in closing the PP attainment gap.
2. Research evidence can help to select strategies that will have the most impact in closing the PP attainment gap.
3. Quality First Teaching is essential to improve the outcomes of PP Pupils.
4. Less is more and schools must focus on a smaller number of priorities to ensure their success.
5. Closing the Pupil Premium gap is not just about focussing upon lower attaining pupil (middle and higher attainers must be supported too).

## Challenges

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

| Challenge number | Detail of challenge  |
|------------------|--|
| 1                | Pupil premium pupils have greater <b>difficulties with phonics</b> than their peers.   |
| 2                | Assessment, observations and discussions with pupils indicate <b>underdeveloped oral language skills and vocabulary gaps</b> among many PP pupils, particularly those Pupil Premium children with English as an additional language. These are evident from Reception through to KS2.  |
| 3                | <b>Reading attainment</b> among pupil premium pupils is significantly below that of non-PP pupils. The main issue being that pupils need to develop their reading fluency skills so that they read with speed and accuracy, whilst at the same time recognising the words and understanding them.  |
| 4                | Writing is a key priority for the school and is the subject that has been most impacted by lockdown - <b>writing attainment</b> among pupil premium pupils is significantly below that of non-PP pupils, particularly for boys. The main issue being that pupils need to improve their stamina to write at length whilst being technically accurate using correct demarcation. |
| 5                | <b>Maths attainment</b> among pupil premium pupils is significantly below that of non-PP pupils. The main issue being that pupils need to develop their ability to reason and problem solve with maths.  |
| 6                | Our discussions with pupils and families have identified <b>a lack of enrichment opportunities</b> for many of our PP families.  |
| 7                | <b>Emotional well-being, social and behavioural needs</b> impact upon a child's ability to learn well.   |

## 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 Pupil Premium pupils.                  | KS1 Phonics Screening Check outcomes in 2024/25 show that Pupil Premium pupils have met the national average expected standard. |
| Improved oral language skills and vocabulary among Pupil Premium pupils. | Assessments and observations indicate significantly improved oral language among Pupil Premium pupils. This is                  |

|  |   |
|--|---|
|  | evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.                    |
| Improved reading fluency skills that raises reading attainment among Pupil Premium pupils.   | KS2 reading outcomes in 2024/25 show that Pupil Premium pupils have met the national average expected standard.   |
| Improved stamina for writing with technical accuracy that raises writing attainment for Pupil Premium pupils at the end of KS2.  | KS2 writing outcomes in 2024/25 show that Pupil Premium pupils have met the national average expected standard.   |
| Improved ability to reason and problem solve that raises maths attainment for Pupil Premium pupils at the end of KS2.  | KS2 maths outcomes in 2024/25 show that Pupil Premium 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: £120,000**

| Activity   | Evidence that supports this approach  | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p>To deliver high quality CPD for support staff. All support staff will be invited to twilight INSET sessions and benefit from a regular schedule of training sessions designed to meet support staff specific needs to support learning and ensure a consistent approach in teaching and learning, including:</p> <ul style="list-style-type: none"> <li>• RWI Phonics</li> <li>• Colourful Semantics</li> <li>• WELLCOM (Vocabulary development in EYFS)</li> <li>• Precision Teaching</li> </ul> | <p>Investing in professional development for teaching assistants to deliver structured interventions. Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has an impact of +4 months</p> <p><a href="#">Teaching Assistant Interventions   Toolkit Strand - Education Endowment Foundation</a></p> | 1,2,3,4,5                     |
| <p>To deliver CPD and coaching and mentoring so that all staff (both teachers and teaching assistants) are using live marking feedback effectively.</p> <p>To arrange timetable so that all classrooms have a TA/ HLTA to work alongside the teacher to provide live marking feedback to pupils in core learning.</p>  | <p>Different methods of feedback delivery can be effective and feedback should not be limited exclusively to written marking. Studies of verbal feedback show slightly higher impacts overall (+7 months).</p> <p><a href="#">Feedback   Toolkit Strand - Education Endowment Foundation</a></p>  | 1,2,3,4,5                     |
| <p>To offer mentoring and coaching support to staff, including both new ECTs, so that they are able to deliver high quality reading, writing and maths lessons by:</p>   | <p>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.’</p>   | 2, 3, 4,5                     |

|  |   |       |
|--|---|-------|
| <ul style="list-style-type: none"> <li>• <b>continuing</b> to release DHT for 50% of her timetable.</li> <li>• releasing the Maths lead for at least half a day each week</li> </ul>   |   |       |
| <p>To <b>continue</b> to employ a RWI Lead to support staff across KS1 <b>and in Early Years</b> to deliver high quality phonics lessons.</p>  | <p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from Pupil Premium backgrounds. +5 months</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>   | 1, 3  |
| <p>To purchase the RWI Phonics Development Package to give access to a RWI consultant and the RWI training portal which provides access to online resources that support staff in delivering phonics with total fidelity to the RWI scheme.</p>  | <p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from Pupil Premium backgrounds. +5 months</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>   | 1, 3  |
| <p>To <b>continue to</b> purchase the Gold Package with the Local Authority Citizen Language and Learning Team to provide high class CPD to staff to include:</p> <ul style="list-style-type: none"> <li>• Literacy and language development</li> <li>• Reading comprehension strategies</li> <li>• Support for new arrivals or children who speak English as an additional lang</li> <li>• Greater Depth workshops for PP Pupils</li> </ul> | <p>High-quality CPD for teachers has a significant effect on pupils' learning outcomes. Evidence suggests that quality CPD has a greater effect on pupil attainment than other interventions schools may consider, such as implementing performance-related pay for teachers or lengthening the school day. (Education Policy Institute, Evidence Review: The effects of high-quality professional development on teachers and students)</p> <p>EEF Toolkit: +6 months – oral language interventions</p> <p><a href="#">Oral Language Interventions   Toolkit Strand - Education Endowment Foundation</a></p> <p>EEF Toolkit: +7 months – reading comprehension strategies</p> <p><a href="#">Reading comprehension strategies   Toolkit Strand - Education Endowment Foundation</a></p> <p>EEF Toolkit: + months – aspiration interventions (unknown impact)</p> | 2,3,4 |

|   |   |      |
|---|---|------|
|   | <a href="#">Aspiration interventions   Toolkit Strand Education Endowment Foundation</a>  |      |
| <p>To purchase RWI resources such as:</p> <ul style="list-style-type: none"> <li>• RWI Book Bag books so that all children on the RWI Scheme have a take home book that exactly matches their reading phonic ability</li> <li>• magnetic boards, pocket charts, flashcards and Get Write books so that phonics is taught with fidelity to the scheme</li> </ul> | <p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from Pupil Premium backgrounds. +5 months</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>   | 1, 3 |
| <p>To purchase additional Maths resources (such as Numicon and White Rose Premium resources) that support mastery teaching so that all pupils can access Maths lessons alongside their peers regardless of their ability.</p>   | <p>EEF toolkit shows that mastery learning approaches can add an additional 5 months progress, on average, over a year.</p> <p><a href="#">Mastery learning   Toolkit Strand Education Endowment Foundation</a></p>   | 5    |
| <p>To reduce class sizes for Maths by:</p> <ul style="list-style-type: none"> <li>• adapting DHT timetable to allow her to teach additional Maths groups</li> <li>• ensuring that a TA is assigned to every Maths group (with further TA support assigned in classes with higher SEND needs)</li> </ul>   | <p>Reducing class size has a small positive impact of +2 month, on average. The majority of studies examine reductions of 10 pupils.</p> <p><a href="#">Reducing class size   Toolkit Strand EEF Education Endowment Foundation</a></p>   | 5    |
| <p>To deliver WELL COMM training to all new staff in the Early Years</p>  | <p>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 a positive impact on attainment (+6 months)</p> <p><a href="#">Oral Language Interventions   Toolkit Strand - Education Endowment Foundation</a></p> | 2    |



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

**Budgeted cost: £50,000**

| Activity   | Evidence that supports this approach  | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p>To continue to engage with the National Tutoring Programme school-led tutoring. A significant proportion of the pupils who will receive tutoring will be Pupil Premium.</p> <p>This year 7 x staff employed as tutors from November to July (school to fund 40% of the costs)</p> | <p>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:</p> <p>EEF Toolkit: +5 months - one to one tuition.</p> <p>EEF Toolkit: +4 months – small group tuition</p> <p><a href="#">One to one tuition   Toolkit Strand - Education Endowment Foundation</a></p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>                                  | <p>1, 3, 4, 5</p>             |
| <p>To timetable daily additional phonics sessions targeted at PP pupils who require 121 phonics support led by a RWI trained TA.</p>   | <p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from Pupil Premium backgrounds. +5 months</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>   | <p>1, 3</p>                   |
| <p>To ensure that one of our SEND TAs receives specialist Speech and Language training to be able to deliver one-to-one SALT interventions.</p>  | <p>Investing in professional development for teaching assistants to deliver structured interventions. (+4 months)</p> <p><a href="#">Teaching Assistant Interventions   Toolkit Strand - Education Endowment Foundation</a></p> <p>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. (+5 months)</p> <p><a href="#">One to one tuition   Toolkit Strand - Education Endowment Foundation</a></p> | <p>2</p>                      |

|   |  |                   |
|---|--|-------------------|
| <p><b>To continue</b> to ensure that all Teaching Assistants are off timetable each afternoon to be able to deliver structured interventions such as Precision Teaching and Echo Reading.</p> | <p>EEF Toolkit: +5 months - one to one tuition.<br/> <a href="#">One to one tuition   Toolkit Strand - Education Endowment Foundation</a><br/> EEF Toolkit: +4 months – small group tuition<br/> <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a><br/> EEF Toolkit: +6 months – reading comprehension strategies<br/> <a href="#">Reading comprehension strategies   Toolkit Strand - Education Endowment Foundation</a><br/> EEF Toolkit: +4 months – teaching assistant interventions<br/> <a href="#">Teaching Assistant Interventions   Toolkit Strand - Education Endowment Foundation</a></p> | <p>1, 3, 4, 5</p> |
|---|--|-------------------|

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

**Budgeted cost: £50,000**

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p>To effectively promote parental engagement in their child’s learning via regular workshops in school for:</p> <ul style="list-style-type: none"> <li>• Phonics and Early reading</li> <li>• Maths</li> <li>• Writing</li> <li>• Early Talk</li> <li>• Zones of Regulation</li> </ul> | <p>Parental engagement has a positive impact on average of 4 months’ additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.<br/> <a href="#">Parental engagement   Toolkit Strand - Education Endowment Foundation</a></p> | <p>1,2,3,4,5,7</p>            |
| <p><b>To continue</b> to set aside finances to maximise enrichment opportunities for PP pupils and subsidise</p>  | <p>Adventure education usually involves collaborative learning experiences with a high level of physical (and often emotional) challenge. (+? months)</p>  | <p>6</p>                      |

|   |  |   |
|---|--|---|
| <p>their contributions towards school visits, residentials and visitors to school in order to provide PP pupils with experiences that they may not normally be exposed to.</p>  | <p><a href="#">Outdoor adventure learning   Toolkit Strand Education Endowment Foundation</a></p> <p><i>Evidence suggests that the cultural capital passed on through families helps children do better in school. (Ofsted Inspection Handbook 2019)</i></p>   |   |
| <p>To employ a Pastoral Lead to work with pupils and families to build positive relationships, addressing needs for support around SEMH and behaviour.</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) + 4 months</p> <p><a href="#">Social and emotional learning   Toolkit Strand - Education Endowment Foundation</a></p> <p>+4 months - Parental engagement</p> <p><a href="#">Parental engagement   Toolkit Strand - Education Endowment Foundation</a></p> <p>+4 months – Behavioural interventions</p> <p><a href="#">Behaviour interventions   Toolkit Strand Education Endowment Foundation</a></p> | 7 |
| <p>To purchase an Educational Psychology Development package which will cover:</p> <ul style="list-style-type: none"> <li>• Whole staff training on Emotion Coaching.</li> <li>• Therapy sessions for children on a priority needs basis</li> </ul> | <p>+ 4 months – Social and Emotional Learning</p> <p><a href="#">Social and emotional learning   Toolkit Strand - Education Endowment Foundation</a></p> <p>+4 months – Behavioural interventions</p> <p><a href="#">Behaviour interventions   Toolkit Strand Education Endowment Foundation</a></p>   | 7 |
| <p>To employ a SEND TA for an additional day each week to lead SEMH interventions for priority children.</p>  | <p>EEF Toolkit: +4 months – Social and Emotional Learning</p> <p><a href="#">Social and emotional learning   Toolkit Strand - Education Endowment Foundation</a></p>   | 7 |
| <p>To buy-in Huggle Pets as a professional service to provide therapeutic support to priority pupils for 6 weeks.</p>   | <p>EEF Toolkit: +4 months – Social and Emotional Learning</p> <p><a href="#">Social and emotional learning   Toolkit Strand - Education Endowment Foundation</a></p>   | 7 |

|  |   |   |
|--|---|---|
| To purchase whole school instrument tuition for Year 4 and brass/woodwind small group tuition with Wolverhampton Music School. | Arts Participation + 3 months<br><a href="#">Arts participation   Toolkit Strand Education Endowment Foundation</a> | 6 |
|--|---|---|

**Total budgeted cost: £220,000**

## 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 2021 to 2022 academic year.

We were delighted with our PP pupil attainment in the Phonics Check and at the end of KS2 where our PP pupils achieved in line with all pupils in their cohort and above PP national in Reading, Writing and Maths.

Sadly, at the end of Key Stage 1, our PP pupils did not perform in line with all pupils in Reading, Writing and Maths, but we were above PP national attainment in Writing. Analysis of data at the end of KS1 shows that the reasons for not hitting national targets were cohort specific as a high proportion of PP Pupils were SEND (one-third) which included one child with an EHC Plan.

**Challenge Number 1 - Pupil premium pupils have greater difficulties with phonics than their peers.**

In 21/22, at the end of Year 1, 91% of all pupils passed the phonics check. PP pupils outperformed all pupils with 92% passing the phonics check. (62% PP national)

**Challenge Number 2 - underdeveloped oral language skills and vocabulary gaps among many Pupil Premium pupils, particularly those with English as an additional language.**

In 21/22, at the end of reception, 72% of all pupils achieved their early learning goal in Listening and Understanding and Speaking. PP pupils outperformed all pupils with 77% achieving their early learning goal in Listening and Understanding and 85% in Speaking.

100% of PP EAL pupils passed the phonics check.

PP EAL pupils also outperformed their peers at the end of Y6 in both reading (89% PP EAL/80% All) and writing (67% PP EAL/72% All).

**Challenge Number 3 - Reading attainment among Pupil Premium pupils is significantly below that of non-Pupil Premium pupils.**

In 21/22 at the end of KS1, PP pupils did not perform as well as all PP pupils nationally (51% PP National). Our school performance was 65% All/44% PP Pupils. This in-house gap of 21% between PP and All pupils equates to 7 pupils and it is worth noting

that 5 out of the 16 PP pupils in this cohort (one-third) were also SEN (with one child on an EHC Plan).

In 21/22 at the end of Y6, we were significantly above PP national in Reading which was 62%. The in-house gap between all pupils and PP pupils was negligible at 4%. (80% All/76% PP).

#### **Challenge Number 4 - Writing attainment among Pupil Premium pupils is significantly below that of non-Pupil Premium pupils.**

In 21/22 at the end of KS1, we were significantly above PP national in Writing which was 41%. In-house, there was a gap of 15% between PP pupils and all pupils (59% All/44% PP) and this equates to 5 pupils - it is worth noting that 5 out of 16 PP pupils in this cohort (one-third) were also SEN (with one child on an EHC Plan).

In 21/22, at the end of Y6, we were significantly above PP national in Writing which was 55%. The in-house gap between all pupils and PP pupils was negligible at 4%. (72% All/68% PP).

#### **Challenge Number 5 - Maths attainment among Pupil Premium pupils is significantly below that of non-Pupil Premium pupils.**

In 21/22 at the end of KS1, PP pupils did not perform as well as all PP pupils nationally (52% PP National). Our school performance was (65% All/44% PP). This in-house gap of 21% between PP and All pupils equates to 7 pupils and it is worth noting that 5 out of 16 PP pupils (one-third) in this cohort were also SEN (with one on an EHC Plan).

In 21/22, at the end of Y6, we were significantly above PP national in Maths which was 56%. The in-house gap between all pupils and PP pupils was negligible at 5%. (67% All/62% PP).

#### **Challenge Number 6 - Our discussions with pupils and families have identified a lack of enrichment opportunities for many of our PP families.**

Pupils have had access to a range of wider opportunities during the school day which all PP pupils have taken part in. If these have taken part off-site, PP pupils have also attended as their contributions have been subsidised by the school to allow them to take part. Enrichment opportunities have included:

Pantomime, Jubilee Day, Mental Health Week, Y1/Y2 Sealife Trip, Y3/4 Cannock Chase, Y5/6 Cadbury World. Residential Visits to Kingswood (Y2), Dunfield (Y3/4), Llandudno (Y5/6), sports days, Bikeability and the junior PSCO programme (Y4) to name but a few.

Extra-curricular clubs have included – animation, lego, dance, sign language, nature, multi-sports, French, football, creative writing, recorder and science club.

137 pupils attended clubs in 21/22, of which 80 pupils were Pupil Premium (58%).

### **Challenge Number 7 - Emotional well-being, social and behavioural needs impact upon a child's ability to learn well.**

Alongside whole school strategies that support emotional wellbeing such as the Zones of Regulation and a behaviour policy supported by emotion coaching and restorative practice, PP Pupils who needed additional support and intervention in 21/22 had access to the SEND team, who led interventions to develop their resilience, self-confidence and self-esteem. The school also sourced support for PP Pupils from external agencies such as Huggle Pets and Wolverhampton Outreach.

Wolverhampton Outreach – Both children were PP and the intervention prevented them from being permanently excluded.

Huggle Pets – 6 out of the 7 pupils chosen for this intervention were PP (of which one was PP+). Huggle Pets' evaluation showed that all children had benefitted from the sessions and had a better knowledge of different strategies that would support their resilience. Children's comments at the end of the intervention were 'I felt more confident'. Teachers noted that, for the children who had attended Huggle Pets, the sessions had impacted upon their learning with some children showing improved concentration in class and better attitudes towards their learning, others were engaging more in lessons and contributing more to discussions, another child showed improved social skills and a better ability to interact with others and work collaboratively.

SEMH interventions – 4 pupils attended in house SEMH interventions, all of who were PP pupils. One child improved their attendance, gained more independence and began to engage more in class and work collaboratively. Another pupil also improved her attendance and became better able to ask for help when required. The third pupil improved their attendance and felt more comfortable in school having worked with the TA to make adaptations to their working environment. In our SEND review with the Local Authority 21/22, the 4<sup>th</sup> pupil attending these interventions was quoted. The report stated that: 'the new Buttercup room is having a positive impact on the wellbeing of targeted pupils and pupils spoke incredibly movingly about the impact of access to this room on their wellbeing within school, for example, one child identified that she sometimes gets stressed but when she talks to Mrs R in the Buttercup room, the stress 'just flows away'.'

## **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*

| <b>Programme</b>                   | <b>Provider</b>     |
|------------------------------------|---------------------|
| White Rose Maths Premium Resources | White Rose Maths    |
| Read Write Inc                     | Oxford Owl          |
| TT Rockstars                       | Maths Circle Ltd    |
| Language Angels                    | Nubridge Publishing |

## **Service pupil premium funding (optional)**

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

| <b>Measure</b>   | <b>Details</b> |
|--|----------------|
| How did you spend your service pupil premium allocation last academic year?    | N/A            |
| What was the impact of that spending on service pupil premium eligible pupils? | N/A            |



