



Pupil premium strategy statement – Dovecotes Primary School 25/26

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	266 pupils
Proportion (%) of pupil premium eligible pupils	139 pupils (52%)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	24/25, 25/26 and 26/27
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	T Challenor
Pupil premium lead	T Challenor
Governor / Trustee lead	K Sankey

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£210,585
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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>	£210,585

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. Support is timetabled 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.
- ✓ Ensure that Pupil Premium pupils with the potential to achieve Greater Depth are identified early and provided with targeted challenge and enrichment so that they meet or exceed national GDS benchmarks in Reading, Writing and Maths.
- ✓ 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.
- 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 disadvantaged pupils.

Challenge number	Detail of challenge
1	<p>Oral Development/ Vocabulary</p> <p>Assessments and observations indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils.</p> <p>On entry to Reception class at the start of this year (Sept 25) 12 x children arrived below age-related expectations in communication and language of which 50% were PP.</p>
2	<p>Proficiency in Writing</p> <p>Internal Assessments and observations suggest that writing attainment among disadvantaged pupils is below that of non-PP pupils (it is widest for PP boys).</p> <p>Barriers include restricted oral language, a lack of vocabulary to draw upon and a reduced understanding of the meaning of strings of words in sentences and then paragraphs.</p> <p>In Sept 25, all year group internal data showed that disadvantaged boys pupils are falling behind their peers in writing. (DP girls are in line). This gap closed at the end of KS2 following intensive support.</p>
3	<p>Phonics</p> <p>Assessments and observations suggest disadvantaged pupils can have greater difficulties with reading than their peers. Barriers include limited inference skills and a reduced understanding of vocabulary in context, as well as problems with decoding and word blending that impact upon reading fluency.</p> <p>On entry to Reception class in Sept 25 in Word Reading only 2 of the 11 PP children were on track.</p> <p>In 24/25 this gap closed and 71% of Y1 PP Pupils achieved the same as their peers and above the national average of 67%. However, in Y2, only 43% of PP pupils retaking their phonics passed.</p>
4	<p>Maths Fluency and Recall of Basic Skills</p> <p>Internal and external assessments indicate that maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils. Fluency, recall of basic arithmetic facts (such as times tables, number bonds) and retention of taught calculation strategies is a barrier for PP pupils.</p>

	At the start of Sept 25, internal data showed that in the majority of year groups PP girls were underperforming in Maths compared to their male counterparts. This gap closed at the end of KS2 following intensive support.
5	<p>SEND</p> <p>Assessments and observations suggest that pupils who are PP and also SEND make less progress than their peers in all subjects.</p> <p>PP pupils with SEND face compounded difficulties such as memory and language challenges, making it harder to access age-related expectations. This particularly affects writing and maths, where sustained reasoning and recall are essential.</p> <p>There is some strength in reading at the end of KS2 where 60% achieved the EXS in Sept 25.</p>
6	<p>Lack of enrichment opportunities</p> <p>Our discussions with pupils and families have identified a lack of enrichment opportunities for some of our PP families due to socio-economic factors. The school and local area is well above average for deprivation with double the national average of PP children attending the school.</p> <p>Limited enrichment reduces cultural capital and life experiences, which restricts vocabulary, ideas for writing, and problem-solving in maths. This limits pupils' ability to connect learning and impacts attainment across subjects.</p> <p>Last year, 24/25, 9 pupils were helped to attend residential trips.</p>
7	<p>Low attendance and punctuality</p> <p>Low attendance and punctuality rates of some Pupil Premium children affects their ability to 'catch-up/ keep up' with their peers.</p> <p>Poor attendance and lateness cause gaps in learning and missed interventions, leading to fragmented knowledge and lower progress in core subjects, widening attainment gaps.</p> <p>In 24/25 persistent Absence for PP pupils was 19.5%. This is lower but still close to national average 24.4%</p>

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
1. To improve oral language skills and	Pupil Premium children who enter EYFS with low starting points in language will have made better than expected

vocabulary among disadvantaged pupils.	<p>progress from their baseline assessments such that the percentage of PP pupils who achieve the expected standard in Communication and Language at the end of Reception is at least in line with National.</p> <p>Assessments and observations will indicate significantly improved oral language among disadvantaged pupils in R - 6. This will be evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</p>
2. To improve writing attainment among disadvantaged pupils.	<p>In 2025/26, the gap in all year groups will have closed for Pupil Premium pupils (particularly PP boys) in writing.</p> <p>At the end of KS2, to maintain the number of disadvantaged pupils meeting the expected standard so that it is at least in line with the national average.</p>
3. To improve phonics attainment among disadvantaged pupils.	<p>In 25/26, the gap will remain closed for Pupil Premium pupils achieving the phonics screening check at Y1 and, in Y2, all PP pupils retaking their phonics check will have passed.</p>
4. To improve maths attainment for disadvantaged pupils at the end of KS2.	<p>KS2 maths outcomes in 2025/26 will show that the number of disadvantaged pupils meeting the expected standard remains at least in line with the national average, and, in all year groups, the PP gap between girls and boys will have closed.</p>
5. To ensure children with SEND receive a tailored curriculum to progress more quickly through their SEND targets.	<p>100% of children with SEND will meet their SEND termly and end-of-year targets and pupil passport goals.</p> <p>SENDCOs will have worked with teachers to improve their capacity to support SEND children, including strategies and resources relating to understanding barriers and addressing needs.</p>
6. To ensure all pupils have access to wider opportunities and an enhanced curriculum that positively impacts upon their academic and personal development.	<p>School will have subsidised where necessary to ensure that all PP pupils have attended their class school trip.</p> <p>All PP pupils will have participated in at least two additional enrichment activities - e.g. after-school-club, sports competitions, peripatetic music lessons.</p> <p>Pupil Premium children will have represented the school in inter-school competitions.</p> <p>All Pupil Premium children will be offered a warm, nutritious breakfast each morning.</p> <p>75% PP pupils in ≥2 enrichment activities).</p>

	Qualitative data from PP pupil voice surveys and teacher observations shows that accessing wider opportunities has positively impacted upon pupils socially, mentally and academically.
7. To achieve and sustain improved attendance and punctuality for our PP pupils.	<p>Sustained high attendance by 2025/26 demonstrated by:</p> <ul style="list-style-type: none"> the overall unauthorised absence rate for all PP pupils continuing being no more than the national average. the percentage of all pupils who are persistently absent being no more than the national average. School attendance will rise to 96% Lateness will decrease to 5%.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £135,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To continue embedding a high-quality oracy curriculum by funding resources, staff training, and release time. Monitor impact through half-termly observations and pupil voice surveys, and review progress against PP speaking and listening targets at Raising Standards Meetings to ensure improved vocabulary and oral language outcomes.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: + 6 months</p> <p>Oral language interventions Teaching and Learning Toolkit EEF</p> <p>Collaborative learning approaches have a positive impact, on average, and may be a cost-effective approach for raising attainment</p> <p>High impact for very low cost based on limited evidence +5 months</p> <p>Collaborative learning approaches EEF (educationendowmentfoundation.org.uk)</p>	1

<p>Core Subject Leads to continue to deliver CPD for all staff on scaffolding and adaptive teaching that develops pupils' skills of metacognition and self-regulation (including how to supports pupils who are SEND or working below ARE) then provide ongoing coaching and team teaching to others.</p>	<p>Teachers can demonstrate effective use of metacognitive and self-regulatory strategies by modelling their own thought process which children then practice collaboratively so that learners can support each other and then try out independently using the I do/We do/You do process.</p> <p>Pupils are given a repertoire of strategies and scaffolds to choose from and the skills to select the most suitable strategy for a given learning task.</p> <p>Very high impact for very low cost based on extensive evidence + 7 months</p> <p>Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk)</p>	<p>2, 4, 5</p>
<p>To continue to ensure that we employ sufficient TAs/HLTAs so that all PP pupils have additional time working alongside an adult to provide instant live marking and feedback in core learning.</p> <p><i>For classes with the highest PP percentage – Y1 (6.7%; Y2 9%; Y3/4 AR 6.0%; Y3/4 SM 6.4%; Y5/6 LJ 6.4%) ensure that an additional TA/HLTA is permanently assigned)</i></p>	<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>Reducing class size Toolkit Strand EEF Education Endowment Foundation</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>Feedback Toolkit Strand - Education Endowment Foundation</p>	<p>1,2,3,4,5</p>
<p>To continue to release phase leaders and SENDCo each week to teach/coach teachers and TAs to ensure high quality teaching is consistently taking place with a focus upon PP pupils (including those with SEND) in class who are falling behind.</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>	<p>1, 2, 3, 4,5</p>

To purchase RWI resources and online platform, supported by consultant visits. Employ an RWI Lead to coach staff and monitor delivery. Review phonics progress for PP pupils at half-termly assessments and Pupil Progress Meetings to ensure Y1/Y2 screening targets are met.	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 regular sessions over a period up to 12 weeks: + 5 months Phonics Teaching and Learning Toolkit EEF	3
To purchase Number Sense Fluency resources and implement a structured fluency programme as part of daily maths lessons with a focus on PP pupils (particularly girls) introducing clear fluency goals, motivational tracking, and micro-rewards to boost engagement and recall of key number facts.	EEF: Improving Mathematics – fluency and recall strategies improve automaticity and free cognitive load for problem-solving.	4
To purchase PIXL subscription and embed its diagnostic assessment tools to identify gaps in learning for PP pupils.	EEF: Diagnostic assessment – effective gap analysis enables targeted teaching; +4 months impact when linked to structured interventions.	2,4,5

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

Budgeted cost: £31,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
To continue to timetable additional phonics sessions targeted at PP pupils who	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds.	3

<p>require further phonics support.</p> <p>(Introduce a short-burst daily fluency block (10–12 min) for Y2 retake cohort focusing on speed/accuracy with decodable texts; layer RWI 1:1 “keep-up” sessions 4x/week for 8–10 weeks; ensure cumulative review of prior graphemes)</p>	<p>Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: + 5 months</p> <p>Phonics Teaching and Learning Toolkit EEF</p>	
<p>To continue to ensure small group tuition for PP pupils identified as part of termly Raising Standards meetings, targeted at PP pupils who require further support in Reading/ Phonics, Writing and Maths.</p> <p>(Add GDS maths strand for small group of HA PP particularly PP girls; increase problem-solving/reasoning clinics to secure metacognition).</p> <p>(Add GDS writing interventions for girls)</p>	<p>Evidence shows that small group tuition is effective. Some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or work which is more closely matched to learners’ needs explains this impact. + 4 months</p> <p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p>	1,2,3,4,5
<p>To continue to release SENDco, RWI, Maths and Early Years Lead to ensure that these interventions are delivered effectively and give coaching as appropriate to TAs.</p>	<p>Instructional coaching combines granular goals, targeted feedback and rehearsal. This means that it contains many of the mechanisms identified as being central to effective professional development (EEF, 2021), supporting it to have an impact on classroom teaching and pupil attainment (Gregory et al. 2017).</p>	1,2,3,4,5
<p>To implement daily precision-teaching cycles (5–7 mins, one focus) for PP SEND pupils, using immediate feedback. Strengthen adaptive</p>	<p>EEF: Individualised instruction – tailored short-burst interventions show moderate impact (+3 months) when combined with feedback and scaffolding.</p>	5

teaching with worked examples and I do/We do/You do routines. Set mini IEP milestones aligned to termly targets and review progress at Raising Standard Meetings.		
Use PIXL therapies to deliver targeted interventions in Reading, Writing, and Maths, ensuring PP pupils receive precise support to accelerate progress and close attainment gaps.	EEF: Diagnostic assessment – effective gap analysis enables targeted teaching; +4 months impact when linked to structured interventions.	2,4,5

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

Budgeted cost: £45,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To continue EWO package and schedule release time for the Attendance Officer to meet with EWO, pastoral lead, and parents. Implement a weekly attendance dashboard for SLT and run 3-weekly persistent absence case reviews to target PP pupils with punctuality interventions and monitor impact.</p> <p>To purchase incentives including prizes, gifts for families with good improved attendance.</p> <p>To continue to invite Pupil Premium to a free</p>	Embedding principles of good practice set out in the DfE's Improving School Attendance advice which has been informed by engagement with schools that have significantly improved punctuality and attendance data.	7

Breakfast club to reduce persistent absences, lateness and attendance.		
To continue to allocate funds to enable PP pupils to access a wider curriculum through specialist peripatetic teaching, music and dance workshops, workshop experiences in school and attendance at trips, visits and residential.	Arts participation is defined as involvement in artistic and creative activities, such as dance, drama, music, painting, or sculpture. Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum.	6
To continue to fund resources for a range of afterschool clubs such as cookery club, art club and to ensure that some are led by specialist external agencies such as Soccer 2000 free of charge.	EEF arts participation (+3) Arts participation EEF (educationendowmentfoundation.org.uk) Adventure education usually involves collaborative learning experiences with a high level of physical (and often emotional) challenge. (+? months) Outdoor adventure learning Toolkit Strand Education Endowment Foundation	
To continue to remove factors that could make children entitled to PP feel excluded and unlikely to participate in extra-curricular/ enrichment opportunities. • E.g. providing a clean PE kit.	<i>Evidence suggests that the cultural capital passed on through families helps children do better in school. (Ofsted Inspection Handbook 2019)</i>	
To continue to effectively promote and resource parental engagement in their child's learning via regular Learn Together workshops in school. (to include home reading routines/ access to RWI online portal and parental guidance with a focus on Y2 retake cohort)	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. Parental engagement Toolkit Strand - Education Endowment Foundation	1,2,3,4,5,6

Total budgeted cost: £211,000

Part B: Review of the previous academic year 2024/2025

Outcomes for disadvantaged pupils

Challenge Number	Detail of Challenge	Current Position (Key Evidence)	RAG	Why this Rating	Next Steps
1	Oral development / vocabulary	EYFS DP GLD 82% vs NCER National 51.4%	Green	Outcomes significantly exceed national; strategy (oracy curriculum, Talk for Writing foundations) working well.	Sustain EYFS→Y1 transition routines for language + early reading; keep oracy curriculum, classroom talk structures & vocabulary focus as a priority.
2	Proficiency in writing	3-yr DP EXS 79% vs Nat 59%; KS2 DP GDS 7% vs Nat 6%; GDS DP gender pattern differs from national pattern (school: boys 9% outperform girls 6%).	Amber	Significantly above national at EXS; Slightly above at GDS; Gender parity and HA stretch needed.	Continue Talk for Writing coaching; add genre-specific GDS interventions; target girls' GDS with live marking; termly moderation.
3	Phonics	Y1 DP 70% vs Nat 67% Y2 DP 43% vs Nat 44%	Amber	Mixed picture: Y1 modestly above national; good but still room to push higher. Y2 retake in line with national but weak retention/fluency	Y2 cohort needs intensified fluency/decoding work. Launch daily 10–12 min fluency sprints + RWI 1:1 4x/week; half-termly gap analysis.

				issues for retake cohort.	
4	Maths fluency & recall	<p>3-yr DP EXS 76% vs Nat 60%;</p> <p>KS2 DP GDS 14% vs Nat 15% (just below);</p> <p>KS2 DP GDS girls in line with Natl gender pattern (school: girls 12% below boys 18%).</p>	Amber	<p>Significantly above national at EXS; Fluency and EXS secure;</p> <p>GDS and in particular GDS girls' gap persist; depth/reasoning needs a push.</p>	Half-termly QLA to pinpoint gaps in reasoning strands and intervene with GDS pupils to fill these.
5	SEND (PP & SEND progress)	<p>KS2 SEND:</p> <p>Reading 60% EXS, 0% GDS;</p> <p>Writing 20% EXS, 0% GDS;</p> <p>Maths 20% EXS, 0% GDS.</p>	Red	Progress for SEND pupils remains very low at GDS (0%) and weak at EXS in writing and maths despite some strength in reading; significant barrier persists.	Daily precision-teaching (5–7 min; one focus); I do / We do / You do routines; strengthen adaptive practice; pupil passport targets reviewed termly at Pupil Progress Meetings; SENDCO coaching.
6	Lack of enrichment opportunities	High participation and subsidised access to trips/clubs; PP uptake strong per plan.	Green	Access barriers removed; enrichment breadth sustained and aligned to cultural capital goals.	Keep tracking PP participation rates termly; spotlight careers/cultural links; maintain free/low-cost places.
7	Low attendance & punctuality	FSM6 attendance 93.4% vs Nat 92.6%	Amber	PP Attendance positive and is above national;	Run PA case-monitoring cycle (3-weekly reviews); targeted

		<p>Persistent Absence 19.5% vs Nat 24.4% →</p> <p>suspensions below national.</p>		<p>PA better than national, but still short of 96% school goal ambition ($\leq 17\%$);</p> <p>continue current pastoral approaches</p>	<p>Breakfast Club invites; weekly dashboard to SLT; incentives for improved patterns.</p>
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Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
White Rose Maths Premium Resources	White Rose Maths
Read Write Inc	Oxford Owl
TT Rockstars	Maths Circle Ltd
PIXL	Pixl.org.uk
Number Sense Fluency	Number Sense Maths

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.