

# Pupil premium strategy statement Dobcroft nursery infant school

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	304
Proportion (%) of pupil premium eligible pupils	3%
Academic year/years that our current pupil premium strategy plan	2025-28
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Local governing body
Pupil premium lead	Cathy Rowland
Governor / Trustee lead	Sarah Hinchliffe

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£15,865
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£15,865</b>

# Part A: Pupil premium strategy plan

## Statement of intent

Pupil Premium is an additional stream of funding that is provided to schools to support children who may underachieve and to support the narrowing of the achievement gap, which is sometimes called 'catch up'.

Our key objectives in relation to spending the funding are as follows:

- Raising standards for eligible pupils to close the gap on national outcomes
  - Increasing the attendance and decreasing the persistent absence of all pupils
  - Improving and maintaining the quality of teaching for all pupils
  - Overcoming the learning barriers of all pupils, with a particular focus on those who are disadvantaged
  - Maximising the engagement and readiness to learn for all pupils
- The funding is provided to schools in addition to the main school funding grant. It is allocated according to the number of pupils on roll in the following categories:

The funding is provided to schools in addition to the main school funding grant. It is allocated according to the number of pupils on roll in the following categories:

- Pupils who are eligible for free school meals (FSM) or have been eligible for free school meals within the last 6 years
- Pupils in local authority care for 6 months or more
- Pupils from service families

The Pupil Premium grant has led to improved levels of attainment in reading, writing and maths for targeted pupils. It has also enabled wider experiences for pupils which have inspired and motivated them.

At Dobcroft Infant School we understand that each child is an individual and as such has completely different needs both educationally and personally. We have high expectations for all children even though some of the pupils for whom the Pupil Premium provides support are working below the level of their peers, and we have great levels of challenge for all our pupils at all their levels. Our focus is for children to **know more and remember more** through effective intervention. Through support/identified outcomes we will do everything we can to help diminish the difference between pupils with PP, and those without, to enable them to be successful in the next stage of their education and beyond.

In some cases, this support may be through time spent in the intervention /nurture room, receiving or one to one intervention based on their specific learning needs or gaps in knowledge. We as a school, also understand that there may also be other social, emotional or psychological, barriers to learning as a result of the experiences in their lives and we are working with external professionals to ensure that we address them appropriately. Our aim is to

ensure that all pupil premium children receive additional support and we will fund additional opportunities for such pupils.

Our current strategy involves identifying the individual child's challenges or needs (we have very limited numbers of disadvantaged children who qualify for pp/ pp+) then working with the class teacher to decide which is the best intervention. We do this within half termly inclusion meetings. Each child is closely monitored to see the impact of this support and if necessary the focus moved if other areas arise. Each class teacher is responsible for keeping a record of this support.

## Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils suggest a number of disadvantaged pupils generally have greater difficulties with phonics, and other foundational literacy and numeracy skills than their peers. This negatively impacts their development as readers and developing their foundational skills .
2	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils. These challenges particularly affect disadvantaged pupils, including their attainment.
3	A higher % of children who are PP/PP+ / service children also have SEND. 26% currently compared to 8.6% of the whole school population. 13% so 2 children have an EHCP compared to 2.6% of while school population.
4	Some pupils are at risk of becoming persistent absentees (having less than 90% attendance)

## 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 wellbeing of children	Improving trend of confidence and metacognition skills and where appropriate the ability to access whole school situations for children in receipt of PP
Improved phonic attainment among disadvantaged pupils.	EYFS / KS1 outcomes and internal school data show diminishing the difference between pupils who are in receipt of PP and those that are not in phonics

Improved reading attainment among disadvantaged pupils	EYFS / KS1 outcomes and internal school data show diminishing the difference between pupils who are in receipt of PP and those that are not in reading
Improved writing attainment among disadvantaged pupils.	EYFS / KS1 outcomes and internal school data show diminishing the difference between pupils who are in receipt of PP and those that are not in writing
Improved maths attainment among disadvantaged pupils.	EYFS / KS1 outcomes and internal school data show diminishing the difference between pupils who are in receipt of PP and those that are not in maths
Targeted funding increases pupils' ability to take part in out of hours learning and educational visits etc therefore supporting growth in social skills, confidence, and positive mental health	All pupils are able to take part in events, activities and visits that they want to join in with. Every disadvantaged child attends at least one after school club every year. Most disadvantaged pupils attended and if not there was appropriate reasons why not
Families value the need for regular attendance and make sure their children attend school every day.	All targeted pupils are not classed as persistent absentees (so they are in school more than 90% of the time). • Most targeted pupils have attendance that is the same or better than the school's average attendance

## 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: £1,998

Activity	Evidence that supports this approach	Challenge number(s) addressed
Read Write Inc Online Phonics portal Trainer – development day Increased time for English co-ordinator to support RWI and Phonics	Evidence and rationale behind approach Research from the EEF regarding teaching of phonics: Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read. Teaching phonics is more effective on average than other approaches to early reading (such as whole language or alphabetic approaches), though it should be emphasised that effective phonics techniques are usually embedded in a rich literacy environment for early readers and are only one part of a successful literacy strategy. We also embed strategies such as time to talk through school as well. <a href="https://educationendowmentfoundation.org.uk/evidence-">https://educationendowmentfoundation.org.uk/evidence-</a>	1/2/4

£1692 +£306	summaries/teaching-learning-toolkit/ this identifies the impact wider strategies have on educational attainment Phonics   EEF (educationendowmentfoundation.org.uk)	
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## Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 12,184 (towards costs)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Structured interventions- TA, specific to individuals Early bird – reading focus	Inclusion meetings discussing impact each half term , analysing data to move children to ARE or GD	1/2/4

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

Budgeted cost: £ 1683

Activity	Evidence that supports this approach	Challenge number(s) addressed
. After school clubs £1032	Children in receipt of Pp can access 1 club per term Children who frequently participate in after school activities are more likely to show greater levels of attention in class, be more engaged in school, and are less likely to develop an inclination for antisocial and or problem behaviour.” Physical and Mental health benefits of after school clubs, <a href="http://www.aspiretogreatness.co.uk/physical-mentalhealth-benefits-of-after-school-clubs">http://www.aspiretogreatness.co.uk/physical-mentalhealth-benefits-of-after-school-clubs</a>	3
uniform £50.00	Each child who is PP has an allowance of £50 to help with uniform costs. <a href="https://www.tandfonline.com/doi/full/10.1080/19404476.2020.1759298">https://www.tandfonline.com/doi/full/10.1080/19404476.2020.1759298</a>	3
Free breakfast club places for PP pupils if needed		3
Mental Health Support from Educational	We have a mental health practitioner who supports the school every Wednesday He uses the Healthy minds resources which have come from CAHMS directly. He uses age appropriate emotional literacy support for different year group.	3

Mental health Practitioner Cost of TA2 to support EMHP £601	Autumn 1 - Year 1 Autumn 2 Year 2 Spring 1 Year 1 <a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/developing-healthy-minds-in-teenagers">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/developing-healthy-minds-in-teenagers</a>	
Headteacher/ deputy time to tackle attendance issues (NB paid for from whole school budget)	1. Absence and attainment at key stages 2 and 4: - GOV.UK ( <a href="http://www.gov.uk">www.gov.uk</a> ) 2. Just one day off can hamper children's life chances - GOV.UK ( <a href="http://www.gov.uk">www.gov.uk</a> )	4

## Total budgeted cost: £

Part B: Review of the previous academic year

## Outcomes for disadvantaged pupils

KS1 SAT's are no longer published so we also don't have national data. Our internal results trend reflect the fact that a much higher % of pupils who are in receipt of PP / PP+ have identified Send needs . Currently 26% of children who are PP /PP+ had SEND compared to 8.6% in the school as a whole. They still achieved well compared to national, except where their SEND needs impacted. We do have individual data for children which we have analysed but due to GDPR and them not being statistically significant we have not included. They are available internally and have been reviewed by the Link Governor for Pupil Premium. We track progress of all children carefully and this is discussed at our half termly inclusion meetings. Support and provision including those who are in receipt of PP is adjusted accordingly.

Our phonic data /EYFS data reflects the above. Again we have individual data which SLT /Link governor for pp discusses.

Our previous 2022-25 strategy met out intended outcomes.

## 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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RWI	Ruth Miskin
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## Service pupil premium funding (optional)

<p><i>For schools that receive this funding, you may wish to provide the following information:</i> <b>How our service pupil premium allocation was spent last academic year</b></p>
<p>This allocation ( 1 children – £345) was spent on extra TA intervention</p>
<p><b>The impact of that spending on service pupil premium eligible pupils</b></p>
<p>This allowed the child to consolidate their learning and support teaching of any gaps of areas of vulnerability.</p>

## Further information (optional)

All children who are PP but don't have a review are offered a structured conversation in the autumn and spring terms. This means they get a 30 minute parent consultation in line with the principles of assessment for all. We also prioritize children who need access to mental health support for time with our, mental health practitioner who works is based at the school one day a week