

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	Dover Park Primary
Number of pupils in school	207
Proportion (%) of pupil premium eligible pupils	37
Academic year/years that our current pupil premium strategy plan covers	2022-2023
Date this statement was published	September 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Anita Wilcox
Pupil premium lead	Katrina Shaer
Governor / Trustee lead	Jo Rees

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£116,260
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	£116,260

Part A: Pupil premium strategy plan

Statement of intent

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.

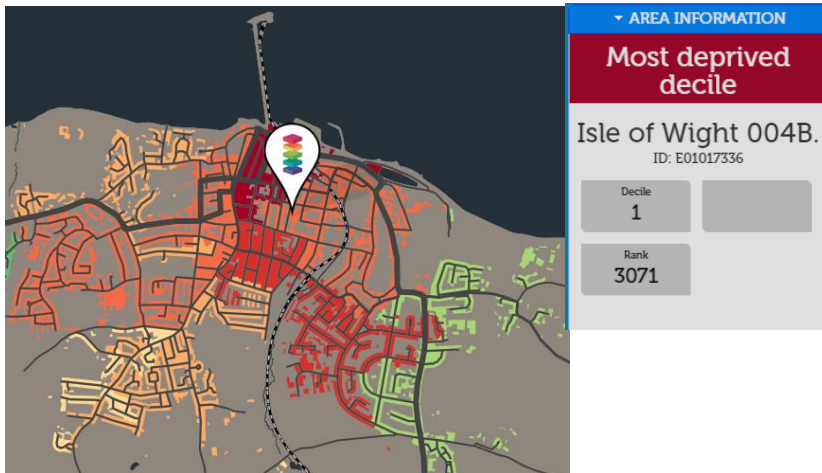
Principles

- 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
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also 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 the school has 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.



(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/HLTA 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
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
EYFS	Achieve above national average GLD
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><i>Additional Reception TA (£ 14797)</i></p> <p><i>2 additional LSA's (Year 1) (37%) (£ 13557)</i></p> <p><i>Additional TA Y1 (£ 17286)</i></p> <p><i>2 additional LSA's in KS2 (37%) (£ 13911)</i></p>	<p>On entry to Reception, most children have low Language and Communication skills – 71% of disadvantaged 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>28% of disadvantaged children have significant SEND/ learning difficulties requiring high levels of care, 2 of those with additional medical and intimate care needs.</p> <p>Most children working 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 where Disadvantaged Children's results outperform 'Others.'</p>	1,2
<p><i>Subscription to HTLC & other training (£ 2314)</i></p> <p><i>Supply Teacher to release Maths and English Lead and other subject leaders (£ 6792.45)</i></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>	1, 2, 3, 4, 5

	Maths and English Leaders are provided with 1 morning every fortnight to lead/monitor and support staff with CPD.	
<i>Full time Inclusion Leader/SENCO (37%)</i> (£ 18910.33) <i>Full time Child and Family Liaison Officer (37%)</i> (£ 9089.08) <i>Provision Map - Edukey</i> (£ 318.00)	<p>Due to poor socio-economic backgrounds and disadvantaged upbringing we currently have 37% of our pupils entitled to pupil premium.</p> <p>61% of our pupil premium children also have an identified SEND requiring additional support.</p> <p>29% of our pupil premium children are currently supported by children's services either under early help, CIN/CP plans or LAC/PLAC.</p>	3,4,5

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

Budgeted cost: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>The NELI programme will be used to screen year R pupils and identify bespoke support</i> (£ 1099.54) <i>ELKLAN training for 4 TA's</i> (£ 1211.50)	<p>Weak Language and Communication skills. Most children are working below and are unlikely to have the breadth of vocabulary that reflects their experiences on entry to Reception.</p> <p>In KS1 and KS2, children are unlikely to use talk to connect ideas and explain what is happening coherently.</p> <p>Higher than average numbers of children access SALT in Reception – 50% of disadvantaged children access and will either require small group support or 1:1 support from the school with regards to speech and language.</p>	1,2
<i>Nessy subscription</i> (£ 288.00) <i>Spelling Shed subscription</i> (£ 243.00)	<p>In KS1 and KS2, children are unlikely to use talk to connect ideas and explain what is happening coherently.</p> <p>In KS1 45% and in KS2 38% of all pupils are below in writing, in particular sentence structure and vocabulary, grammar and</p>	1

<p><i>TA targeted support 3 hours a week x 6 TAs</i> (£ 10319.40)</p> <p><i>SOS outreach support</i> (£ 895)</p> <p><i>EP service</i> (£ 932)</p>	<p>punctuation. In KS1 45% of pupils entitled to the pupil premium are below in writing and in KS2 46% of pupils entitled to the pupil premium are below in writing.</p> <p>In KS1 35% and in KS2 28% of all pupils are below in reading, in language for effect and themes and conventions. In KS1 36% of pupils entitled to the pupil premium are below in reading and in KS2 32% of pupils entitled to the pupil premium are below in reading.</p> <p>Educational Psychology support helps to improve our understanding of our pupils needs, especially where 61% of our pupil premium children also have an identified SEND requiring additional support.</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
<p><i>EWO service buy in</i> (£ 1473)</p>	<p>Attendance and Punctuality issues. Attendance figures are down for us as a school last year. Attendance had been an improving picture for us prior to the pandemic. Our whole school attendance last year was 93.71% and for our pupil premium pupils was 92.25%. We had 17% of all pupils classed as persistently absent, with 10% of those being entitled to pupil premium.</p>	4
<p><i>Residential and trip subsidy</i> (£2250)</p>	<p>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.</p> <p>Y1 – Marwell Zoo Y2 – Marwell Zoo Y3 – Amazon World</p>	1, 2, 3, 5, 4, 5

<p><i>VR Headsets subscriptions</i> (£ 358.50)</p> <p><i>Forest Schools</i> (£321)</p>	<p>Y4 – Kingswood Y5 – Winchester Science Museum Y6 - London</p> <p>VR headsets provide our pupils with simulated real life experiences – which otherwise they may never experience</p> <p>Every child's has the right to explore and take risks to help improve learning and experiences</p>	
<p><i>Reach to Teach AFIT Inclusion Tool</i> (£ 172.80)</p>	<p>Many of our pupil premium children have associated attachment and trauma and therefore SEMH difficulties. Our SEMH provision has always been effective in providing support for our more vulnerable pupils.</p>	<p>3,5</p>

Total budgeted cost: £117351.60

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.

Measure EXS	2022 School Disadvantaged	2022 School Non-disadvantaged	2022 National Disadvantaged	2022 National All
KS1 RWM	53%	43%	37%	
Reading	50%	50%	52%	50%
Writing	63%	50%	41%	54%
Maths	67%	64%	52%	54%

52% of the year group were identified as disadvantaged with four of the disadvantaged group having identified SEND. There were no attainment gaps between this group and the rest of the cohort with disadvantaged pupils outperforming non-disadvantaged by 10% on the combined RWM measure, for example. Moreover, the attainment of the Disadvantaged group was above or roughly in line with national disadvantaged and national all.

Measure EXS	2022 School Disadvantaged	2022 School Non-disadvantaged	2022 National Disadvantaged	2022 National All
KS2 RWM	50%	43%	43%	59%
Reading	69%	57%	62%	74%
Writing	75%	64%	56%	69%
Maths	69%	64%	57%	71%

52% of the year group were identified as disadvantaged with four of the disadvantaged group having identified SEND. There were no attainment gaps between this group and the rest of the cohort with disadvantaged pupils outperforming non-disadvantaged by 7% on the combined RWM measure, for example. Moreover, the attainment of the Disadvantaged group was above national disadvantaged in all subjects and above or broadly in line with national all.

Intended outcome	Success criteria	% Outcome 2022
Progress in Reading	Achieve above national average progress scores in KS2 Reading	School (all): -1.8 National (all): 0.0

		School (dis): -1.6 National (dis): -0.8
Progress in Writing	Achieve above national average progress scores in KS2 Writing	School (all): -0.6 National (all): +0.1 School (dis): -0.7 National (dis): -0.1
Progress in Mathematics	Achieve above national average progress scores in KS2 Maths	School (all): +0.5 National (all): 0.0 School (dis): +1.3 National (dis): -1.1
Phonics	Achieve above national average expected standard in PSC	School: 83% National: 75.5%
Other	Ensure attendance of disadvantaged pupils is above 95%	Whole school: 93.71 Disadvantaged: 92.25
Other	Ensure pupils SEMH is supported to become in line with average according to the SDQ	Achieved

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
Spelling Shed	Ed Shed
X Table Rockstars	TTRS
Nessy	Nessy
Reading Eggs	Blake e-Learning