

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	204
Proportion (%) of pupil premium eligible pupils	36.3%
Academic year/years that our current pupil premium strategy plan covers	2023-2024
Date this statement was published	3.11.23.
Date on which it will be reviewed	July 2024
Statement authorised by	Jon Kirby, Head Teacher
Pupil premium lead	Hayley Roberts, Deputy Head Teacher
Governor / Trustee lead	Trevor Nicholas

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£117,095
Recovery premium funding allocation this academic year	£11,346
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	£128,441

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 weaknesses 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 2019” 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. This map was created before the Cost of Living crisis so it is now essential that as a school we consider the impact of the further implications that this crisis will have on our pupils.



(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:

- To allocate a 'Catch Up' Teacher to Key Year Groups - providing small group work with an experienced teacher focussed on overcoming gaps in learning
- 1-1 support
- Additional teaching and learning opportunities provided through trained LSAs or external agencies
- All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations

- Pupil premium resources are to be used to target able children on Free School Meals to achieve Age Related Expectations
 - Transition from primary to secondary and transition internally and into EYFS
 - Additional learning support
 - Subsidise and in some cases pay for all activities, educational visits and residential; ensuring children have first-hand experiences to use in their learning in the classroom
 - Support the funding of specialist learning software
 - To extend PE provision by employing a specialist PE coach to teach PE
 - To allow the children to learn a musical instrument
 - Behaviour and nurture support by providing activities to engage and promote Dover Park values and thus enhance learning supported by employing a full time CFLO
- 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	Low attainment on entry to the Early Years Foundation Stage in all areas
3	More frequent SEMH difficulties
4	Attendance and Punctuality issues
5	Chaotic family lives and Social Service involvement

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
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Progress in Reading	Achieve above national average progress scores in KS2 Reading
Progress in Writing	Achieve above national average progress scores in KS2 Writing
Progress in Mathematics	Achieve above national average progress scores in KS2 Maths
Phonics	Achieve above national average expected standard in PSC
Other	Ensure attendance of disadvantaged pupils is above 95%
Other	Ensure pupils SEMH is supported to become in line with average according to the SDQ

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
<p>Additional Reception TA £20,450</p> <p>6 LSA across the school in addition to TA £20,450</p>	<p>On entry to Reception, most children have low Language and Communication skills –children are working below or significantly below.</p> <p>Due to poor socio-economic backgrounds and disadvantaged upbringing, children are unlikely to have the breadth of vocabulary, knowledge and skills required that ‘typical’ Reception children have. In KS1 and KS2, children are unlikely to use talk to connect ideas and explain what is happening coherently.</p> <p>54% of children that have significant SEND/ learning difficulties requiring high levels of care are also FSM</p> <p>High proportion of children working within below on entry to Reception despite making accelerated progress, do not meet the required end of year ELG’s.</p> <p>The additional teaching staff sees progress accelerated in KS2</p> <p>EEF ‘The high average impact hides a large variation between the different approaches to teaching assistant deployment. Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact, whereas deployment of teaching assistants in everyday classroom environments has not been shown to have a positive impact on learner outcomes.’</p>	<p>1,2</p>

	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p> <p>Having additional staff in class allows for more regular and consistent feedback to children. EEF – ‘Providing feedback is a well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve.’</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p>	
<p>Subscription to HTLC & other training</p> <p>Supply Teacher to release Maths and English Lead and other subject leaders £14,091</p>	<p>High quality staff CPD is essential to follow EEF principles. This is followed up during Staff meetings 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> <p>‘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.’</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching</p>	1, 2, 3, 4, 5
<p>Full time Inclusion Leader/SENCO £25,973</p> <p>Full time Child and Family Liaison Officer £28,825</p>	<p>Due to poor socio-economic backgrounds and disadvantaged upbringing we currently have 36.3% of our pupils entitled to pupil premium.</p> <p>21.6% of our pupil premium children also have an identified SEND requiring additional support.</p> <p>24.3% of our pupil premium children are currently supported by children’s services either under early help, CIN/CP plans or LAC/PLAC.</p> <p>Continuous development of the SENCO with a distributive model, allows training of how to best teach double disadvantaged to be implemented across the school.</p>	3,4,5

	<p>‘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.’</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching</p> <p>Behaviour interventions seek to improve attainment by reducing challenging behaviour in school. This entry covers interventions aimed at reducing a variety of behaviours, from low-level disruption to aggression, violence, bullying, substance abuse and general anti-social activities.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p> <p>SENCO gives specific time to work with parents on a one to one basis each half term.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost:

Activity	Evidence that supports this approach	Challenge number(s) addressed
Colourful semantics – targeted groups Nessy subscription £705 Fresh Start Phonics	<p>In KS1 and KS2, children are unlikely to use talk to connect ideas and explain what is happening coherently.</p> <p>In KS1 and KS2 a significant percentage of pupil premium pupils are below in writing, in particular sentence structure and grammar.</p> <p>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</p>	1

<p>Spring Hill Reading Hub</p> <p>Clicker £1080</p> <p>TTrock Stars subscription £204</p> <p>Small group Tutoring Year 3 and 6</p> <p>SOS outreach support £2287</p> <p>EP service £3270</p>	<p>The majority of pupil premium pupils in Year 4 pupils achieved below 19 on the Multiplication Screen Check</p> <p>EEF state small group working to be beneficial to pupils' attainment. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p> <p>Support from specialist provisions to support the curriculum development and</p> <p>Educational Psychology support helps to improve our understanding of our pupils needs, especially where our pupil premium children also have an identified SEND requiring additional support.</p> <p>The EEF suggest creating safe environments, building an understanding of pupils, and complementing teaching with individual and small group interventions to be good use of resource.</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £8648

Activity	Evidence that supports this approach	Challenge number(s) addressed
EIO service buy in £3275	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. Attendance has improved in last two years for our pupil premium pupils.	4

	Attendance has a direct correlation with attainment, so ensuring pupils are in school will have a positive impact upon attainment. https://ffteducationdatalab.org.uk/2023/09/absence-and-attainment-in-primary-schools-in-2023/	
Residential and trip subsidy £7000	Over 90% of our pupils only time away from home and off the Island during the year is on school residentials and school trips. It is essential for their own wellbeing that they experience different settings before writing about it. All residentials and trips are linked to Topics that they are studying.	1, 2, 3, 5, 4,6
Therapeutic support: Tidal counselling £120 Play Therapy £2500	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 are in a space ready to learn. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	
Contingency fund for acute issues.	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.	All

Total budgeted cost: £127,730

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.

Measure	School Disadvantaged	2022 National Disadvantaged
Meeting expected standard at KS1 RWM Reading Writing Maths		
Measure	School Disadvantaged	2022 National Disadvantaged
Meeting expected standard at KS2 RWM Reading Writing Maths		

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
Fresh Start Phonics	Ruth Miskin Literacy
Spring Hill Reading Hub	Spring Hill Reading Hub