



## Pupil Premium Strategy Statement 2020-21

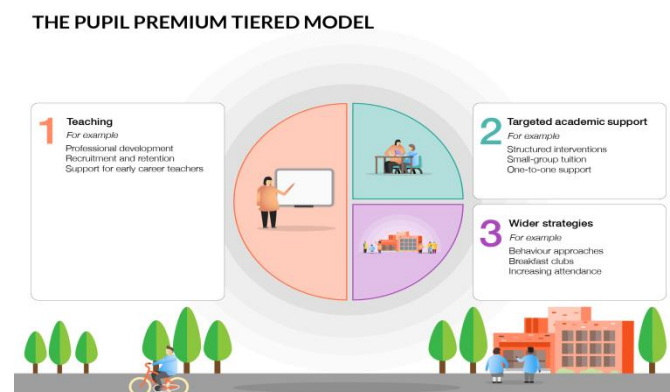
### School Overview:

Metric	Data
Total pupils on roll	793
Proportion of disadvantaged pupils	109 (14%)
Pupil premium allocation this academic year	£130,465
Academic year or years covered by statement	2020-21
Publish date	Dec 2020
Review date	April 2021
Statement authorised by	Nik Smith
Pupil premium lead	Jo Jones
Governor lead	tbc

At Dovedale our focus is on ensuring that the pupil premium budget has a direct impact on the academic progress and social and emotional well-being of disadvantaged pupils. The leadership team and governing body view this as both a strategic and moral priority.

This year the statement differs from previous for the following reasons:

- End of year data for 2019-20 is based on teacher assessment in March 2019 owing to school closing because of the Covid-19 pandemic. Impact data is therefore not as evaluative as intended since the targeted pupils did not receive the entirety of planned support.
- Despite offering many places to disadvantaged pupils during the period of lockdown, many parents opted to home school. The high quality learning offered by professionals in a school setting cannot be replicated at home and therefore large numbers of pupils had their learning and well-being significantly and detrimentally affected.
- Following thorough research we are reframing our use of both PP and Catch Up funding using the Education Endowment Fund's planning model:



## Strategy aims for disadvantaged pupils:

Tiered Priorities	Action/Approach
<p><b>Teaching</b> – all pupils accessing high quality teaching which is underpinned by knowledge of pedagogy and current research evidence to improve standards further</p>	<ul style="list-style-type: none"> <li>▪ CPD for staff in line with school improvement priorities</li> <li>▪ Review of middle leadership structure – appraisal linked to subject leadership and pupil attainment gaps caused through Covid absence.</li> <li>▪ Monitoring of teaching standards and supportive strategies implemented</li> <li>▪ Appropriate support for SEND pupils to ensure all able to access learning relevant to their ability regardless of barriers including social and emotional difficulties.</li> </ul>
<p><b>Targeted academic support</b> – focus of inclusion team and wider catch up support team on supporting children with significant gaps in learning and for those operating below expected standard. Structured interventions planned following diagnostic assessments and intensive support timetabled. All reviewed regularly in order to ensure positive impact.</p>	<ul style="list-style-type: none"> <li>▪ Interventions timetabled as collaboration between DHT, Inclusion Leader and YGLs - monitored for impact through pupil progress meetings and regular liaison with class-teachers. Reviewed half termly through summative and teacher assessment data.</li> <li>▪ Rigorous use of assessment system to track progress of all pupils – DHT and Inclusion Leader</li> </ul>
<p><b>Wider strategies</b> – focused pastoral support to improve attendance and equip pupils with social and emotional skills to access learning</p>	<ul style="list-style-type: none"> <li>▪ Home collection of pupils with persistent absenteeism</li> <li>▪ Regular liaison with EWO and parents</li> <li>▪ Learning mentors in KS1 and KS2 to support and address pastoral needs</li> <li>▪ External therapy provision for specific emotional and mental health needs e.g. play therapy, art therapy, Lego therapy</li> </ul>
<p><b>Projected spending £131,000</b></p>	

## Teaching priorities for current academic year

Aim	Target	Target date
1. Progress in reading	Improved progress in reading with vulnerable pupils forming focus group to ensure challenged and supported to close attainment gap.	July 2021
2. Whole school curriculum development	Curriculum reviewed and reflective of renewed Ofsted framework	Dec 2020
3. Progress in writing	Improved progress in writing across all year groups (monitored against starting point) and standardised collaboratively across staff team and through external support. Read to Write scheme implemented across all year groups and used as main vehicle for English lessons.	July 2021
4. Phonics	Maintain RWI model school status and ensure pupils continue to make rapid progress from their starting point in line with high levels of attainment from previous years.	Nov 2021

## Targeted academic support for current academic year

Focus/Measure	Action/approach
<p><b>Priority 1 - reading</b></p>	<p>Staff trained in using VIPERS and PEE to ensure skills of reading taught in addition to fluency.</p> <p>Promotion of reading for pleasure – Beanstalk, volunteers, class libraries</p> <p>Engagement with The Reader organisation to target vulnerable LAC pupils – Reading Heroes initiative</p> <p>Home reading books aligned with phonics levels and supplemented to promote interest and boost confidence</p> <p>1:1 reading with all vulnerable children from trained school staff</p> <p>Additional staff employed to target priority in supporting development of reading and phonics acquisition</p> <p>Reading areas within classrooms, communal spaces and playground (reading sheds) developed to inspire pupils to engage in reading</p> <p>Purchase of reading materials to support cross-curricular reading with all staff displaying and promoting access to these</p> <p>Reading ambassadors created across all year groups as reading advocates and to gauge pupil voice.</p>
<p><b>Priority 2 – curriculum development</b></p>	<p>INSET (including twilights) led school curriculum leader and subject leaders (via Zoom) to ensure all staff understand expectations and plan a curriculum which is relevant, engaging and challenging and which is based on core learner profile characteristics</p> <p>Enhancements to curriculum in line with year group themes/focus of study</p> <p>YGL and subject leaders meeting regularly with curriculum leader to draft termly overviews and track progress and standards</p> <p>Resources audited, researched and new materials purchased where necessary</p>
<p><b>Priority 3 - writing</b></p>	<p>Ensuring staff use evidence-based whole-class teaching interventions</p> <p>Read to write used as the main curriculum scheme for planning and teaching</p> <p>Resources purchased to support more effective teaching of writing including writing materials and curriculum enhancements (for immersion phase)</p> <p>Hooks to writing planned and resourced</p> <p>Staff training and continued relevant CPD in Read to Write</p>
<p><b>Priority 4 - phonics</b></p>	<p>Ensure all relevant staff (including new staff) have received training to deliver the RWI phonics scheme effectively. Regular webinar update training planned (weekly in EYFS and KS1)</p> <p>1:1 and small group booster intervention led by most skilled members of Inclusion team</p> <p>Parental workshops (online) and guidance documentation/home resources</p> <p>Enhancements to resources in line with RWI developments</p>
<p><b>Projected spending</b></p>	<p><b>£12,000.00</b></p>

Focus/Measure	Action/approach
<b>Priority 1 - Outcomes for end of KS2 (current upper KS2)</b>	<ul style="list-style-type: none"> <li>✓ Third Space Learning – online individualised maths tuition (weekly 45min session)</li> <li>✓ Additional skilled TA to support with quality first teaching in year groups with higher percentages of PP (upper KS2)</li> <li>✓ Small group support from DHT and heightened focus in class on PP challenge to attain GD</li> </ul>
<b>Priority 2 – Specific interventions for pupils with additional needs</b>	<ul style="list-style-type: none"> <li>✓ 1:1 and small group provision e.g. in phonics – RWI booster, success @ arithmetic, 1st class @ number, Numbers Count, Talking Maths, Clever Fingers, IDL reading, 1:1 reading (incl. Beanstalk)</li> <li>✓ Training for LSAs</li> <li>✓ 1:1 and small group support from external specialist – x2 adults based on 6hrs per day</li> <li>✓ Parental workshops/information sessions</li> <li>✓ Private Educational Psychologist, Speech &amp; Language &amp; Autism Assessments to hasten diagnoses and provide personalised learning plans/support to classroom provision</li> <li>✓ External agency support/CPD – SENISS, Purple Circle</li> </ul>
<b>Projected spending</b>	<b>£58,000</b>

### Wider strategies for current academic year

Measure	Action/approach
<b>Priority 1</b> – attendance of those eligible for Pupil Premium funding is in line with all pupils nationally. Reduction in persistent absenteeism and pupil punctuality is increased.	<ul style="list-style-type: none"> <li>✓ EWO employed to monitor PP pupil’s attendance and punctuality and work alongside the HT to follow up quickly on absences</li> <li>✓ Mini-bus collection by Site-Manager chaperoned by TA. Breakfast provided in school and access to reading apps on iPads/IDL.</li> </ul>
<b>Priority 2</b> - attitudes to learning of PP pupils across KS1 and KS2 improved. Mentors trained and supporting relevant pupils. Pupils engaging with well-being programmes including mindfulness, yoga, peer massage, therapies.  Social, emotional, mental health and wellbeing issues addressed through 1:1, small group and specific intervention programmes involving external expertise where appropriate.	<ul style="list-style-type: none"> <li>✓ Learning Mentors in both KS1 and KS2 providing 1:1 and group support in response to teacher, pupil and parent referrals.</li> <li>✓ Provision of Lego therapy with in-house training for support staff in delivering sessions</li> <li>✓ Pupil massage, yoga and mindfulness sessions including parental workshops and staff training/CPD</li> <li>✓ Gardening focus group</li> <li>✓ Play Therapy for PP+ (x4)</li> <li>✓ Seedlings Therapy</li> <li>✓ Targeted small group sessions and extracurricular groups with focus on yoga and mindfulness</li> <li>✓ Research and subsequent Investment into cognitive and non-cognitive assessments e.g. PASS</li> </ul>
<b>Priority 3</b> – all pupils able to access wider range of educational and enrichment opportunities.	<ul style="list-style-type: none"> <li>✓ Fully funded school trips and curriculum enhancements (visits/visitors) for pupils who are PP+/PP including funded residential for all PP</li> <li>✓ Breakfast club places funded for PP pupils</li> <li>✓ Fully funded school trips and curriculum enhancements (visits/visitors) including funded residential (Yr2, Yr4, Yr6)</li> <li>✓ Funds for PE kits/uniform etc.</li> <li>✓ Literacy/ Maths /ICT resources, books, revision SATS papers</li> <li>✓ Breakfast provided</li> </ul>
<b>Projected spending</b>	<b>£61,000</b>

