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	Dovery Academy
Number of pupils in school	140
Proportion (%) of pupil premium eligible pupils	6% (9 children)
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2024 - 2025
Date this statement was published	1.9.2024
Date on which it will be reviewed	1.9.2025
Statement authorised by	Sarah Cavender
Pupil premium lead	Rachel Blessing
Governor / Trustee lead	Caroline Emerton

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£16 590 FSM: £1480 x6 PPG (PLAC): £2570 x3
Recovery premium funding allocation this academic year	£0
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	£16 590

Part A: Pupil premium strategy plan

Statement of intent

Overall intent at Dovery Academy:
-Ambitious progress and attainment and for all.
-High quality teaching and learning.
-Personalised and inclusive learning.
-Addressing behaviour and attendance and providing support to all families.
-Data-driven and responding to assessment.
-Effective deployment of staff – developing roles and expertise.
-Clear, responsive leadership – high aspirations for all children at Dovery Academy.

Objectives of our strategy plan:
-The needs of those in receipt of Pupil Premium funding will be analysed and funding will be used appropriately to meet the needs of this group of pupils. Each pupil in receipt of Pupil Premium funding has a different set of needs and this must be taken into account.
-The Pupil Premium funding will be used for educational support to improve progress and raise attainment for these pupils. The funding will be used to reduce the difference between progress and attainment of those children in receipt of funding and those not in receipt of funding.
-Where and when applicable, Dovery Academy will use the Pupil Premium funding to address any inequalities between those children in receipt of funding and those who are not.
-The funding will be used to directly support those who need it the most and to have a significant impact in improving their education and lives.
-The funding will be used to support the 'whole' child and will be used for social, emotional, physical development as well as academic development where necessary.
- As part of a multi-academy trust Dovery are permitted to use the PP to support other pupils with identified needs, such as those who have or have had a social worker, or who act as a carer. It can also be used for whole class interventions which will also benefit non-disadvantaged pupils.

Strategies used to guide Dovery Academy's use of Pupil Premium:
-All interventions are evidence and research based.
-Pupil Premium will be clearly identifiable within the budget as proposed and actual expenditure.
-The Head teacher, senior leadership team and the Governing Body will decide how the Pupil Premium funding will be spent in the best interests of the children in receipt of funding.
-The Deputy Head teacher will monitor the attendance of the Pupil Premium children to evaluate and ensure time in school supports the decrease in any difference of progress/attainment.
-Data analysis will be used by class teachers and senior leaders to identify and close any 'gaps' in learning.
-Dovery Academy will assess what additional provision will be required for children in receipt of funding to enhance and improve the children's lives and education.
-Dovery Academy will be accountable for how the Pupil Premium funding has been spent and will report this to the Governing Body and parents as to how effective the Pupil Premium strategy has been.

-Information about how the Pupil Premium funding will be spent will be published on the school website.
-Parents, staff, senior leaders and governors will be made fully aware of the progress and attainment of pupil premium children.
-We will continuously strive to seek out intervention and support that will enhance the education and lives of the children in receipt of Pupil Premium funding.
-We will monitor, assess and review the impact of the Pupil Premium strategy to consistently ensure effective use of the Pupil Premium funding.

Challenges

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

Challenge number	Detail of challenge
1	Multiple significant vulnerabilities impacting on the Pupil Premium **children's emotional well-being** particularly in Y4, Y3, Y2, Y1: -Historic involvement with social services (child in need plans) -Previous support from Early Help and family support required. -Split households and difficulties between parental relationships. -Diagnosed medical conditions such as ASD. -Evidenced low self-esteem and anxiety; SEMH needs
2	Multiple significant vulnerabilities impacting on the Pupil Premium children's **capacity to progress and attain within age related expectations** particularly in Y1, Y2, Y3 and Y4: -Historic involvement with social services; child in need plans. -Previous support from Early Help and family support required. -Split households and difficulties between parental relationships. -Diagnosed medical conditions such as ASD -Evidenced low self-esteem and anxiety; SEMH needs
3	Significant difficulties in the family home; lack of parental involvement resulting in limited educational and emotional support impacting on educational attainment particularly in Y2.
4	Early Trauma and early childhood experiences, for some children, impacting on emotional and social development resulting in lack of engagement with learning and difficulties in accessing learning in a whole class environment particularly in Y1, Y2, Y3 and Y4.
5	Poor experience of play impacting on social and language development particularly in YR, Y1, Y2: -Impact of National COVID Lockdown and missed time in pre-school/nursery -Increased social distancing and decrease in social interaction during formative early years.
6	Multiple barriers to learning. Some disadvantaged pupils also have a SEND, or P/LAC or CIN/CP need.

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
Pupils eligible for pupil premium funding in Y1 will achieve the expected standard in the phonics screening test. Any pupils not achieving the expected standard in Y1 will do so in Y2.	-Deliver phonics program Essential Letters and Sounds daily. Boost with ELS phonics intervention where applicable – 1:1 intervention / boosting of ELS. -Continue to liaise with other schools within KST to develop phonics practise across schools and enhance staff CPD via links with English hub and liaison from EPA.
Any achievement gaps between pupils eligible for pupil premium funding and their peers will be identified and addressed. As a result pupils eligible for funding will make at least expected or accelerated progress.	-Skill and progression and knowledge mapped out through PKC curriculum that builds on knowledge and skills sequentially. -Assessment of foundation subjects within new curriculum – key assessment weeks/tasks built into PKC. -Continue assessment for Maths, reading and writing -Regular moderation meetings internally / with EPA. -Reading interventions for the lowest 20% (applicable to PPG in Y1/y3) -Targeted Maths support for ALL children (PPG children in Y1/Y2/Y3/Y4) -Individualised timetable and intervention delivered 1:1 for one child in Y1.
Pupils with identified SEMH needs will make at least good or accelerated progress due to targeted and focused support and interventions.	-Specific intervention timetable - Identification process and targeting to be reviewed by DHT/SENDCO. Boxall online to be used as a tool to assess target areas and to evaluate impact of intervention. -Further staff training and CPD; HT and SLT to signpost staff to free virtual training around SEMH needs and more specific training where needed eg ASD/ADHD etc -Communication and Interaction training for TAs SEPT 2024 (Lift off to language / Sail into sounds) -KST PSHE curriculum to continue to be embedded in all classes. Increases coverage and links to RSE policy. -SENDCO to refer to external agencies where necessary (PPG funding used for LC2 counsellor) and to signpost parents to organisations eg children's centre, health hub, CAMHS, CHUMs etc via email and on website. -KST behaviour policy to implemented across school. Parents to be informed of behaviour strategy and policy. -NEW VALUES (KST) to be further embedded in Sept 2024 across school and promoted to parents. School council to continue to act as well being ambassadors to promote values and support peers in applying the values.

Pupils eligible for Pupil Premium will be targeted for extra-curricular enrichment opportunities..	-New curriculum opportunities such as cookery, visits, trips, visitors, forest school to enhance spiritual, moral, cultural and social needs. -Additional TA roles to support SMCS needs specifically (lunchtime activities / play leads) -Subsidised payments for trips, visits, visitors, curriculum enrichment eg Forest School -School to support individuals eligible for PPG in liaison with families to enhance their opportunities to learn/progress/achieve and support SEMH needs.

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: **£285**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional Midday supervisor hours to support children with PP at lunchtimes: ***Weekly lunchtime club with TA***	Feedback from JIGSAW/Outreach team recognises importance of positive adult interactions for all children throughout the day but with specific focus on PP children with SEMH needs. JIGSAW/Outreach team have identified that scaffolding and modelling play for PP children with SEMH needs has positive impact on their emotional well being and emotional regulation.	1,5,6,7

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

Budgeted cost: **£8809.50**

£570 (38 weeks / 20 mins daily phonics intervention across one year group)

£114 (38 weeks / 20 mins a week lift off to language intervention across one year group)

£114 (38 Weeks / 20 mins a week FRIENDS program (PSEF intervention across one year group)

£114 (38 week / 20 mins a week speech sounds intervention across one year group)

£3562.50 (38 weeks / 75 mins targeted one to one support during whole class teaching to assist with accessing the curriculum across one year group)

£1200 (Cost of family support worker for the academic year)

£1425 (38 weeks / 30 mins daily phonics intervention across one year group)

£1710 (38 weeks / 45 mins a week Maths intervention across four year groups)

Activity	Evidence that supports this approach	Challenge number(s) addressed

SEMH one to one counselling/targeted support.	The Mental Health Foundation promotes the use of 'Talking Therapies': Talking therapy involves talking to a trained professional about your thoughts, feelings and behaviour. Describing what's going on in your head and how that makes you feel can help you notice any patterns you may want to change. It can help you work out where your negative feelings and ideas come from and why they are there. Understanding all this can help you make positive changes, take greater control of your life and improve your confidence.	1,2,3,4,6
Additional TA support in targeted Ks2 classes and Ks1 classes. **Identified pupils eligible for Pupil Premium are supported and specific intervention is delivered/planning adapted for specific children.**	Research carried out by the EEF states '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. Often interventions are based on a clearly specified approach which teaching assistants have been trained to deliver.'	1,2,4,5

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

Budgeted cost: £7495.50

£1282.50 (38 weeks / 45 mins a week SEMH intervention across three year groups)

£427.50 (38 weeks / 45 mins a week SEMH intervention across one year group)

£900 uniform allocation for the academic year 2024-2025

£3351.50 Proactive response to individual need - Individualised support for PPG pupils and families eg electronic devices, additional therapy/counselling, additional staffing costs for individualised intervention/tutoring etc

YR trips/enrichment - £109

Y1 trips/enrichment - £120 approx (x2 FSM) (Trinity TBC)

Y2 trips/enrichment - £47 (1 PPG)

Y3 trips/enrichment - £100 approx (1 PPG / 1 FSM) (Trinity TBC)

Y4 trips/enrichment - £480 (1 PPG) (Cost of residential included)

TOTAL trips/enrichment approx. - £859

£675 TA to support sports club (annual cost for 36 weeks)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional curriculum opportunities such as trips, visitors, forest school, cookery etc	Dovery Academy will support PP children with SMCS needs through a broad and exciting curriculum that provides additional opportunities. External Forest school provider will be bought in to support SMCS needs across YR-Y4 which will support PP children and all children's development in this area. Additional cookery activities will be planned into year group foundation subject plans to provide life skills and to support SMCS needs across Ks2 – specialist TA employed for this purpose. Funding for PP children available for trips and visitors to support curriculum learning.	1,2,3,6
Additional TA SEMH intervention: delivery of SEMH programmes with a focus on self-regulation.	Research carried out by the EEF states 'The average impact of metacognition and self-regulation strategies is an additional seven months' progress over the course of a year. Metacognition and self-regulation strategies can be effective when taught in collaborative groups so that learners can support each other and make their thinking explicit through discussion'	1,5,6
Additional TA support during Sports club – focus on promoting fitness and healthy lifestyle and providing opportunities to enhance skills in sports with a sports specialist.	Research carried out by the EEF states: 'There is a small positive impact of physical activity on academic attainment (+1 month). While this evidence summary focuses on the link between physical activity and academic performance, it is crucial to ensure that pupils access to high quality physical activity for the other benefits and opportunities it provides…. There is some evidence that involvement in extra-curricular sporting activities may increase pupil attendance and retention… There are wider benefits from regular physical activity in terms of physical development, health and wellbeing as well as other potential benefits have been reported such as improved attendance'.	1,2,3,4,6
Being proactively responsive to the individual children's needs eg one to one tutoring to 'close the gap' of attainment between the individual and their peers; funding additional staffing to provide SEMH intervention at lunchtime etc	Research carried out by the EEF states 'The average impact of metacognition and self-regulation strategies is an additional seven months' progress over the course of a year. Metacognition and self-regulation strategies can be effective when taught in collaborative groups so that learners can support each other and make their thinking explicit through discussion'	ALL areas

	Research carried out by the EEF states '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. Often interventions are based on a clearly specified approach which teaching assistants have been trained to deliver.'	

Total budgeted cost: £ *16 590*

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. (To be completed at the end of the academic year 2023-2024)

Phonics Screening 2023 - 2024

Passed	Failed
100% **All children in Y1 passed the phonics test this year.** **One child eligible for PP funding in Y1 passed the phonics test.**	**0%**

Early Year GLD – 2023-2024 (ACADEMIC YEAR)

	Reading	Writing	Maths	Overall
ELG 1 (emerging)	11%	14%	20%	24%
ELG 2 (expected)	89%	86%	80%	**76% GLD**

2023-2024 End of Year Progress/Attainment

YR - Two children eligible for FSM funding:

Child 1 progress/attainment –

	Reading	Writing	Maths	C&L – Listening, attention and understanding.	C&L - Speaking
Entry	N2S	N2S	N2S	N2S	N2S
MB	RE	RE	RE	RE	RE
LB	RE	RE	RE	RD	RD
TB	RD	RD	RD	RS	RS
ELG	1	1	1	2	2

Child 2 progress/attainment (PP + SEND E) –

	Reading	Writing	Maths	C&L – Listening, attention and understanding.	C&L - Speaking
Entry	Comprehension - N2E Word Reading – N2E	N2E	N2D	N2E	N2E
MB	Comprehension - N2S Word Reading – N2E	N2E	N2E	N2S	N2S
LB	Comprehension - RE Word Reading – N2E	N2D	N2S	N2S	RE
TB	Comprehension - RE Word Reading – N2E	N2D	N2S	N2S	RE
ELG	Comprehension - 1 Word Reading – 1	1	1	1	1

Y1 – One child eligible for PP funding:

R – 1E to 1S (Expected by end of Y1)

W – 1E to 1S (Expected by end of Y1)

M – RE to 1D (Teacher judgement working at expected in Maths)

Y2 – Two children eligible for PP funding:

-Child 1 progress/attainment – (PP + SEN K)

R – 1E to 1S + increased phonics score compared to Y1.

W – 1E to 1D

M – 1E to 2D (progress to be working within Y2 curriculum)

-Child 2 progress/attainment –

R – 1S to 2S

W – 1S to 2S

M – 1S to 2D

Y3 – One child eligible for PP funding:

R – 3E to 3S

W – 3E to 3S

M – 3E to 3S

Y4 – One child eligible for PP funding:

R – 3D to 4S

W – 2D to 3S

M – 3D to 4S

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

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

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

Further information (optional)

NB – This strategy sits alongside other identified funding streams e.g. SEND budget which complement each other and provide a comprehensive programme of support and intervention for our children.