



Pupil premium strategy statement – Dovecotes Primary School 2024/25

This statement details our school’s use of pupil premium (and recovery 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	264
Proportion (%) of pupil premium eligible pupils	53% (139 pupils)
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	October 2024
Date on which it will be reviewed	October 2025
Statement authorised by	T Challenor (HT)
Pupil premium lead	T Challenor (HT)
Governor / Trustee lead	T Wakefield (Chair of Governors)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£215,873
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£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>	£215,873

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.

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 last year (23/24) approximately 50% of our disadvantaged pupils arrived below age-related expectations in communication and language compared to 80% of all other pupils.</p>
2	<p>Proficiency in Writing</p> <p>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 on and a reduced understanding of the meaning of strings of words in sentences and then paragraphs.</p> <p>In 22/23 and 23/24, all year group internal data showed that disadvantaged pupils are falling behind their peers (including PP girls) in writing. This gap closes 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 last year (23/24) approximately 55% of our disadvantaged pupils arrived below age-related expectations in word reading compared to 65% of all other pupils.</p> <p>This gap remains for PP boys in KS1. For example, in 22/23, 60% of PP boys passed the phonics check compared to 78% of all pupils. In 23/24, 57% of PP boys passed the phonics check compared to 80% of all pupils.</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</p>

	<p>bonds) and retention of taught calculation strategies is a barrier for PP pupils.</p> <p>Last year (in 23/24) 68% of PP pupils achieved the EXS compared to the national average of 73% and school attainment percentage of 80%. This was a result of only 45% of PP girls achieving the EXS (compared to 85% of PP boys).</p> <p>Internal data shows that our next Year 6 cohort also have a PP gap in Maths (65% on track), which is a result of only 60 % of PP girls being on track. (It is 73% for boys).</p>
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>No pupils who are SEND for cognition and learning are on track.</p> <p>The number of pupils with SEN who are also Pupil Premium is 65% (22 pupils) and these pupils are recorded as requiring additional intervention due to having SEND or mild learning difficulties.</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 nearly double the national average of PP children attending the school.</p> <p>Referrals for financial support with school trips and visits remain relatively high. Last year, 23/24, 24 pupils who are disadvantaged received contributions to trips/residentials totalling £1825.</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. (In 23/24, persistently absent for the whole school is 23.44% whereas persistently absent and Pupil Premium for the Whole School: 37%)</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 vocabulary among	Pupil Premium children who enter EYFS with low starting points in language will have made better than expected progress from their baseline assessments such that the percentage of PP pupils who achieve the expected standard

<p>disadvantaged pupils.</p>	<p>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>
<p>2. To improve writing attainment among disadvantaged pupils.</p>	<p>In 2024/25, 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>
<p>3. To improve phonics attainment among disadvantaged pupils.</p>	<p>In 24/25, the gap will have closed for Pupil Premium boys achieving the phonics screening check at Y1. The gap is currently 23%.</p>
<p>4. To improve maths attainment for disadvantaged pupils at the end of KS2.</p>	<p>KS2 maths outcomes in 2024/25 will show that the number of disadvantaged pupils meeting the expected standard is at least in line with the national average.</p>
<p>5. To ensure children with SEND receive a tailored curriculum to progress more quickly through their SEND targets.</p>	<p>All children with SEND will meet their SEND termly and end-of-year targets.</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>
<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>	<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 interschool competitions.</p> <p>All Pupil Premium children will be offered a warm, nutritious breakfast each morning.</p> <p>Qualitative data from PP pupil voice surveys and teacher observations shows that accessing wider opportunities has</p>

	positively impacted upon pupils socially, mentally and academically.
7. To achieve and sustain improved attendance and punctuality for our disadvantaged pupils.	<p>Sustained high attendance by 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> the overall unauthorised absence rate for all PP pupils 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 (and recovery premium) funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £140,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
To embed a high quality oracy curriculum across school where children have more opportunities to talk purposefully, collaborate and disagree agreeably, purchasing resources and funding ongoing staff training and release time.	<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
To fund English Lead attendance at Pie Corbett 'Talk for Writing' training, for dissemination to KS1	<p>EEF guidance</p> <p>Improving Literacy in Key Stage 1 EEF (educationendowmentfoundation.org.uk)</p>	1, 2

<p>staff, then provide release time for ongoing coaching and team teaching to others.</p>	<p>Develop pupils' speaking and listening skills and wider understanding of language as well as language capabilities such as pupils articulating their ideas verbally before writing and promoting high quality dialogue and vocabulary in the classroom.</p>	
<p>Core Subject Leads 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 fund Maths Lead attendance at White Rose adaptive teaching/ scaffolding training for dissemination to all staff. To then purchase concrete resources and timetable release time to deliver ongoing training and mentoring to staff.</p>	<p>EEF guidance: Excellent teachers know the ways in which pupils learn mathematics and the difficulties they are likely to encounter, and how mathematics can be most effectively taught.</p> <ul style="list-style-type: none"> - Use manipulatives and representations - Teach pupils strategies for solving problems <p>Improving Mathematics in the Early Years and Key Stage 1 EEF (educationendowmentfoundation.org.uk)</p> <p>Improving Mathematics in Key Stages 2 and 3 EEF (educationendowmentfoundation.org.uk)</p>	
<p>To continue to employ a TA/HLTA for each class so that all PP pupils have additional time working alongside an adult to provide instant live</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>1,2,3,4,5</p>

marking and feedback in core learning.	Reducing class size Toolkit Strand EEF Education Endowment Foundation 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). Feedback Toolkit Strand - Education Endowment Foundation	
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.	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.’	1, 2, 3, 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 timetable additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	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 ensure small group tuition for pupils identified as part of termly Raising Achievement Planning meetings, targeted at disadvantaged pupils	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	1,2,3,4,5

<p>who require further support in Reading/ Phonics, Writing and Maths.</p> <p><i>Non- negotiable weekly interventions will be:</i> SALT, WELLCOMM, RWI 121, Maths & reading fluency.</p> <p>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>Small group tuition EEF (educationendowmentfoundation.org.uk)</p>	
--	---	--

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 timetable regular release time for the School Attendance Officer to meet with the EWO/ pastoral lead and parents, to improve punctuality of a targeted group of pupils.</p> <p>To purchase incentives including prizes, gifts for families with good improved attendance.</p> <p>To invite Pupil Premium to a free Breakfast club to reduce persistent absences, lateness and attendance.</p>	<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.</p>	<p>7</p>
<p>To allocate funds to enable disadvantaged pupils to access a wider curriculum through specialist</p>	<p>Arts participation is defined as involvement in artistic and creative</p>	<p>6</p>

<p>peripatetic teaching, music and dance workshops, workshop experiences in school and attendance at trips, visits and residential.</p>	<p>activities, such as dance, drama, music, painting, or sculpture.</p> <p>Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum.</p>	
<p>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.</p>	<p>EEF arts participation (+3)</p> <p>Arts participation EEF (educationendowmentfoundation.org.uk)</p> <p>Adventure education usually involves collaborative learning experiences with a high level of physical (and often emotional) challenge. (+? months)</p> <p>Outdoor adventure learning Toolkit Strand Education Endowment Foundation</p>	
<p>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.</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 effectively promote and resource parental engagement in their child's learning via regular Learn Together workshops in school.</p>	<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.</p> <p>Parental engagement Toolkit Strand - Education Endowment Foundation</p>	<p>1,2,3,4,5,6</p>

Total budgeted cost: £ 216,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

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

In 23/24, at the end of Year 1, 80% of all pupils passed the phonics check which was in line with the National Average. 76% of PP pupils passed the phonics check/ 90% PP girls passed the phonics check/ which was higher than the LA Pupil Premium National Average of 73.6%.

100% of PP EAL pupils passed the phonics check.

The school's focus is now to ensure that more PP Boys pass the phonics check – this was 57%.

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

In 23/24, at the end of reception, 66% of all pupils achieved their early learning goal in Listening and Understanding and 66% in Speaking. PP pupils outperformed all pupils with 68% achieving their early learning goal in Listening and Understanding and 68% in Speaking.

The school's focus is now to ensure that more EAL pupils achieve the ELG for communications and language – this was 50%.

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

In 23/24, PP pupils – both boys and girls - outperformed the national average at the end of Y6 in both reading (88% PP /74% National).

PP EAL pupils outperformed the national average at the end of Y6 in reading (86% PP EAL/ 74% National).

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

In 23/24, PP pupils – both boys and girls - outperformed the national average at the end of Y6 in writing (80% PP/ 72% National).

PP EAL pupils outperformed the national average at the end of Y6 in writing (100% PP/ 72% National).

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

In 23/24, at the end of Y6 in maths, PP pupils performed in line with the LA national average of 67% but this was lower than the national average of 73% and school attainment percentage for all pupils of 80%. (68% PP/ 80% All/ 67% LA PP National, 73% national average).

PP EAL pupils was above the national average in maths at the end of Y6 (86% PP EAL/ 80% National).

The school's focus is now to ensure that more PP pupils achieve the Expected standard for maths in order to close the gap with all pupils and the national average.

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

In 23/24, pupils had access to a range of wider opportunities during the school day which all PP pupils took part in. If these took part off-site, PP pupils also attended as their contributions were subsidised by the school to allow them to take part.

Enrichment opportunities included:

Pantomime, Mental Health Week, Residential Visits to Kingswood (Y2), Dunfield (Y3/4), Llandudno (Y5/6), Sports competitions at Aldersley Leisure Village, Bikeability (Y4) to name but a few.

Extra-curricular clubs have included – lego, computing, dance, sewing, Wild Tribe, multi-sports, football and science club.

In the Autumn Term we had 276 children registered for 14 different clubs and in the Spring Term 246 children registered for 12 different clubs of which 64% were Pupil Premium.

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 restorative practice, PP Pupils who needed additional support and intervention in 23/24 had access to the pastoral team and, if appropriate, CAMHS Reflexions' Mental Health Support Practitioners, who led

interventions to develop their resilience, self-confidence and strategies to cope with anxiety and worries.

SEMH interventions – 12 pupils attended in house SEMH interventions, 83% of who were PP pupils. 7 pupils attended the CAMHS Reflexions service. All children improved their self esteem and resilience, gained more independence and began to engage more positively in class. Each child improved their score on the Stirling Wellbeing Scale. Staff have observed that children now go to a key adult to talk to and feel that they have the tools to move within zones of regulation more independently.

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
White Rose Maths Premium Resources	White Rose Maths
Read Write Inc	Oxford Owl
TT Rockstars	Maths Circle Ltd