

# Pupil premium strategy statement – Dovecot Primary School

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	189
Proportion (%) of pupil premium eligible pupils	61.9%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2023/2026
Date this statement was published	21/01/2025
Date on which it will be reviewed	December 2025
Statement authorised by	K. Barr
Pupil premium lead	D. Weston/K. Barr
Governor / Trustee lead	C. Nurse

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£146,318
Recovery premium funding allocation this academic year	Included in the total cost
Pupil premium funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	<b>£146,318</b>

## Part A: Pupil premium strategy plan

### Statement of intent

Dovecot Primary School is an inclusive school, we want all of our pupils to know that they are included and valued. We aim to raise lifelong aspirations and focus on removing barriers to learning and achieving excellence. Our Pupil Premium Plan aims to address the main barriers our pupils face and through rigorous tracking, careful planning and targeted support and intervention, provide all pupils the access and opportunities to achieve success. Our plan ensures that teaching and learning opportunities meet the needs of all of the pupils. We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.

As a school we recognise that high quality classroom teaching is paramount and that this is proven to have the greatest impact on ensuring pupils reach their full potential. We will ensure teaching and learning opportunities are designed to meet the pupil's individual needs, so that pupils can reach their full potential and achieve at least in line with national expectations as an identified group.

We also deploy learning support staff effectively to ensure support for learning including interventions. We prioritise the appointment of highly qualified support staff to support teaching and to deliver targeted interventions.

Dovecot Primary School addresses issues which arise for socially disadvantaged pupils, but we recognise that not all pupils who receive free school meals will be economically disadvantaged and that not all vulnerable pupils will receive funding, therefore we strive to use Pupil Premium to support all pupils regardless of the challenges of the background and ensure that pupils (including those that are working above expected) are challenged to make good progress and achieve high attainment across all subject areas.

To achieve our academic objectives, we use Pupil Premium funding in two main areas, firstly, to improve the quality of the teaching and learning in every classroom through the delivery of high quality CPD for both teachers and teaching assistants. We ask teachers to challenge their practice to ensure that the learning opportunities planned for our children on a daily basis are appropriate and support the children to make consistent and sustained progress during their time in our school. The second method is through targeted academic support which can be delivered by teachers or teaching assistants and can be either 1 to 1 or work in small groups no larger than 6.

To ensure that teaching is as effective as possible we use diagnostic assessments and adaptive teaching with measurable impact by using data to evaluate pupils' progress. We continually evaluate the effectiveness of projects and strategies and the impact

they are having on pupils' progress and are therefore able to be adjusted as necessary. To identify strategies and support we have drawn on evidence-based research such as the Education Endowment Foundation (EEF). This has allowed us to allocate funding to the most effective interventions and strategies which have the most significant impact on improving achievement.

## Challenges

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

Challenge number	Detail of challenge
1	Cognition and Learning- Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with reading, writing, number work or understanding information or in acquiring basic skills than their peers.
2	Discussions with pupils indicate that disadvantaged pupils are generally less likely to read for pleasure than their non-disadvantaged peers. This impacts their development as readers and writers, particularly through KS2.
3	Attendance- our attendance data for disadvantaged pupils suggests that you have a higher likelihood of being persistently absent than their peers. We are aware that the impact of low attendance, in many cases, may be more significant for disadvantaged pupils. We strive to improve our attendance for all pupils, including our disadvantaged pupils, so that poor attendance does not impact upon wellbeing and attainment outcomes.
4	Observations and discussions with parents and pupils indicate that a broad range of experiences and enrichments can be difficult for families with significant financial/social constraints. This can mean that disadvantaged children have fewer/poorer real-life experiences, awareness or knowledge to apply to the school curriculum
5	Additional Support Needs- Assessments, observations, and discussions with teachers, support staff and the SEND team have identified that there is a disproportionate correlation in relation to Special Educational Needs, family support and mental health and wellbeing in relation to disadvantaged children in comparison to their peers.
6	Observations and CPOMs incidents and discussions with parents show that an increasing number of pupils are suffering from mental health issues and need to be referred for support.

## 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
Progress and attainment reviews demonstrate that all disadvantaged pupils progress in line with their peers and where appropriate make accelerated progress and catch up.	Increase number in each year group will make accelerated progress to reach the expected standard using the children`s starting points in Autumn 1 term
Improved enjoyment and engagement with reading.	Improved enjoyment and engagement with reading and writing (discretely and through the curriculum) demonstrated by: <ul style="list-style-type: none"> <li>• qualitative data from pupil and parent voice and teacher observations</li> <li>• outcomes in 2024/25 KS2 SATs and curriculum assessments</li> </ul>
Absence figures for disadvantaged pupils is in line with their peers	The percentage of disadvantaged pupils who are PA will continue to reduce
Improve access to a broad range of experiences and knowledge of the world	Improved engagement with the academic curriculum and wider school opportunities. A significant increase in participation in enrichment activities, particularly among disadvantaged pupils
All children will be supported to access the curriculum in school with individual support plans working effectively.	Identified children will have adapted provision to help them achieve in all areas. Disadvantaged pupils make accelerated progress to meet age-related expectations
Achieve and sustain improved wellbeing for all pupils in school, particularly our disadvantaged pupils	Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> <li>• qualitative data from pupil voice, pupil and parent surveys and teacher observations</li> <li>• a significant reduction in bullying</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupil</li> </ul>

## 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 and retention)

Budgeted cost: £ 30,537

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Read Write Inc subscription, development days, training for new staff and coaching for all staff</p> <p>Updated Fresh Start training for KS2 staff</p> <p>High Fluency assessment package and training</p>	<p>Phonics approaches have a strong evidence base that indicate a positive impact on the accuracy of word reading, particularly for disadvantaged pupils Phonics   Toolkit Strand   Education Endowment Foundation   EEF</p>	<p>1, 2, 5</p>
<p>Staff CPD including subject leadership/ assessment/ SEND/ supporting class teachers (PP children) and managing high quality interventions</p>	<p>Supporting high quality teaching is pivotal in improving children’s outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap. It is therefore hugely encouraging to see a host of new initiatives and reforms that recognise the importance of teacher quality such as the Early Career Framework and the new National Professional Qualifications. These exemplify a growing consensus that promoting effective professional development (PD) plays a crucial role in improving classroom practice and pupil outcomes.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a></p>	<p>1, 2, 5</p>

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

Budgeted cost: £ 85,469

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Small Group / 1 to 1 tutoring in phonics / early reading (HLTAs and TAs) Small Group / 1 to 1 tutoring in maths and English (HLTAs and Tas)	Research carried out by the EEF showed that teaching assistants delivering targeted programme in one to one or small group settings shows a consistent impact on attainment of approximately 3 to 4 months. This should be brief and should happen 3-5 times a week. <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</a>	1, 2, 5
Up to 2 teaching assistants across year groups to deliver intervention to a targeted group across the year group to improve Maths basic skills	Research carried out by the EEF showed that teaching assistants delivering targeted programme in one to one or small group settings shows a consistent impact on attainment of approximately 3 to 4 months. This should be brief and should happen 3-5 times a week. <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</a>	1,5
WellComm – speech, language and communication teaching assistant deliver specific support to targeted children	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality class-room discussion, are inexpensive to implement with high impacts on reading: <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a>	1, 5
Reading Plus – 30 licences to be timetabled 30 mins x 3 days	Research from ESSA <a href="#">DreamBox Learning Resources - Cases Studies, Videos, &amp; more.</a>	1,2, 5
ICT resources to support PP pupils	Apps to support learning.	1, 2 5
Develop strategies and approaches to support disadvantaged children to engage with reading and writing for pleasure	<a href="https://clpe.org.uk/system/files/CLPE%20Reading%20for%20Pleasure%202021_0.pdf">https://clpe.org.uk/system/files/CLPE%20Reading%20for%20Pleasure%202021_0.pdf</a>	2
Commission additional services of Educational Psychologist, Speech and Language Therapist etc to	Priority access to specialist assessments and advice means that individualised support can be provided speedily	5

provide assessment, recommendations and training.		
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £30,312

Activity	Evidence that supports this approach	Challenge number(s) addressed
2 Grade 4 TAs released to deliver social and emotional interventions	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): <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary</a>	5,6,
Access to Purple Circle therapy	This supports the emotional needs of pupils allowing them to develop, grow and to build their resilience. The Teaching and Learning Toolkit states that behaviour interventions can help the pupils progress +4/5 months. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a>	5,6
Access to Art Therapy	This supports the emotional needs of pupils allowing them to develop, grow and to build their resilience. The Teaching and Learning Toolkit states that behaviour interventions can help the pupils progress +4/5 months. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a>	6
Draw and Talk	1:1 with a trained teaching assistant supporting Children's Social, Emotional and Mental Well-being and Building Emotional Resilience. By using cognitive behaviour management, the students learn how to self-monitor and reflect on the effectiveness of their regulation strategies. This method allows students to move away from staff prompts to regulate and to assume personal responsibility in self-regulation which can help the pupils progress	6

	<p>up to +7 months (Teaching and Learning Toolkit)</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a></p>	
<p>Pastoral Lead: Work with individuals and small groups of pupils to develop social and emotional skills and gain confidence. Help overcome social and emotional barriers</p>	<p>This supports the emotional needs of pupils allowing them to develop, grow and to build their resilience. The Teaching and Learning Toolkit states that behaviour interventions can help the pupils progress +4/5 months.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a></p>	5, 6
<p>Enrich curriculum with tailored visits and visitors to provide experiences for all children. Subsidise costs for disadvantaged to encourage participation.</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teachinglearning-toolkit/aspiration-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teachinglearning-toolkit/aspiration-interventions</a></p> <p><a href="https://educationendowmentfoundation.org.uk/news/why-arts-education-matters">https://educationendowmentfoundation.org.uk/news/why-arts-education-matters</a></p>	4 6
<p>Ensure disadvantaged pupils can benefit from Breakfast Club and extra-curricular activities by subsidising cost to families.</p>	<p>Research shows impact of improved attendance and behaviour across school</p> <p><a href="https://educationendowmentfoundation.org.uk/projects-andevaluation/projects/magic-breakfast">https://educationendowmentfoundation.org.uk/projects-andevaluation/projects/magic-breakfast</a></p>	4, 6
<p>Attendance rewards</p>	<p>This is a termly raffle for children who achieve 100% attendance each week. £10 to spend in the Works – shopping trip with HT</p> <p>£20 to be awarded to whole class for 12 days of 100% attendance</p>	3
<p>Interpreters support parents, staff and pupils in understanding the importance of school attendance, curriculum and school practice.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	3

Bespoke support for individual families – pre and after school provision / school trips /educational resources	Our work in this area historically has demonstrated the need for bespoke support of this nature to ensure effective inclusion	4
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**Total budgeted cost: £ 146,318**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

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

##### RWI Spending impacted on outcomes for Pupils:

Pupil outcomes in 23-24 remained positive for the PSC in Y1 at 75% and Y2 at 82% This is due to the impact of RWI coaching, mentoring delivery and training for all staff.

##### Spending on QFT & Interventions impacted on outcomes:

At KS1:

59% of pupils achieved ARE in Reading

53% of pupils achieved ARE in Writing

50% of pupils achieved ARE in Maths

At KS2

59% achieved ARE in RWM

64% of pupils achieved ARE in Reading

64% of pupils achieved ARE in Writing

77% of pupils achieved ARE in Maths

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

Attendance strategies impacted on improved data.

	22/23	23/24
Overall attendance	90.18%	93.8%
PA	31.1%	21.6%

47 children (24.8%) accessed pastoral support through 1:1 or small group SEMH intervention. Pupil Voice and Staff Voice show impact.

33 children (17.4%) have accessed support from external agencies. Reports used to plan support for impact on outcomes.

Enhancement trips across school were paid for to ensure that all children had equal access to provision.

# Externally provided programmes

Programme	Provider