

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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	Dove House School Academy
Number of pupils in school	215 (KS3/4)
Proportion (%) of pupil premium eligible pupils	41% (89)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Olly Parker, Headteacher
Pupil premium lead	Karen Ollive
Governor / Trustee lead	Juliet Annesley Gamester

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£76,105 (estimate)
Recovery premium funding allocation this academic year	£21,750
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	£97,855

Part A: Pupil premium strategy plan

Statement of intent

Our aim is to use pupil premium funding to help us achieve and sustain positive outcomes for our disadvantaged pupils.

At the heart of our approach is high-quality teaching focussed on areas that disadvantaged pupils require it most, targeted support based on robust diagnostic assessment of need, and helping pupils to access a broad and balanced curriculum.

Although our strategy is focused on the needs of disadvantaged pupils, it will benefit all pupils in our school where funding is spent on whole-school approaches, such as high-quality teaching. Implicit in the intended outcomes detailed below, is the intention that outcomes for non-disadvantaged pupils will be improved alongside progress for their disadvantaged peers.

We will also provide disadvantaged pupils with support to develop independent life and social skills and continue to ensure that high-quality work experience, careers guidance and further and higher education guidance is available to all.

Our strategy is integral to wider school plans for education recovery, notably through engagement with additional literacy support for pupils, including non-disadvantaged pupils.

Our strategy will be driven by the needs and strengths of each young person, based on formal and informal assessments, not assumptions or labels. This will help us to ensure that we offer them the relevant skills and experience they require to be prepared for adulthood.

Challenges

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

Challenge number	Detail of challenge
1	The majority of students join the school with very low literacy scores (47% of Y7 arrived with a reading age below 8yrs, 69% of Y7 arrived with a spelling age below 8yrs)
2	The majority of students join the school with very low numeracy scores (67% of Y7 arrived with a numeracy age below 8yrs)
3	The majority of students join the school with poor social and communication skills

4	Many families are unable to support their sons/daughters to access appropriate services.
5	Due to the anxieties and worries brought on by the many changes in school provisions due to Covid our pupils have greater emotional needs
6	A number of students struggle to self-regulate due to more complex needs requiring additional therapeutic input

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
Improved reading scores	Targeted pupils make progress in their reading age enabling them greater access across the curriculum
Improved numeracy scores	There is no disparity in maths progress when compared to non- disadvantaged pupils
Pupils have greater confidence and independence to help them engage more with the wider community and prepare for adulthood	Pupils make progress on their development trackers.
Parents are supported in accessing services in order to better support their child	Pupils/ parents access relevant services enabling them to become more independent as demonstrated by outcome
Pupils have access to regular wellbeing support	Behaviour for learning improved
Pupils develop self-regulation strategies	Behaviour for learning improved

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: **£80968**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continuation of PALs department (Pupil additional Literacy support) 2 x teacher specialist in SpLd (3/5) to provide intensive programme of literacy support to identified pupils.	<p>Pupils improved reading skills enable them to access many areas of the curriculum and gain higher accreditation.</p> <p>To develop independence skills</p> <p>Understanding the meaning of a text requires a combination of word recognition and language comprehension:</p> <p>Learning to Read: “The Simple View of Reading” National Center on Improving Literacy</p> <p>Phonics/EEF (educationendowmentfoundation.org.uk)</p>	1
Implement high frequency word programme and deliver CPD to LSAs to deliver	<p>Evidence from cognitive science suggests that teachers must carefully introduce new content to pupils to ensure they can reference this against existing knowledge:</p> <p>Cognitive Load Theory and its application in the classroom – The Early Career Hub (chartered.college)</p>	1
Ensure LSA employed for each tutor group to support HFW, reading and numeracy support	<p>Pupils improved reading skills enable them to access many areas of the curriculum and gain higher accreditation.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	1, 2
Appointment of a wellbeing support	<p>Specialist mental health support in school to reduce the demand on the CAMHS service.</p> <p>Social and emotional learning/EEF(educationendowmentfoundation.org.uk)</p>	5, 6

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

Budgeted cost: £3173

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>EPIC programme delivered across all year groups</p>	<p>Alex Kelly Talk about programme</p> <p>Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions.</p> <p>SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	<p>3</p>
<p>Individual reading intervention through PALS (8 pupils/ year group) who demonstrate a low reading age</p>	<p>Pupils are not able to access all areas of the curriculum without a good grasp of reading.</p> <p>Reading is a life skill that is required in society and supports pupils ability for employment and keeping safe from exploitation.</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 3</p>
<p>Additional GCSE after school club with funding for LSA to support</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>2</p>

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

Budgeted cost: £18000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enhancing the sensory regulation equipment and strategies available for PP learners with enhanced sensory needs, including autism. We will also fund staff training.	We have observed that sensory equipment and resources such as mattresses, lap pads, tunnels, weighted jackets and additional proprioceptor equipment can be effective at providing support for our pupils with sensory needs. Sensory diets enable pupils to access the curriculum more effectively	6
Parent Partnership officer to work with parents and carers to support with external services such as PIP and DLA applications; bus passes	The NSPCC recommends parents and carers work with their children to create routines that provide structure to their day, partake in activities together, and assist children in expressing their emotions: Supporting children with special educational needs and disabilities NSPCC	4
Wellbeing support available for all	Raised aspirations, improved mental health and self esteem to enable readiness for learning. Social and emotional learning/EEF(educationendowmentfoundation.org.uk)	4, 5, 6

Total budgeted cost: £102141

This means a shortfall of £4286 which the school will provide from other funding streams.

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 2020 to 2021 academic year.

Our internal assessments during 2020/21 indicated that disadvantaged pupils academic and wider development outcomes were in general below what was anticipated. Despite being on track initially, the outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were therefore not fully realised.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact. This disrupted the teaching of all subject areas and had a negative impact on most pupils' development to varying degrees, particularly in limiting opportunities to progress social and communication skills and independence.

We mitigated the impact on academic outcomes by our resolution to maintain a curriculum, even when pupils were not in school, via resources provided by our staff and provision of laptops to enable pupils to access online learning platforms. Teams meetings between pupils and teachers as well as telephone conversations and differentiated work packs aligned with on line lessons.

The impact of all of these challenges was greatest on our disadvantaged pupils, as has been evidenced across the country, and they were not able to benefit from our pupil premium funded improvements to teaching or targeted interventions to the degree that we intended such as afterschool clubs, breakfast clubs and parent coffee mornings.

Last year's aims and outcomes show an improvement in reading age progress (75% of Y7 with a reading age below 8yrs made progress) and Maths age progress (96% of Y7 with Numeracy age below 8yrs made progress). There have also been notable improvements in social skills however there is much work still to do to repair the disruption of being out of education for a sustained period of time due to the pandemic, both in terms of academic endeavour and pupils social and emotional mental health – this is addressed in our School Improvement Plan.

Externally provided programmes

Programme	Provider
My Maths	Oxford University Press
Education City	Education City

Relax Kids	Relax Kids
Nessy	Nessy Learning Ltd
Lexia	Lexia UK
Star spell	Starspell
Primary Games (Maths)	Primary Games Ltd
Wordshark	Wordshark
ClaroRead	Claro
Spellmate	The dyslexia shop

Service pupil premium funding (optional)

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

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that we are not funding using pupil premium or recovery premium. That will include:

- Working in partnership with local colleges to provide opportunities such as taster courses, link programmes and mentoring to enable young people with SEN to familiarise themselves with the college environment and gain some experience of college life and study.
- Arranging work-based learning that enables pupils to have first-hand experience of work, such as apprenticeships, traineeships, and supported internships.