

Pupil premium strategy statement –Dove Holes C of E Primary School 2024-2027

Before completing this template, read the Education Endowment Foundation's [guide to the pupil premium](#) and DfE's [pupil premium guidance for school leaders](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium on, within the framework set out by the menu.

All schools that receive pupil premium are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school (2024/2025)	54
Proportion (%) of pupil premium eligible pupils (2024/2025)	18
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024-2027
Date this statement was published	2024
Date on which it will be reviewed	2025,2026,2027
Statement authorised by	J. Handley
Pupil premium lead	J. Handley
Governor / Trustee lead	E. Drake

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (2024/2025)	£26,640
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year (2024/2025) <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£26,640

Part A: Pupil premium strategy plan

Statement of intent

You may want to include information on:

- *What are your ultimate objectives for your disadvantaged pupils?*
- *How does your current pupil premium strategy plan work towards achieving those objectives?*
- *What are the key principles of your strategy plan?*

Challenges

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

Challenge number	Detail of challenge
1	Reading Attainment and Writing Skills
2	Support and Guidance in Learning
3	Engagement and Participation in Education
4	Large/multi age mixed classes
5	

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
Improve reading attainment for disadvantaged children particularly in KS2	• Increase in pupils achieving ARE and GD in statutory assessments • Improved pupil fluency and confidence in lessons • Evidenced progress in books over time
Raise standards in Writing through improved vocabulary, composition and transcription	• Evident improvement in writing quality across all books • Increase in pupils achieving ARE and above

	• Greater consistency and accuracy in assessment
Strengthen the quality of support and guidance in learning, especially for disadvantaged and SEND pupils Increase pupil engagement and participation in education, particularly for persistently absent and disengaged pupils	• Improved outcomes for SEND and Pupil Premium pupils • Increased parental involvement evidenced in attendance logs • Pupil targets met or exceeded • Reduction in persistent absence by 5% • Improved pupil attendance and punctuality • High levels of pupil satisfaction and involvement in school life

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Challenge	Tier 1: High-quality teaching	Tier 2: Targeted academic support	Tier 3: Wider strategies
Guided Reading	Invest in professional development for teachers in effective guided reading strategies, focusing on using methods validated by the DfE, which highlight the use of systematic and structured approaches to reading comprehension. These methods have been linked to improved reading outcomes as per the Education Endowment Foundation (EEF).	Implement small group tuition focusing on reading, facilitated by trained teaching assistants or through the National Tutoring Programme (NTP). This has been shown to significantly improve reading fluency and comprehension, especially for disadvantaged pupils.	Enhance access to diverse reading materials and set up reading clubs that encourage discussion and deepen understanding, potentially extending school library hours or creating book swaps to foster a community of reading beyond the classroom.
Writing Skills	Development and implementation of a mastery approach to teaching writing, which includes training teachers on specific writing frameworks and techniques that encourage clarity, coherence, and creativity in student writing. Such frameworks are backed by research from literary experts and the EEF, showing improvement in writing skills among students.	Provide one-to-one writing support sessions that focus on students' individual needs, utilising evidence-based strategies such as explicit instruction in writing strategies, which has been shown to significantly aid writing development.	Offer workshops and activities that boost writing confidence, such as drama clubs and public speaking workshops, to help students articulate their thoughts and emotions more effectively, thereby enhancing their writing skills.
Support and Guidance in Learning	Deployment of technology that supports diagnostic assessment to better understand pupil needs and tailor teaching accordingly. This is based on findings that targeted use of assessment tools leads to better understanding of pupils' academic needs and subsequent tailoring of instruction to meet those needs.	Set up mentoring schemes where more experienced or higher achieving pupils support their peers under the guidance of a trained facilitator, aiming to target specific learning challenges. This peer tutoring approach has been supported by EEF research demonstrating enhanced learning outcomes through peer interactions.	Establish parent engagement initiatives that support learning at home, including workshops that teach parents effective tutoring techniques, communication strategies, and ways to create supportive learning environments based on EEF guidelines.
Engagement and Participation in Education	Training for teachers in engagement techniques, such as interactive teaching methods and the use of IT to make lessons more interactive and relatable to real-life contexts. This follows evidence suggesting that active learning strategies improve student engagement and participation.	Introduce structured group activities or projects that require active participation and foster skills such as teamwork, problem-solving, and communication. This approach is supported by evidence suggesting collaborative learning boosts engagement and academic achievement.	Support the organisation of school-wide competitions, sports events, and creative showcases that encourage participation and cultivate a sense of community and school spirit, which can indirectly boost academic engagement and participation.
Large Mixed Age Classes	Investment in additional support/teaching staff and training focused on differentiating instruction in mixed age groups,	Deployment of teaching assistants who are specifically trained to manage the dynamics of large mixed	Facilitate extra-curricular activities that group students by interest rather than

	which involves strategies for catering to diverse age groups within a single classroom setting. Strategies such as station teaching or rotational models have been found effective.	age classes, focusing on addressing the varied learning needs of different age groups within these settings.	age, allowing different age groups to interact and learn from each other in a less formal environment, thereby enhancing social and cognitive development across age groups.
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Total budgeted cost: £ £26,640

Part B: Review of the previous academic year

NB: Our data / evaluations can not be published to protect student privacy and prevent identification. This is to ensure statistical disclosure control and avoid potential breaches of confidentiality.

Outcomes on the previous strategy were evaluated as 'on track'.

Outcomes for disadvantaged pupils

Outline the performance of your disadvantaged pupils in the previous academic year and explain how it has been assessed. You should draw on:

- *Data from the previous academic year's national assessments and qualifications, once published.*
- *Comparison to local and national averages and outcomes achieved by your school's non-disadvantaged pupils (a note of caution can be added to signal that pupils included in the performance data will have experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils and schools differently).*
- *Information from summative and formative assessments the school has undertaken.*
- *School data and observations used to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing*

You should state whether you are on target to achieve the outcomes of your strategy (as outlined in the Intended Outcomes section above) and outline your analysis of what aspects of your strategy are/are not working well.

If last year marked the end of a previous pupil premium strategy plan, you should set out your assessment of how successfully the intended outcomes of that plan were met.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider

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Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year**

The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.