

# Pupil premium strategy statement

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 effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	Dove CE Academy
Number of pupils in school	79
Proportion (%) of pupil premium eligible pupils	15%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/22-2024/25
Date this statement was published	December 2022
Date on which it will be reviewed	December 2023
Statement authorised by	Kerry Fabi, Principal
Pupil premium lead	Georgina Taylor, Teacher
Governor / Trustee lead	Jan Philpotts, lead for disadvantaged pupils

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£13850
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£13850</b>

# Part A: Pupil premium strategy plan

## Statement of intent

At Dove CE Academy we have high expectations for all pupils in our school. We believe that with great teaching, effective engagement with parents and a personalised approach to meet children's individual needs, every child can grow and flourish.

Our current pupil premium strategy plan works towards achieving these objectives over the next three academic years through ensuring quality first teaching;

- to improve the oral language skills and vocabulary of all of our pupils and maintain our current level of phonics support in order that all pupils make good progress in phonics;
- to monitor the attendance of pupil premium students closely and to improve this attendance;
- to narrow the gap between our pupil premium and non-pupil premium pupils especially in maths;
- to ensure that aspirations of our pupil premium pupils are as high as possible and that attitudes to learning are good;
- to ensure that parents/carers are well informed of their child's attainment and progress and have the knowledge and resources to support their child effectively at home and to minimise the social/emotional issues that impact our Pupil Premium Pupils' ability help them to meet their full potential.

Key interventions and approaches are adopted on a whole school level and are not only restricted to pupils eligible for the Pupil Premium. Our strategies target the individualised needs of our children in receipt of Pupil Premium, with the main aim being that these children do as well as their peers with similar starting points, who are not eligible for the Pupil Premium. We aim to ensure that the additional funding reaches the pupils who need it and that it makes a significant impact on their education and lives. Our Pupil Premium strategy looks to ensure that this is the case by incorporating quality first teaching and small group or individual support where needed. In order to best support our disadvantaged pupils we have considered their barriers to learning and then looked carefully at the research conducted by the EEF to combat these barriers.

## Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate under-developed oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Low baseline on entry to reception. This has an impact on attainment as children move through the school.
3	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
4	Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in maths.
5	Circumstances in the home have an impact on the pupil's emotional well-being in school. This can be a barrier to progress.
6	Our attendance data shows that 30% of our pupil premium children have attendance of 84% or less this last half term compared to overall children's average of 95%. (Autumn 2022) Our assessments and observations indicate that absenteeism is negatively impacting these disadvantaged pupils' progress.

## 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
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Attainment in phonics maintained and improved Early Reading among disadvantaged pupils.	Maintained % of children achieving ARE in phonics assessment or where this is not the case significant improvement shown in phonic assessments. At least expected progress in reading (PIRA).

Improved attainment in maths for disadvantaged pupils at the end of Year 4.	At least expected progress in maths each year (PUMA).
To achieve and sustain improved wellbeing for all pupils in our 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 student voice, student and parent surveys and teacher observations</li> <li>a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2024/25 demonstrated by: <ul style="list-style-type: none"> <li>the overall attendance rate for all pupils being no less than 95%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced.</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

Budgeted cost: £ [£0]

Activity	Evidence that supports this approach	Challenge number(s) addressed
Vocabulary CPD for staff and implementation of 'Word Aware' strategies throughout the school. (CPD in year 2021-22. No cost this year).	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:  Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF	1
The quality of teaching and learning is at least good and often better securing good progress for all.	The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils,	1, 2, 3, 4

	<p>particularly the most disadvantaged among them.</p> <p>High Quality Teaching   Toolkit Strand   Education Endowment Foundation   EEF</p>	
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## Targeted academic support

Budgeted cost: £ [13,450]

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub.	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds.</p> <p>Phonics   Toolkit Strand   Education Endowment Foundation   EEF</p>	3
Children receive effective support during individual or small group interventions to secure good progress.	<p>Some pupils may require additional support alongside high-quality teaching in order to make good progress. The evidence indicates that small group and one to one interventions can be a powerful tool for supporting these pupils when they are used carefully.</p> <p>Targeted academic support   Toolkit Strand   Education Endowment Foundation   EEF</p>	2, 4

## Wider strategies

Budgeted cost: £ [400]

Activity	Evidence that supports this approach	Challenge number(s) addressed
Relevant and timely support for parents, carers and families, including emotional support.	Professional agency partnerships improve parental engagement and therefore outcomes for children.	5

<p>Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>6</p>
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	<p>All</p>

**Total budgeted cost: £ [£13850]**

## 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 2021 to 2022 academic year.

Puma and Pira scores from summer 2022		
	Pupils eligible for PP	Pupils not eligible for PP
% achieving expected standard in reading	50%	51%
% achieving expected standard in maths	51%	57%
% achieving greater depth standard in reading	8%	12%
% achieving greater depth standard in maths	0%	21%
Teacher assessment for writing shows a decline in general due to the pandemic. Writing is a key focus area for the whole school this year.		
% achieving expected standard in writing	50%	55%
% achieving greater depth standard in writing	0%	5%

### Externally provided programmes

Programme	Provider
N/A	

### Service pupil premium funding

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

