

Pupil premium strategy statement

This statement details our school's use of pupil premium funding (and recovery 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	Dover Park Primary
Number of pupils in school	206
Proportion (%) of pupil premium eligible pupils	33%
Academic year/years that our current pupil premium strategy plan covers	2024-2025
Date this statement was published	25.11.24.
Date on which it will be reviewed	July 2025
Statement authorised by	Jon Kirby, Head Teacher
Pupil premium lead	Hayley Roberts, Deputy Head Teacher
Governor / Trustee lead	Kim Haylor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£103,160
Recovery premium funding allocation this academic year	£2465
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	£105,625

Part A: Pupil premium strategy plan

Statement of intent

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve good progress and achieve high attainment across all subject areas irrespective of their background or the challenges they face.

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. This alongside research conducted by the EEF. Common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”.

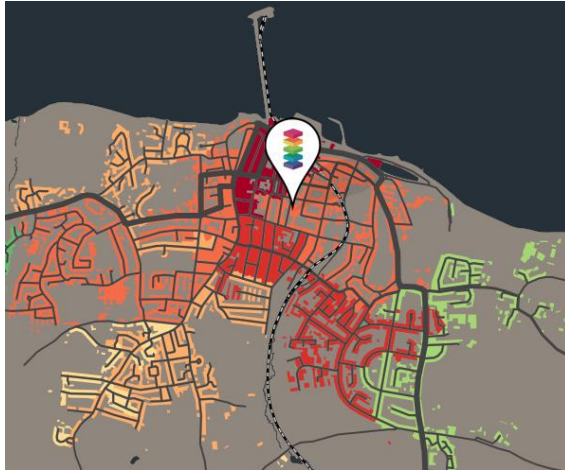
We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and areas of challenge across the school.

Principles

- We ensure that teaching and learning opportunities meet the needs of all 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, including progress for those who are already high attainers.
- We recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils in the school that have been legitimately identified as being socially disadvantaged
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time

Demography and School Context

Dover Park Primary is a one-form entry school located in Ryde, on the Isle of Wight. The map below displays the “Index of multiple deprivation” and shows the areas that surround the school and they are colour coded according to which national decile they belong to: decile 1 being the most deprived and decile 10 being the least deprived (IMD rankings). As you can see our school and the surrounding areas relatively near to the school have higher than average levels of deprivation, 4 of the areas immediately surrounding the school, in which most of the pupils live, are amongst the most deprived in the country. The Indices of Deprivation 2019 (IoD2019) is the most recent release; however, several other reports sustain the notion that Ryde North B ward (where Dover Park is located) is still within the top 20% of most deprived areas in the country.



(screenshot of map taken from:

<https://maps.cdrc.ac.uk/#/geodemographics/imde2019/default/BTFTFPT/14/-1.1578/50.7278/>)

Ultimate Objectives

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils nationally and also within internal school data
- For all disadvantaged pupils in school to exceed nationally expected progress rates in order to reach Age Related Expectation at the end of Year 6 and thus achieve GCSE's in English and Maths.

Achieving These Objectives

The range of provision the Governors consider making for this group include and would not be limited to:

- High quality inclusive teaching
- Inclusion leader monitoring the quality and impact of additional support
- Pupil premium children being a focus of pupil progress meetings, monitoring the impact of teaching, additional support and progress
- Core subject leaders focusing on the quality of provision for pupil premium children at every point of the monitoring cycle (book looks, data scrutiny, observations of lessons and interventions)
- Pupil premium governor will meet regularly with the inclusion leader (including learning walks and data scrutiny)
- Strong transition model from primary to secondary and transition internally and into EYFS
- Subsidise and in some cases paying for all activities, educational visits and residential; ensuring children have first-hand experiences to use in their learning in the classroom

- Providing pupil premium children opportunities to explore potential in non-core subjects, by working collaboratively and creating community links (Franko, Connect 4 Music)
 - Support SEMH needs through funded therapeutic support or by signposting to free external providers
- This list is not exhaustive and will change according to the needs and support our socially disadvantaged pupils require.

Challenges

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

Challenge number	Detail of challenge
1	Weak Language and Communication skills effecting writing and reading
2	Gaps in maths knowledge (particularly in Year 2,3&4)
3	More frequent SEMH difficulties
4	Lowered aspirations due to turbulent family lives

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
To increase the % of pupil premium children achieving maths, specifically in Years 2,3& 4 where gaps are widest	Outcomes in maths will be raised Gap analysis will be used effectively to identify pupils needs Focused teaching and intervention will narrow gaps in each domain
To increase the % of pupil premium children achieving reading, writing and maths combined in each year group	Milestone data will show progress at each point The % of pupil premium children, in all year groups, achieving combined will have risen
Improve verbal and therefore written outcomes for pupil premium pupils	Internal tracking will show positive impact of Speech and Language programmes for identified children External reports will show progression of language skills through data and new objectives set (including being able to respond to higher blank level questioning) Children's writing will evidence the impact of colourful semantics on sentence structure

	Book sampling will show that pupils have moved from simple noun verb phrases to more complex sentences
Improved social, emotional and mental health for identified pupils so that barriers to learning are reduced	Strength and difficulties questionnaires (SDQ) will show improved self-regulation, resilience and self-esteem External reports from other professional services will show positive impact on SEMH
Increased aspirations and sense of self-worth for identified pupils	Discussions with children will show the impact of enrichment opportunities on children's aspirations Pupil surveys will show a high level of understanding of opportunities that are available and achievable

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:

Activity	Evidence that supports this approach	Challenge number(s) addressed
6 LSA across the school in addition to TA to deliver targeted interventions £21,584	<p>42% of the children on the school SEND register are also pupil premium children</p> <p>Having additional staff in class allows for more regular and consistent feedback to children. EEF – ‘Providing feedback is well-evidenced and has high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information about how to improve.’ https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p> <p>Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	1,2
Supply Teacher to release Maths and English lead and other teachers to gain CPD opportunities £14,796	<p>High quality staff CPD is essential to follow EEF principles. This is followed up during staff and INSET</p> <p>We buy into the Hampshire Teaching and Learning Partnership. All staff to lead effectively are released once a term to attend training.</p> <p>Maths and English Leaders are provided with 1 morning every week to lead/monitor and support staff with CPD.</p>	1,2
Full time Inclusion leader and SENCO £39,048	<p>Due to poor socio-economic backgrounds and disadvantaged up bringing we currently have 33% of our pupils entitled to pupil premium.</p> <p>31% of our pupil premium children also have an identified SEND requiring additional support.</p>	1,2,3,4

19% of our pupil premium children are currently supported by children's services either under early help, CIN/CP plans or LAC/PLAC.

Continuous development of the SENCO with a distributive model, allows training of how to best teach double disadvantaged to be implemented across the school.

'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, particularly the most disadvantaged among them.'

<https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching>

SENCO gives specific time to work with parents on a one to one basis each half term.

<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parentalengagement>

EEF – Social and emotional learning approaches have a positive impact, on average of 4 months' additional progress in academic outcomes over the course of an academic year.

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

Budgeted cost:

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted maths interventions £458.80	EEF states 'Effective implementation is essential to success. Interventions require careful planning and use of school resources, including staff. The best designed programme will not work if teaching staff are unavailable, excessively overburdened, or not adequately trained to deliver the programme'.	1,2
Targeted after school writing tutoring Year 6 and Year 4 in English and Maths £3313		1,2
TTrock Stars Subscription £271.56	In KS1 and KS2, children are unlikely to use talk to connect ideas and explain what is happening coherently.	2
Mastery Maths CPD (EYFS, Year 1 and Year 2)	In KS1 and KS2 a significant percentage of pupil premium pupils are below in writing, in particular sentence structure and grammar.	2
Early Talk Boost CPD £76.86	In KS1 and KS2 a significant percentage of pupil premium pupils are below in reading and make up a large number of the lowest 20% readers	1
Talamo licenses		1
Nessy £846	Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1
Widget £113		1
RWI Phonics interventions £999.18		1
Fresh Start Phonics		1

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

Budgeted cost:

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Tidal counselling</p> <p>Play Therapy</p> <p>ELSA sessions led by CFLO</p> <p>£8500</p>	<p>All of our pupils currently involved in counselling or play therapy are pupil premium children. As a school we recognise the need to reduce or potentially eliminate SEMH barriers so that the child is in a space ready to learn.</p> <p>Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	<p>3,4</p>
<p>EIO service buy in</p> <p>£3275</p>	<p>Attendance remains good for pupils because the school work closely with our families and the Education Inclusion Officer to adopt a support approach.</p>	<p>1,2,3,4</p>
<p>Residential and trip/visitor subsidy</p> <p>£7000</p>	<p>Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</p>	<p>3,4</p>
<p>Free after school clubs</p> <p>Part Funded music lessons</p>	<p>Above all, they (after school clubs) offer an important space to have fun and relax away from the pressures of school work. These more qualitative benefits must not be discounted, especially in the context of contemporary challenges around young people's mental health and wellbeing.</p> <p>https://assets.publishing.service.gov.uk/media/5d307b8de5274a14e9f6bc20/An_Unequal_Playing_Field_report.pdf</p>	<p>3,4</p> <p>4</p>

Free Choir Lessons £3500		4
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Total budgeted cost: £103,781.40

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 2023 to 2024 academic year.

Measure	School Disadvantaged	2023 National Disadvantaged
Meeting expected standard at KS1 RWM	46.7	44.6
Reading	46.7	60.8
Writing	66.7	58.5
Maths	60	59.4

Measure	School Disadvantaged	2024 National Disadvantaged
Meeting expected standard at KS2 RWM	57.1	46.2
Reading	64.3	63.2
Writing	71.4	59.2
Maths	78.6	59.8

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
Nessy	Nessy
TT Rock Stars	Maths Circle
Spring Hill Reading Hub	Spring Hill Reading Hub
Talamo (dyslexia screening)	Talamo

