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	*151*
Proportion (%) of pupil premium eligible pupils	*7.3% (11 children)*
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	*2025 - 2026*
Date this statement was published	*1.9.2025*
Date on which it will be reviewed	*1.9.2026*
Statement authorised by	*Sarah Cavender*
Pupil premium lead	*Rachel Blessing*
Governor / Trustee lead	*Andrew Brown* *Chris Tate – link PPG Governor*

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	*£20 010* *FSM: £12 120 x8 (£1515 per child)* *PPG (LAC/PLAC): £7890 x3 (£2630 per child)*
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*	*£20 010*

Part A: Pupil premium strategy plan

Statement of intent

Overall intent at Dovery Academy:
-Ambitious progress and attainment 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, YR:* *-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 YR, 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 Y3.*
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 YR, Y3 and Y4.*
5	*Poor experience of play impacting on social and language development particularly in YR, Y1:* *-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 where/when applicable eg all new staff to received ELS phonics CPD/training; current staff to receive support from school phonics lead etc*
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 / within KST.* *-Reading interventions for the lowest 20% (available to all children eligible for PPG YR–Y4).* *-Targeted Maths support for ALL children (PPG children in YR-Y4)* *-Individualised timetable and intervention delivered 1:1 for one child in Y2.* *Additional adult in YR mornings only to support YR PPG children with SEMH/C&L intervention and during whole class learning and explore time.*
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/EYFS development matters guidance 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 2025 (Lift off to language) and further internal support from trained staff to embed 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 and to signpost parents to organisations eg children's centre, health hub, CAMHS, CHUMs etc via email and on website.* *-KST behaviour policy implemented across school. Parents continue to be informed of behaviour strategy and policy.* *-Further embed pupil stakeholders such as well being ambassadors/school council/eco council in Sept 2025 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. *-THRIVE – existing member of staff to embark on training to further support SEMH/C&I needs across YR – Y4 (PPG funding to be used for cover to release member of staff for training).*
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.* *PPG fund available for 8 days of holiday club throughout the academic year SEPT 2025 – SEPT 2026 (To include summer holidays Aug 2026).*

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.*	*1,4,6,7*

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

Budgeted cost: **£11 403**

£1140 *(38 weeks / 20 mins = £570 x 2 daily phonics intervention across KS1 year groups)*

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

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

£4560 *(38 weeks / 2 hours targeted one to one support for 4 daysa week during whole class teaching to assist with accessing the curriculum within YR)*

£1425 *(38 weeks / 30 mins daily phonics intervention across KS2 year group)*

£1710 *(38 weeks / 45 mins a week Maths intervention across four year groups Y1 - Y4)*

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*	*1,2,3,4,6*

	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.*	
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.'*	*1,2,3,4,5,6*

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

Budgeted cost: £10 662

(£20 010 - £16 122 = £3888 for responsive fund)

TOTAL: £ 3888 *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 (Potential cost for electronic devices for individuals, additional MDSA to run lunchtime club, NEW communication and language intervention eg Talk Boost at £1000 etc)*

TOTAL: £6774

£2200 *8 days of holiday club per child at a cost of £25 per day from SEPT 2025 – End of August 2026.*

£1425 *(38 weeks / 30 mins a week SEMH intervention across YR - Y4)*

£1100 *uniform allocation for the academic year 2025 – 2026 (11 children - £100 per academic year towards uniform)*

YR trips/enrichment - £52 in total x2 = **£104 (1 FSM/1 PPG)**

Y1 trips/enrichment - **£25** *(1 FSM - based on 2 planned trips/visits)*

Y2 trips/enrichment - £65 X 3 = **£195** *(3 FSM)*

Y3 trips/enrichment - £75 x2 = **£150** *(1 PPG / 1 FSM – based on 3 planned trips/visits)*

Y4 trips/enrichment - £45 + £480 residential x3 = **£1575** *(1 PPG/1 FSM)*

TOTAL trips/enrichment approx. - **£2049**

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.* *Funding for PP children to attend up to 8 days of holiday club throughout the academic year Sept 25 – End of August 26.*	*1,2,3,4,6*
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'*	*1,2,3,4,6*
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	*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*

intervention at lunchtime etc **(Additional MDSA to support EYFS/Additional C&L intervention)**	*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: £ *20 010*

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 **2024 to 2025** *academic year. (To be completed at the end of the academic year 2024-2025)*

Phonics Screening 2024 - 2025

Y1	**90% PASS (27 children)** **10% Working towards* (3 children)**
One child achieved a score of 31 out of 40 – Emerging at end of YR; received daily phonics intervention and made accelerated progress throughout Y1. **One child achieved a score of 27 out of 40 – New to Dovery at the start of Y1; received daily phonics intervention and made accelerated progress throughout Y1.** **One child with EHCP did not complete the assessment due to his SEMH needs. Child has individualised timetable with daily phonics, is retaining ALL phase 2 GPCs and over half of phase 3 GPCs which is evidence of accelerated progress from end of YR. Child is also blending to read using phase 2 GPCs and is reading half of the phase 2 words on phonics tracker.**	

Early Year GLD – 2024-2025 (ACADEMIC YEAR)

	Reading	*Writing*	*Maths*	*Overall*
ELG 1 (emerging)	*7%*	*7%*	*7%*	*7%*
ELG 2 (expected)	*93%*	*93%*	*93%*	*93%*

2024-2025 End of Year Progress/Attainment

YR - *One child eligible for FSM funding achieved Reception Developing in R,Wr and Maths – made progress throughout the year but did not quite achieve a good level of development. Child is on the SEND register for cognition and learning needs; received daily phonics intervention and weekly maths/reading intervention.*

Can recognise 100% of phase 2 GPCs and 55% of phase 3 GPCs. Can read 100% of phase 2 words on phonics tracker and 25% of phase 3 words – next steps to read words with known digraphs and harder to read and spell words. Further phonics and writing targets to be on SEND plan in Y1 with targeted intervention.

Y1 – *Three children eligible for FSM funding and they achieved:*

READING:

One child = Y1 emerging

One child = Y1 developing

One child (EHCP) - YR developing

WRITING:

One child = Y1 emerging

One child = Y1 developing

One child (EHCP) - YR developing

MATHS:

One child = Y1 secure

One child = Y1 developing

One child (EHCP) - YR secure

Y2 – *One child eligible for PP funding and they achieved:*

READING: *Y2 secure*

WRITING: *Y2 secure*

MATHS: *Y2 emerging*

Y3 – *One child eligible for PP funding and they achieved:*

READING: *Year 2 secure*

WRITING: *Year 2 secure*

MATHS: *Year 2 secure*

Y3 - *Two children eligible for FSM funding and they achieved:*

READING: *one child achieved Y3 emerging / one child achieved Y2 developing (both new to Dovery at start of Y3)*

WRITING: *one child achieved Y2 developing / one child achieved Y2 developing (both new to Dovery at start of Y3)*

MATHS: *one child achieved Y2 mastery / one child achieved Y2 secure (both new to Dovery at start of Y3)*

Y4 – *One child eligible for PP funding and they achieved:*

READING: *one child achieved Y4 secure.*

WRITING: *one child achieved Y4 secure.*

MATHS: *one child achieved Y4 secure.*

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.