

Dove Bank Primary Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Dove Bank Primary
Number of pupils in school	161
Proportion (%) of pupil premium eligible pupils	19%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 – 2022/2024
Date this statement was published	December 2021
Date on which it will be reviewed	November 2022
Statement authorised by	Eithna Ford
Pupil premium lead	Eithna Ford/Stephen Macha
Governor / Trustee lead	Stephen Canning

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£49,040
Recovery premium funding allocation this academic year	£4,495
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£53,535

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas disregarding their academic starting points. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including sustained progress for those who are already high achievers. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker, those from low income families, those with home environment challenges as well as other factors. High-quality teaching is at the heart of our approach, as per our teacher's performance management criteria and current CPD focus, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers. Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils and also our newly appointed 'Catch up' TA.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified, using highly personalised interventions.
- continue to lead a whole school approach, in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve - this is linked to performance management.

Challenges

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

Challenge number	Detail of challenge
1	A high proportion of our disadvantaged children have limited life experiences beyond their home and immediate community.

2	Limited engagement with remote learning during lockdowns and isolation periods have exacerbated the degree of 'lost learning' between some disadvantaged pupils and non-disadvantaged pupils.
3	Lack of resilience, concentration and retention of knowledge and skills
4	A high percentage of our disadvantaged children are also SEND
5	Limited support at home with reading is historical – lack of access to quality text

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
All of our pupils are happy, settled and have a positive approach to learning, are ready to learn and have the confidence and self-belief to attempt and complete all tasks and activities presented to them, to a good standard.	Pupils achieve at least expected progress with many achieving beyond this. (standardised external assessment materials) Learning behaviours are exemplary, observations, pupil conversations and book trawls evidence this too. Teachers spend less time revisiting and recapping previous learning.
Our 'recovery' interventions and support enables all PP pupils to achieve good progress – regaining most of their 'lost learning' due to lockdowns and isolations.	End of year data indicates at least the majority of PP pupils are back on track when measuring progress from key starting points i.e. Reception or KS1 Sats results. Progress is at least aligned with their non-pupil premium peers.
Well planned interventions take place daily for all SEND pupils. Targets are regularly reviewed and updated. Quality First Teaching ensures all SEND pupils are appropriately supported in the classroom – this enables progress to be secured in all lessons.	Interventions records evidence targets, reviews and updates. PP SEND pupils are confident in class and display excellent learning behaviours. Learning tasks are appropriately adapted or additional support is provided to ensure PP SEND pupils complete their work successfully.
The percentage of Y6 PP pupils achieving the expected standard in RWM is at least aligned with their non- pupil premium peers.	End of Year 6 results demonstrates PP pupils are at least in line with national data.
Parental support with learning, especially with reading has increased – covid permitting – school can reintroduce 'Stay and Read' sessions and re-engage with face to face parent consultations. The introduction of recently purchased high quality text excite our pupils and fosters the enthusiasm for 'reading for pleasure'.	High percentages of parents attend the KS1 & KS2 Sats evenings. On line home reading records evidence increased parental involvement. High percentages of parents attend the 'Stay & Read' sessions. Pupils talk about reading at home – reading behaviours in school demonstrates 'reading for pleasure' is becoming embedded.

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: £26,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment of a highly qualified and experienced TA – full time to complete small group interventions and support.	Evidence from Education Endowment Foundation- Teaching and Learning Toolkit: small group tuition Impact: +4 months 1, 2, 5, 7 7 Evidence from Education Endowment Foundation- Teaching and Learning Toolkit: individualised instruction Impact: + 4months	2,3,4
Engagement in CPD for all staff focused on: QFT, Talk 4 Reading & Talk 4 Writing. Maths - mastery Subject leadership – making knowledge accessible and memorable.	Evidence from Education Endowment Foundation- Teaching and Learning Toolkit: Teaching mastery Impact: 5 months Evidence from Education Endowment Foundation- Effective Professional Development Guide	2,3,4
Role of Pupil Premium lead – newly appointed	Evidence from Education Endowment Foundation- Effective Professional Development Guide	All
Subject Leadership Time (cost of cover)	Evidence from Education Endowment Foundation- A tiered approach to Spending	All

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

Budgeted cost: £25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engaging with the National Tutoring Programme to provide individual tuition for pupils whose education in maths has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be	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: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	2,3,4

disadvantaged, including those who are high attainers.		
Interventions based on reading, writing and maths delivered by highly qualified and experienced Teaching Assistants either 1-1 or small group	Evidence from Education Endowment Foundation- Teaching and Learning Toolkit: small group tuition Impact: 4 months Evidence from Education Endowment Foundation- Teaching and Learning Toolkit: individualised instruction Impact: +4months Evidence from Education Endowment Foundation- Teaching and Learning Toolkit: Teaching Assistant Interventions Impact: +4 months	2,3,4
Targeted support within the classroom, either by TA or Teacher to support learning	Evidence from Education Endowment Foundation- Teaching and Learning Toolkit: Within class attainment grouping Impact: +4 months	2,3,4

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

Budgeted cost: £3,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Appointment of Mental Health Ambassador in school – member of SLT. Continued membership with Trailblazers – appointed external EMHP	Evidence from Education Endowment Foundation Teaching and Learning Toolkit: Metacognition and self- regulation Impact: +7 months Evidence from Education Endowment Foundation Teaching and Learning Toolkit: Social and Emotional Impact: +4 months	1,2,3,4
Support given with cost of trips and visits	Evidence from Education Endowment Foundation: The Guide to Pupil Premium: A tiered approach to Spending	1,2,3,4
Support given to the cost of after school clubs	Evidence from Education Endowment Foundation Teaching and Learning Toolkit: Arts Participation Impact: +3 months	1,2,3,4
Free places offered for holiday clubs that are held within school or locally – HAF initiative.	Evidence from Education Endowment Foundation Teaching and Learning Toolkit: Arts Participation Impact: + 3 months	1,2,3,4
Free breakfast club places offered to support attendance, punctuality and emotional well-being.	Evidence from Education Endowment Foundation: The Guide to Pupil Premium: A tiered approach to Spending Evidence from Education Endowment Foundation Teaching and Learning Toolkit: Parental Engagement Impact: + 4 months	2,3,4

Total budgeted cost: £54,000

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 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.

Year 6 Context: 6 pupils qualified as pupil premium – 4 pupils joined the school mid KS2 with one pupil arriving Nov 2019 and another Nov 2020.

End of KS2 data (July 2021) internal assessments - utilising 2019 KS2 Sats papers record:

- 50% of PP achieved the expected standard in Reading and Writing
- 67% of PP achieved the expected standard in Maths
- 33% of PP achieved the higher standard in Reading
- 17% of PP achieved the higher standard in Maths and Writing

Year 2 Context: 4 pupils qualified as pupil premium (50% SEND and 25% vulnerable)

End of KS1 data (July 2021) internal assessments (utilising 2019 KS1 Sats papers and Teacher Assessments record:

- 75% of PP achieved the expected standard in Maths
- 25% of PP achieved the expected standard in Reading
- 0% of PP achieved the expected standard in Writing

Phonics Screening – 50% achieved the required standard.

