

# Pupil premium strategy statement

2025-2026



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	Dovers Green School
Number of pupils in school	202
Proportion (%) of pupil premium eligible pupils	24 children – 12%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023 - 2026
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Nicki Starling
Pupil premium lead	Rachel Moxley
Governor / Trustee lead	Brett Hamblin

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£41,196
Pupil premium funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	<b>£41,196</b>

# Part A: Pupil premium strategy plan

## Statement of intent

At Dovers Green our objective for all pupils, including those who are disadvantaged, is rooted in our school vision: 'To help every child to achieve their greatness by making excellent academic, personal, social and emotional progress so that they can thrive in the next stage of their lives. We want our children to leave Dovers Green with happy memories of their time with us and the confidence to pursue their dreams. We aim for our children to leave us as kind, caring, resilient and ambitious people who understand that, 'We are all special and we are all different.' To help every child achieve their greatness, individual needs are identified early and evidence-based interventions are deployed where needed. Our goal is to use the pupil premium funding to close the gap and improve outcomes for our disadvantaged children and to ensure greater equity through:

- High quality teaching
- Providing targeted interventions
- Using a wide range of strategies to overcome barriers to learning

### High quality teaching:

Our aim is to:

- Ensure that staff are trained in using guided writing to raise progress and attainment in writing.
- Ensure that staff embed the use of high quality adaptive teaching strategies to improve the quality of teaching and learning, particularly in areas of literacy.
- Ensure that all classrooms are fully inclusive and consistent across all classrooms, so that all children can flourish in a calm and orderly learning environment.
- Ensure that all staff receive regular high quality phonics training.
- Ensure that all children, including those with dual vulnerabilities, are fully supported based on their individual needs.
- Continue to develop and improve our carefully sequenced and progressive curriculum, with particular attention given to the mixed KS1 curriculum, so that it continues to be broad, balanced, engaging and exciting.

### Providing targeted interventions:

Our aim is to:

- Ensure pupil premium children receive targeted support during phonics and maths lessons where they are not necessarily taught by their own class teacher. Teachers can designate "*spotlight children*" whose progress is closely monitored throughout the session. By identifying specific children in advance, staff can intentionally direct questioning, provide scaffolded tasks and offer immediate feedback that meets their individual learning needs.
- Have a good understanding about each individual pupil premium child's barriers to learning and carefully plan targeted interventions to overcome these.
- Offer high impact interventions with a particular focus on speech and language and literacy skills.

### Using a wider range of strategies to overcome barriers to learning:

Our aim is to:

- Ensure that all staff are trained in the *Six Principles of Nurture* so that pupil premium children have a sense of belonging and receive individualised support to foster their emotional and academic growth.

- Assess and remove any emotional barriers for our children, so that they can fully access the curriculum and make good rates of progress.
- Engage the pupil premium children in a wider range of activities, to develop their knowledge, understanding and skills in a variety of different areas.
- Improve the levels of parental engagement, so that the children are supported at home and have a higher chance of success.
- Improve the levels of attendance and punctuality for our pupil premium children, so that they are more likely to succeed academically.

## Challenges

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

Challenge number	Detail of challenge
1.	<p><b>Need for accelerated progress and improved attainment in literacy</b></p> <p>In July 2025, data showed that PP children:            Y2 –44% achieved ARE in Reading and 56% achieved ARE in Writing.            Y1 –60% achieved ARE in Reading and 40% achieved ARE in Writing.            EYFS – 63% met the ELG for Listening and Attention, Speaking, Gross Motor and Fine Motor and only 13% (1 child) met the ELG for Word Reading and Writing.</p>
2	<p><b>Increased number of Pupil Premium children who are also SEND.</b></p> <p>In 2025-2026, 46% of our Pupil Premium children are also SEND.            11 out of 24 children</p>
3	<p><b>Poor attendance and punctuality</b></p> <p>At the end of July 2024, whole school attendance was 93.9%. Attendance for Pupil Premium children was 84.6%.</p>
4	<p><b>Lack of parental engagement</b></p> <p>Attendance at school events from Pupil Premium families is often low, and many parents' own past experiences of schooling can make it harder for them to build positive connections with the school.</p>
5	<p><b>Increased mental health, behaviour needs and emotional needs</b></p> <p>Our assessments and observations have identified social and emotional issues for many pupils, and some children have under-developed behaviour for learning skills, which will impact on their ability to reach their full potential and therefore their progress academically.</p>
6	<p><b>Ensuring equal opportunities so all children can access all aspects of school life</b></p> <p>Some families need support to ensure their children can fully access school life and are ready to learn: having breakfast, owning a school uniform, attending school trips/ clubs and participating in other extra-curricular opportunities.</p>

## 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
<p>1. Raised attainment and accelerated progress for all pupil premium children in all areas of literacy.</p>	<p><u>KS1</u>: All non-SEND pupil premium children will meet ARE in spoken language, reading and writing at the end of the school year. All pupil premium children make at least expected progress across the year. Year One phonics screening check results show all pupil premium pupils meet or exceed the pass mark.</p> <p><u>EYFS</u>: All pupil premium children will meet the expected level in Communication and Language, unless they have an identified speech and language need. All non-SEND pupil premium children will meet the expected level in comprehension, word reading and writing.</p> <p><u>ASD unit</u>: All pupil premium children in the ASD unit will meet their personalised targets in all areas of literacy.</p> <p>Early recognition of speech and language needs through timely diagnostic assessments at the start of the year.</p>
<p>2. Raised attainment and accelerated progress for all pupil premium children, who are also SEND, in all areas of literacy.</p>	<p>All pupil premium children with SEND, will meet their personalised ISP targets throughout the year. All pupil premium children with SEND will make at least expected progress across the year, from their individual starting points, in all areas of literacy.</p> <p><u>ASD unit</u>: All pupil premium children in the ASD unit will meet their personalised targets in all areas of literacy.</p>
<p>3. Improved attendance and punctuality of all pupil premium children.</p>	<p>Attendance of the pupil premium children will improve to be in line with mainstream attendance levels. The attendance of children identified as being persistently absent will improve. The punctuality of children identified as being persistently late will improve.</p>
<p>4. All pupil premium parents are more engaged and involved in all aspects of their child's learning journey.</p>	<p>The attainment and progress for all identified pupil premium children will improve, as a result of increased parental engagement and support from home.</p>
<p>5. Improved emotional and mental health and behaviour for all pupil premium children to enable them to make good progress in learning.</p>	<p>The attainment and progress for all identified pupil premium children, who access support for mental health, emotional needs and behaviour needs will improve.</p>
<p>6. All pupil premium families feel supported.</p>	<p>Robust support for families in relation to sign posting and accessing internal and external support. For example, through Early help</p>

	referrals, referrals to parenting courses focused on neurodiversity (such as ADHD and ASD), the Parenting Puzzle programme, food banks, and charities.
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## 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.

## Teaching (for example, CPD, recruitment and retention)

**Budgeted cost: £13,629**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Improving attainment in literacy in KS1</b></p> <p>Regular, planned CPD for teachers and teaching assistants to improve the quality of teaching and support for the children, particularly in areas of <b>Adaptive and Responsive Teaching</b> (PACE model) which will contribute to our improvement in literacy.</p> <p>Training on effective use of <b>guided writing</b> to focus on improving or embedding specific literacy targets.</p> <p><b>Retrieval opportunities</b> to be planned in, to support the children in knowing more, and remembering more.</p>	<p><a href="#">UConn Neag School of Education Journal Spring 2024 Issue</a></p> <p>A recent paper by Simmers &amp; Massey, 2024- Neuroscience Concepts Supporting Teachers' Adaptive Expertise' suggests that effective adaptive teaching is underpinned by an understanding of the brain's role in learning.</p> <p><a href="#">Literacy KS1 Guidance Report 2020.pdf</a></p> <p>The EEF Improving Literacy in KS1 guidance report outlines the importance of prewriting activities. Use high quality collaborative writing activities to identify key features. To encourage resilience, teachers should break the plan into small sections, modelling one section at a time. Whilst writing, children should be encouraged to use word banks, sentence stems, and scaffolds to support ambitious choices and sequencing in their work. Where possible, the scaffolds are dual coded so there is a visual cue as well as a language one. At Dovers Green we use InPrint visuals to enhance our word mats.</p> <p><a href="#">High-quality teaching   EEF</a></p> <p>Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.</p> <p><a href="#">Cognitive science approaches in the classroom - A review of the evidence.pdf</a></p> <p>Teachers to plan varied retrieval activities to help the children remember more. Cognitive science informs us that memory has a 'strength', referring both to how easily something can be recalled and how deeply information is embedded. When content is studied and recalled, both types of memory strength increase, meaning that information is more easily accessible and that this accessibility is more durable.</p>	1, 2

Investment in <b>RWI phonics</b> training and online assessment. Termly RWI phonics training to support reading.	<a href="#">Phonics   EEF</a> The EEF states: 'Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.' Explicit phonological process based training and scaffolded instructional support linked to invented spelling strengthen phonemic segmentation ability and letter-sound knowledge, two of the foundational skills and concepts upon which early literacy development is based. <a href="https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/early-literacy-approaches">https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/early-literacy-approaches</a>	1, 2
<b>Inclusive Classrooms</b>  Training on maintaining <b>inclusive classroom environments</b> . Focus on consistency across classrooms.  Share good practise and review implementation of approach during staff training sessions.	<a href="#">How to Reduce the Cognitive Load on Middle and High School Students During Lessons   Edutopia</a>  Same messages apply to KS1 classrooms. Children will benefit from staff training on reducing extraneous cognitive overload eg explicit teaching, reducing unnecessary clutter in the classroom, nurture every child's sense of belonging, reduce text in an activity.  A research report from the University of Birmingham, (August 2018) titled 'Implementing inclusive education: <a href="https://assets.publishing.service.gov.uk/media/5c6eb77340f0b647b214c599/374_Implementing_Inclusive_Education.pdf">https://assets.publishing.service.gov.uk/media/5c6eb77340f0b647b214c599/374_Implementing_Inclusive_Education.pdf</a>	1, 2
<b>SENCO Support</b> –termly ISP meetings to support SEND children, including PP & SEND. Additional support available where needed, including the purchase of resources.	<a href="#">Special Educational Needs in Mainstream Schools   EEF</a>  In 2025-2026, 46% of our Pupil Premium children are also SEND (11 out of 24 children). Teachers to use the graduated approach of the 'assess, plan, do, review' approach to understand individual pupil's learning needs.	1, 2, 3
Release of <b>subject leaders to improve the quality of teaching and learning</b> in all subject areas, including SEND provision, so that our curriculum remains broad and balanced, and enables access for all. This includes particular focus on ensuring the KS1 mixed year 1/2 curriculum is aspirational.	<a href="#">Teaching and Learning Toolkit   EEF</a> <a href="#">A School's Guide to Implementation   EEF</a>  The EEF highlights the importance of leadership and coaching for improving teaching. Effective subject leaders are instrumental in promoting evidence-based teaching practices.	1, 2

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

**Budgeted cost: £12,661**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Pupil Premium progress meetings</b> – personalised	At Dovers Green, the Pupil Premium leader holds termly meetings to discuss each individual pupil premium child. In	1, 2, 3, 4, 5,

<p>targets and interventions planned.</p>	<p>these meetings, as well as discussing attainment and progress, we think about the whole child with regards to their social and emotional needs, wider family needs, wider curriculum needs and most importantly their individual barriers to learning. Targeted support is planned and implemented for each individual and the impact is measured at each subsequent meeting. The evidence provided for our planned targeted support can be found below.</p>	
<p><b>Small group interventions</b> to support reading and writing:</p> <p><i>Class teacher support in class – guided teaching groups and RWI phonics taught in small targeted groups.</i></p> <p><i>Additional phonics sessions</i></p> <p><i>Daily phonics flashcards in the provision</i></p> <p><i>Additional blending practise 1:1</i></p> <p><i>Additional reads</i></p> <p><i>Repeat read sessions focusing on pace and fluency</i></p> <p><i>RWI 1:1 Tutoring</i></p> <p><i>Fine Motor Support</i></p> <p><i>Nessy intervention</i></p> <p><i>ISP support</i></p> <p><i>Sentence Writing Groups</i></p> <p><i>SALT sessions</i></p> <p><i>Pre-teaching sessions</i></p>	<p>The EEF teaching and learning toolkit shows that the effectiveness for reading comprehension strategies is +6 months.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p> <p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p> <p>In 2022, the EEF published an independent evaluation of Read, Write, Inc. Phonics. The evaluators found some evidence that pupils eligible for free school meals (FSM) responded particularly well to Read Write Inc. Phonics made, on average, three months more progress than pupils who were not offered the programme.</p> <p><a href="https://educationendowmentfoundation.org.uk/news/eef-publishes-independent-evaluation-of-read-write-inc-phonics-and-fresh-start">https://educationendowmentfoundation.org.uk/news/eef-publishes-independent-evaluation-of-read-write-inc-phonics-and-fresh-start</a></p> <p>Teaching assistants can provide a large positive impact on learner outcomes. Positive effects have been found where teaching assistants deliver high-quality structured interventions which deliver short sessions, over a finite period of time, and linking to classroom teaching:</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a></p> <p>Children from disadvantaged backgrounds often have less exposure to rich language environments in their early years compared to their more advantaged peers. Pre-teaching vocabulary not only aids in the development of language skills but also enhances cognitive, social and emotional growth.</p> <p>EEF Developing vocabulary in early years education:-</p> <p><a href="https://educationendowmentfoundation.org.uk/early-years/literacy/developing-vocabulary-in-early-years-education">https://educationendowmentfoundation.org.uk/early-years/literacy/developing-vocabulary-in-early-years-education</a></p>	<p>1, 2</p>
<p>Purchase of additional RWI resources to support phonics and reading, where needed.</p>	<p>The EEF states, 'Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.'</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p>	<p>1, 2</p>

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

Budgeted cost: £14,906

The guidance reports that, 'With explicit teaching and feedback, disadvantaged pupils are more likely to use self-regulation strategies independently and habitually, enabling them to manage their own learning and overcome challenges themselves in the future.'

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Whole School training on embedding the Six principles of Nurture so that every child has a sense of belonging and where necessary, receives individualised support to foster their emotional and academic growth.</p> <p>Teacher training in staff meetings and TA training sessions on providing Logical Consequences as a Restorative strategy.</p> <p>Boxall Profiles will be generated for children that have been identified as needing support with their social, emotional or behavioural development. Targets will be identified, reviews and assessed throughout the year.</p> <p>Young carers group continue to support these children.</p> <p>Young carers – half an hour of Nicki and Lisa B every other week.</p>	<p>Nurture UK report that 43% of children with high levels of social, emotional and behavioural difficulties do not access any form of wellbeing or mental health support – either at school or outside.</p> <p><a href="#">Why uniting the whole school community around disadvantage...   EEF</a></p> <p>This recent article by the EEF explains that in order to support disadvantaged pupils, a thorough exploration of the challenges these pupils face is critical. These may include academic, emotional, behavioural and environmental barriers, such as limited access to resources, unstable routines or poor health and wellbeing. A precise understanding helps ensure support is well targeted and meaningful.</p> <p><a href="#">The Relationship Between Restorative Practices and Consequences   The International Educator (TIE Online)</a></p> <p>This article explain the relationship between Restorative Practices and consequences. Logical Consequences play an important role in stimulating reflection, accountability, fairness, and individual growth, all of which increase the likelihood of positive behaviour and change.'</p> <p><a href="#">The Boxall Profile®, leading tool to assess the SEMH needs of children - nurtureuk</a></p> <p>A Nurture Hub, called The Nest, will support identified children in the afternoons.</p> <p><a href="#">being-a-young-carer-is-not-a-choice--its-just-what-we-do---final-uk-report-(english).pdf</a></p> <p>In 2023 the Carers Trust found that more than half of young carers and young adult carers (51%) care for 20-49 hours each week. This can take it's toll on a child's mental well-being and therefore our Young Carers group provides an opportunity to build positive relationships with our Young Carers.</p>	5
<p>Weekly pastoral care meetings to discuss and act</p>	<p>At Dovers Green, we hold weekly care meetings, where any concerns about individual children are discussed. This includes safeguarding, home circumstances, attendance,</p>	3, 4, 5

upon any concerns regarding individual children	punctuality and any behaviour concerns. During these meetings, children may be identified for the wider strategies as evidenced below.	
Drawing and Talking and ELSA interventions for children who are finding it challenging to access the curriculum, due to social, emotional and/ or behavioural needs.	<p>Social and emotional learning has a moderate evidence base. Targeted approaches are typically higher than universal approaches but effective implementation is likely to require a combination of the two. The research from the EEF states that: 'children from disadvantaged backgrounds have, on average, weaker social and emotional learning (SEL) skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment. 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><a href="#">Improving Social and Emotional Learning in Primary Schools   EEF</a></p> <p>EEF Teaching and learning toolkit: Social and Emotional Learning</p> <p><a href="#">Social and emotional learning   EEF</a></p>	5
<p>Employment of Home School Link Worker for one morning per week, to support families with their individual circumstances or challenges.</p> <p>Use of Home School Link Worker to specifically target the attendance and punctuality of the pupil premium children.</p>	<p><a href="#">Parental engagement   EEF</a></p> <p>Focused intensive support can have a positive impact on a child's progress. The HSLW can provide advice and signpost families for additional support.</p> <p><a href="#">Behaviour interventions   EEF</a></p>	3, 4, 5
<p>Curriculum enrichment opportunities:</p> <p>All pupil premium children offered one funded place in external extra-curricular clubs for one term.</p> <p>Targeted financial support to be offered to improve attendance.</p> <p>Children to be funded to attend before and/or after school clubs, if it helps to improve their attendance.</p>	<p><a href="#">Access to extra-curricular provision and the association with outcomes - Education Policy Institute</a></p> <p>In an Education Policy Institute (EPI) report on the inequality of access &amp; need for targeted support, they found that pupil premium children were significantly less likely to attend sports clubs, arts/music/hobby clubs, compared with more advantaged peers. It states that unless clubs are offered free or subsidised, the very pupils who stand to gain most may be systematically excluded — reinforcing inequality.</p> <p><a href="#">The role of after-school programs in supporting social and emotional learning: ScienceDirect</a></p> <p>This recent report (2025) found that after-school programs can positively support children's social and emotional learning (SEL), with a particular mention about the benefits of music sessions showing consistent SEL benefits.</p> <p><a href="#">Why is school attendance so important and what are the risks of missing a day? – The Education Hub</a></p> <p>Research found that pupils who performed better both at the end of primary and secondary school missed fewer days than those who didn't perform as well.'</p>	4, 5, 6

Pupil premium children engaged in positions of responsibility, such as monitors.		
Targeted financial support to ensure that children don't miss opportunities such as Cool Milk provision, school trips, swimming lessons (ASD Centre) school trips, workshops and clothes.	<a href="#">Nine out of ten schools providing uniforms and clothing to pupils due to the cost-of-living crisis - NFER</a> It is essential that we support disadvantaged children by ensuring that they do not miss enrichment opportunities but also to ensure that the children's basic needs are met.	4, 5, 6
Supporting parental engagement Ensure all parents attend parent consultations, as well as opportunities to participate in school activities where they can, such as curriculum evenings and Forest School parent sessions. Teachers to make every effort to encourage participation.	Parental engagement <a href="#">Parental engagement   EEF</a> Parental engagement report <a href="#">EEF Parental Engagement Guidance Report.pdf</a>	1, 2, 3, 4, 5,
Home learning Use of Seesaw to engage parents with home learning tasks. Teachers to monitor and support parents of pupil premium children, using Seesaw. Teachers to ensure that parents have the resources that they need to complete the home learning.	Parental engagement <a href="#">Parental engagement   EEF</a> Parental engagement report <a href="#">EEF Parental Engagement Guidance Report.pdf</a> Homework <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</a>	1, 2, 3, 4, 5

**Total budgeted cost: £41,196**

# 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.

### Impact - Attainment and Progress:

#### EYFS

- 88% of PP children did not reach GLD.
- 25% of these PP children also have SEND.
- 63% of PP children met the ELG for Listening and Attention, Speaking, Gross Motor and Fine Motor.
- 75% of PP children met the ELG for Self Regulation, Managing Self and Building Relationships.
- 38% of PP children met the ELG for Comprehension and Number.
- 13% (1 child) met the ELG for Word Reading and Writing.
- 50% of PP children met the ELG for Numerical Pattern.

#### Year 1

- For Reading, 60% of PP children (3 out of 5) achieved ARE.
- For Writing: 40% of PP children (2 out of 5) achieved ARE.
- For Maths: 40% of PP children (2 out of 5) achieved ARE.

#### Year 2

- For Reading, 44% of PP children (4 of 9 children) met ARE.
- For Writing, 55.6% of PP children (5 of 9 children) met ARE.
- For Maths, 77.8% of PP children (7 of 9 children) met ARE.

PP children achieved well in Maths but less so in Reading and Writing. Additional interventions were provided for PP children such as BRP, additional reads and additional phonics booster sessions.

#### **Attendance:**

The attendance of the pupil premium children was 88.4 % and the attendance for the whole school was 94.6%. Any concerns about attendance are highlighted to SLT during our weekly care meeting and attendance is monitored weekly by the Head teacher who contacts parents directly if attendance is a concern.