



PUPIL PREMIUM STRATEGY STATEMENT 2023-26

Detail	Data
School name	Dovedale Primary
Number of pupils in school	838
Proportion (%) of pupil premium eligible pupils	79 pupils - 9%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023/24, 2024/25, 2025/26
Date this statement was published	October 2023
Date on which it will be reviewed	June 2024 (new financial year)
Statement authorised by	Nik Smith (Headteacher) David Bedford (Chair of Governors)
Pupil premium lead	Jo Jones (DHT)
Governor / Trustee lead	Sarah Finnegan

Detail	Amount
Pupil premium funding allocation this academic year	£87,300
Recovery premium funding allocation this academic year	£11,455 (£145 per eligible pupil)
National Tutoring Grant	£5332.50 (£67.50 per eligible pupil)
Pupil premium funding carried forward from previous year	£0
Total budget for this academic year	£104,087.50
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	

STATEMENT OF INTENT

Our aim is to ensure that all pupils achieve their full potential regardless of their socio-economic background. The Dovedale school community is wholly committed to working together to provide effective, targeted support to overcome barriers to learning, promote academic achievement and secure emotional stability. We have a relentless focus on eroding the disadvantaged gap and ensuring pupils depart our school in an equitable position to their non-disadvantaged peers.

Our ultimate objectives are to:

- ✓ *Remove barriers to learning created by poverty, family circumstance and background.*
- ✓ *Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally.*
- ✓ *Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum.*
- ✓ *Develop confidence in their ability to communicate effectively in a wide range of contexts.*
- ✓ *Enable pupils to manage their social and emotional well-being and to develop resilience.*
- ✓ *Access a wide range of opportunities to develop their knowledge and understanding of the world.*

In order to achieve these objectives we will:

- Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching.
- Ensure effective assessment is at the core of practice to enable every individual pupil to be monitored.
- Action early intervention at the point the need is identified using robust assessment methods and thus ensure this can be measured for impact.
- Providing additional SLT capacity to allow dedicated time to improve attendance and fostering links with parents of disadvantaged pupils.
- Support payments for enrichment opportunities to ensure all pupils can access these - music lessons, sports activities, residential/day trips and extra-curricular clubs.
- Provide appropriate nurture support to promote positive mental health and thus enable pupils to access learning within and beyond the classroom.

KEY PRINCIPLES

We will teach a broad and balanced curriculum in all subjects to all of our children, including enhancing learning from enrichment and wider experiences, such as educational visits and visitors to the school.

We are committed to evidence-informed practice and will base all decisions relating to Pupil Premium upon robust evidence and professional expertise.

We will base any intervention on robust and diagnostic assessments of what pupils know and understand as well as unpicking misconceptions and insecure knowledge, enabling effective support to be put in place. These interventions will be carefully monitored for impact and reviewed in response to outcomes.

Our Pupil Premium Strategy will align with our Covid Recovery Plan and School Development Plan and should be read alongside these two documents, as part of the whole school strategy. It is also closely assimilated with the following policies: Staff Appraisal and CPD, Assessment, Curriculum, SEND/Inclusion, Sports Premium.

We will be utilising the EEF's recommended Tiered Planning Model to target provision in the following areas:

Quality first teaching – enhancing the quality of teaching through: high impact staff professional development; curriculum prioritisation and embedding whole class, well-evidenced high impact teaching approaches, including:

- **Targeted academic support** – accurately targeted use of well-evidenced high impact interventions, based on high quality assessments, to support pupils in 'catching up'. Interventions will be explicitly linked to classroom learning and will use systems for effective feedback to ensure a coherent learning experience.
- **Wider support** – these strategies will focus upon 'levels to attainment' including: mental health and emotional well-being; learning behaviours and social and emotional learning; attendance and punctuality; and family support.

Challenges

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

Challenge number	Detail of challenge
1	Speech & Language: Poor oral language skills leading to lower outcomes particularly within reading comprehension. Observations and assessments (EYFS baseline and WellComm) identify a low baseline in oral communication, language and Literacy. Pupils entering the EYFS with language and listening skills well below their developmental age and stage. A lack of early language skills within the early years impacts on pupils ability to hear sounds when practising blending and segmenting, thus impacting on early reading and fluency.

	<p>Impact of Covid 19; many therapists were deployed to acute HS services; appointments cancelled, school closures meant children did not receive therapy.</p> <p>The Royal College of Speech and language therapists in March 2021, reported that 73% of 0-18 year old had not received in person SaLT since the end of the first lockdown.</p> <p>The current NHS waiting list in Liverpool is +40 weeks for initial assessment.</p> <p>In KS2 what may be seen as lack of progress in English or poor overall achievement can often be an indicator that a child is struggling to understand the language in the curriculum.</p>
2	<p>Range of SEND needs:</p> <ul style="list-style-type: none"> ➤ Communication and Interaction. ➤ Cognition and Learning.
3	<p>Social, emotional and mental health:</p> <p>Pupils and their families have social & emotional difficulties, including medical and mental health issues. Over the last year there has been an increasing number of referrals to the Pastoral support team and outside agencies from parents and teachers. There has also been a substantial increase in number of referrals from school and parental requests for ADHD pathway.</p>
4	<p>Gaps in learning due to Covid pandemic and lockdowns:</p> <p>Standardised testing assessments on entry to current year groups suggest that children have significant gaps in reading, writing and in some mathematical concepts. This needs urgent addressing to ensure that they are able to access the age-related curriculum content and make accelerated progress in order to achieve their full potential.</p>
5	<p>Access to wider opportunities (entitlement and enrichment):</p> <p>Observations and discussions with pupils evidence that a significant number have limited experiences beyond their immediate environment and have fewer, if any, cultural capital experiences in comparison to non-disadvantaged pupils. This impacts on pupils understanding of elements of the curriculum and further on acquisition and development of language and communication skills.</p>
6	<p>Attendance:</p> <p>Attendance and Punctuality issues. Attendance figures are mainly good for Pupil Premium pupils and we would like to maintain this. A higher percentage of PP pupils are late to school than non-Pupil Premium pupils.</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
<p>To make at least expected or accelerated progress from initial statutory assessment point in all curriculum subjects.</p> <p>Consistent approach to the teaching of reading with reading prioritised across whole school.</p> <p>Mastery approach to teaching mathematics embedded enabling all children to have a positive attitude toward the subject and ensuring accelerated progress.</p>	<p>The % of disadvantaged learners achieving 'Age Related Expectations' by the end of Reception, KS1 and combined at the end of KS2 is at least in line with national comparators.</p> <p>The % of disadvantaged learners achieving greater depth in reading, writing and maths scores at KS1 and KS2 is in line with the national comparators.</p>

<p>Pupils and families with identified social, emotional or health needs are well supported by school staff so that the needs are removed or alleviated.</p>	<p>Pupils feel safe and happy within school and are able to access a range of strategies to support their mental well-being. Pupils able to regulate emotions in order to manage their mental health and behaviour more positively therefore enabling them to engage with learning.</p>
<p>For PPG children to achieve national expected standard in PSC Development of consistent approach to phonics - revision of whole staff training to support consistency and quality of teaching.</p>	<p>PPG children will attain in PSC in line with non-PPG children. Consistent approach to phonics across the school will continue to impact attainment improvement.</p>
<p>Continue to improve attendance of those children eligible for PPG in line with non-PPG children.</p>	<p>Attendance data will clearly demonstrate impact. Increased attendance will clearly evidence impact on attainment. Ensure attendance of disadvantaged pupils is above 95%.</p>

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: £2000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Quality First teaching - all pupils to receive strong, quality practice which supports speaking and listening in the classroom.</p> <p>Use opportunities to read aloud to children and teach vocabulary children will use right across the curriculum.</p> <p>Teachers to focus on Tier 2 words and intentionally model language in a variety of contexts.</p> <p>Assessment and early identification of need – purchase of tests to ensure standardised scores for reading and maths in order to rigorously track attainment. Planning individualised instruction and effective feedback to support pupils in achieving targets.</p> <p>Train staff to deliver assessment and adapt planning within EYFS to include Wellcomm targets in continuous provision.</p> <p>Training for all staff in EYFS to provide a Communication Friendly Setting (to be delivered by Claire H, trainee SaLT).</p> <p>Enhance resources to complement provision (more phonetically decodable books to ensure home reading matches phonic ability, phoneme/grapheme displays in all teaching areas).</p> <p>Staff CPD using in house experts (maths mastery specialist, curriculum subject leaders, Inclusion team, reading leaders – whole class reading, phonics leaders). Continuing regular updated RWI phonics training for all staff to ensure consistency of teaching.</p> <p>Staff CPD regarding SEND to ensure quality first teaching - external agency support/CPD – SENISS, Purple Circle.</p>	<p>EEF: What happens in the classroom makes the biggest difference: improving teaching quality generally leads to greater improvements at lower cost than structural changes. There is particularly good evidence around the potential impact of teacher professional development.</p> <p>On average, oral language approaches have a high impact on pupil outcomes. The average impact of Oral language interventions is approximately an additional six months' progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language.</p> <p>Approaches that focus on speaking, listening and a combination of the two all show positive impacts on attainment.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-intervention</p> <p>High quality staff CPD is essential to follow EEF principles. This is followed up during Staff meetings and INSET. We are part of the NW Maths Hub. All staff to lead effectively are released once a term.</p> <p>EEF cites that impact is highest when feedback is delivered by teachers. It is particularly important to provide feedback when work is correct, rather than just using it to identify errors.</p> <p>Many studies of feedback also include other practices. For example, mastery learning approaches combine feedback with additional support for pupils that are falling behind, while approaches like formative assessment also include work to understand specific gaps in learning that need to be addressed and how the teacher wants the pupil to progress.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p>	<p>1, 2</p>

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
<p>WellComm screening in EYFS and targeted children in Y1</p> <p>Language screening of children with low attainment in reading comprehension using in house assessments using specialist tests such as the BPVS, RAPT, Blank Level screening</p> <p>Use of Universally Speaking Checklist for children referred to Inclusion Team</p> <p>Wave 2 Targeted Wellcomm Intervention groups in EYFS, Y1, Y4 overseen by privately commissioned SaLT (MAST until Dec 21)</p> <p>Narrative SaLT groups in upper KS1</p> <p>Interventions and support is tailored according to the needs of the children</p> <p>Wave 3-Trainee SaLT therapist to deliver intervention to the children with most significant levels of need</p> <p>Children assessed on a termly basis and groups reorganised according to need.</p> <p>Targeted phonics daily intervention – 1:1 and small group with trained RWI specialist.</p> <p>Focused daily x30min reading tuition using FFT Lightning Squad programme</p> <p>Trained reading volunteers from Beanstalk reading charity to undertake weekly 1:1 reading sessions</p> <p>Private Educational Psychologist, Speech & Language & Autism Assessments to hasten diagnoses and provide personalised learning plans/support to classroom provision</p> <p>Training for Inclusion Team and support staff in delivery of bespoke interventions and specialist</p>	<p>I CAN alongside the Oracy All Party Parliamentary Group and the Royal College of Speech and Language Therapists, published a Policy Position Statement on the centrality of spoken language to developing literacy and numeracy skills.(Report 5/12/21) They found that children in areas of social disadvantage are at greater risk of having poorer language skills and therefore poorer literacy and numeracy, and poorer long-term outcomes. The pandemic has exacerbated these issues, leaving children of all ages behind in their spoken language.</p> <p>https://speechandlanguage.org.uk/news/the-centrality-of-spoken-language-to-developing-literacy-and-numeracy-skills/</p> <p>Research from the EEF shows that “Overall, studies of oral language interventions consistently show positive impact on learning, including on oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year.”</p> <p>PP children in phonics have not attained as well historically. Some current Year 1 and 2 PP children still require targeted specialist phonics support to accelerate their progress. Specialist phonics HLTA will allow targeted intervention to ensure that PP are making equal rates of progress as NPP.</p> <p>EEF: Research supports tutoring as an effective way to help children improve academically. Children who receive high-quality tutoring may make more progress in their learning than children who do not receive this; this could be as much as 4-5 months' extra progress over the course of a year</p> <p>For several years, our school has chaired the local SENDCO consortia which has identified the delayed diagnosis of needs as being a barrier to ensuring appropriate interventions/support. This ultimately affects academic attainment. By making private referrals we are able to significantly speed up this process.</p>	<p>1, 2, 4</p>

programmes		
Parental sessions	workshops/information	Parent feedback suggests that they appreciate knowing how to most effectively support their child/ren at home. Many have also requested specific parenting support from the Pastoral team with regard to mental/emotional well-being – this has increased substantially following the pandemic.
		5

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

Budgeted cost: £80,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment of Education Welfare Officer Pastoral team to work closely with EWO and families with attendance issues	The ongoing work of the EWO officer is helping to ensure that PP attendance is above national. It is also aiming to reduce the number of PP children who are persistently absent from school. Many of the safeguarding cases within school are for PP families. The EWO works continuously to support these families and reduce the risk of harm to the PP children. Attendance and Punctuality issues. Attendance figures are currently good for Pupil Premium pupils and we would like to maintain this. A higher percentage of PP pupils are late to school than non-Pupil Premium pupils.	6
Residential and curriculum enhancement visits	By subsidising trips and visits it will allow more children from disadvantaged backgrounds to be able to attend these. These visits and experiences will develop children both personally and academically.	5
Pastoral team of learning mentors working across whole school providing 1:1 and group support in response to teacher, pupil and parent referrals. Pupil massage, yoga and mindfulness sessions including parental workshops and staff training/CPD Therapeutic Gardening Development of Forest School provision and access timetabled for all year groups and subject teaching. Led by Forest School teacher and pastoral team. Play Therapy Seedlings and Art Therapy	Evidence from the EEF's Teaching and Learning Toolkit suggests that effective SEL can lead to learning gains of +4 months over the course of a year. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel Research into mindfulness practices in schools has an increasingly positive evidence base. In her evidence review paper, Professor Katherine Weare, states that "(Mindfulness) Can reliably impact on a wide range of indicators of positive psychological, social and physical wellbeing and flourishing in children and young people. (Mindfulness) Shows promising emerging evidence for impacts on academic grades, on problem behaviour, and on physical health and wellbeing." https://www.ncl.ac.uk/media/wwwnclacuk/socialjustice/files/forest-school-for-wellbeing.pdf	2, 3

<p>Provision of Lego therapy with in-house training for support staff in delivering sessions</p> <p>Targeted small group sessions and extracurricular groups with focus on yoga, mindfulness, outdoor therapies</p> <p>Investment into RS Wellbeing and Attitudes to Learning assessment – termly surveys across KS2</p>	<p>https://mindfulnessinschools.org/wp-content/uploads/2018/10/Weare-Evidence-Review-Final.pdf</p> <p>https://mindfulnessinschools.org/research-papers/</p> <p>The survey helps assess where pupils are at in relation to their positivity, self-efficacy, motivation and resilience. It also provides downloadable evidence-based strategies, lesson plans and supporting documents to provide ideas and guidance for improving these areas of pupil wellbeing. This very much builds on the assessment of Characteristics of Learning statutory in EYFS.</p>	
--	--	--

Total budgeted cost: £107,000

(additional costs from school budget/mental health grants)

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 2022 to 2023 academic year.

- PP pupils who did not achieve age related expectations in statutory testing still made significant progress against their starting points. Those who did not achieve Age Related Expectations are all on the SEND register with many also requiring intensive support from our pastoral team for their emotional wellbeing, attendance and attitude to learning.
- The RS Wellbeing and Attitudes to Learning survey was conducted termly with the results analysed by the pastoral team and relevant support implemented as a result. This included confidence workshops, therapeutic gardening, supervised playground activities and 1:1 support. Class teachers worked closely with the pastoral team to ensure impact on learning behaviours and attitudes to school.
- The Pastoral team worked closely with our vulnerable families to provide in house help and guidance but also to ensure referrals were completed to enable access to specific external agency support.
- Intensive phonics support was provided daily on a 1:1/small group basis to ensure Yr1 PP pupils acquired the early reading skill of phonetic decoding before focusing on becoming increasingly fluent at reading short passages. 100% passed the phonic screening check threshold.
- Attendance figures for 2022-23:

		Authorised absence	Unauthorised absence
PP Eligible 22 23 All Students	93.6%	3.9%	2.5%
Non PP 22 23 All Students	96.3%	2.7%	1.0%

Our Pastoral leader, Education Welfare Officer and School Attendance Officer worked in close collaboration to reduce the number of persistent PP absentees across the school. The authorised absence figures include extended bereavement leave (returning to family in middle east), parental military responsibility and illness.

- Enhancements to the school curriculum planned for each year group. Fully subsidised places offered for residentials, educational visits and events incurring a charge to all disadvantaged pupils.

End of Key Stage Attainment Data – June 2023:

End of EYFS 5 eligible pupils	PP Achieving GLD 80%			
Yr1 Phonics Screening 7 eligible pupils	PP Achieving 32/40+ 100%			
End of KS1 17 eligible pupils	PP Exp+ Reading 53%	PP Exp+ Writing 47%	PP Exp+ Maths 59%	Combined R, Wr, M 47%
End of KS2 12 eligible pupils	PP Exp+ Reading 67% PP National: 60% National non-PP: 73%	PP Exp+ Writing 67% PP National: 58% National non-PP: 71%	PP Exp+ Maths 58% PP national: 59% National non-PP: 73%	Combined R, Wr, M 50% PP national: 44% National non-PP: 59%

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

Programme	Provider	Use
Read, Write Inc. Phonics	Oxford	Online software for use in phonics teaching, staff CPD and homework links.
Lightning Squad Reading	FFT	1:1 and small group intensive reading tuition encompassing all aspects of reading development.
Oxford Reading Buddy	Oxford	Online reading resource providing home access to wide range of texts and accompanying comprehension questions.
Sumdog	3P Learning	Online games-based adaptive-learning maths programme (software or app) which tailors curriculum-aligned questions to individual pupil ability. Used for homework with emphasis on developing fluency and rapid recall of number facts.