

Pupil premium strategy statement – Dobcroft Junior School – Updated December 2025

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	Dobcroft Junior School
Number of pupils in school	373
Proportion (%) of pupil premium eligible pupils	4.2% (16 children)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Nicola Sexton
Pupil premium lead	Sheree Doyle
Governor / Trustee lead	Zahina Uddin

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£27,535
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	£27,535

Part A: Pupil premium strategy plan

Statement of intent

Our aim is to ensure that all children, regardless of background or challenges, have the support they need to reach their full potential and achieve high standards.

Dobcroft Junior School is a large, three-form entry school located in a predominantly affluent suburb of Sheffield. It is a popular choice for many families, often resulting in oversubscription. As our surrounding community is generally socio-economically advantaged, our Pupil Premium cohort is small, with some year groups having fewer than five children.

Due to this context, our approach must be highly personalised. Our main aim is to carefully identify and address barriers to learning, build meaningful relationships and use our Pupil Premium funding to support higher attainment, equal opportunities and access to enriching experiences for every child. We provide flexible, child-led support based on research and evidence-based strategies to close individual gaps in learning.

Our strategy is informed by key evidence from the Education Endowment Foundation. We use this research to select strategies that will have the greatest benefit for as many children as possible, while still maintaining a strong focus on the individual needs of each pupil. This approach is also closely aligned with staff professional development, ensuring consistency and coherence across all work related to Pupil Premium.

Our core expectations are that every child, regardless of background or challenges, becomes a confident, proficient reader and develops strong skills in mathematics and written expression. During this period, we will continue to embed our whole-school approach to early reading, with a particular focus on supporting pupils who need extra help to accelerate and close the gap. We will also ensure that all pupils systematically recall key mathematical facts and concepts, providing them with the essential skills needed to deepen their understanding and confidently apply their learning as well as diligently identifying and closing crucial gaps in times table knowledge. In writing, we are reviewing our approaches to spelling and the writing cycle, aiming to increase variation and develop stamina and fluency in our writers. We are committed to removing barriers such as phonics gaps or fluency issues, ensuring all pupils can access and progress in their learning.

Our staff are aspirational in all aspects of children's development. We are dedicated to closing social, emotional and academic gaps, with the aim of positively impacting social mobility and educational attainment. To monitor progress effectively, we maintain comprehensive 'provision maps' for each pupil premium child. These documents capture their attainment, well-being, attendance and other relevant factors and are reviewed regularly to ensure that support remains targeted and effective.

At Dobcroft, inclusion is at the heart of our ethos. We believe that strong, positive relationships between staff, children and families are essential for success. We dedicate time to building and maintaining these relationships, which helps us better understand and meet each child's needs. Throughout the year, teachers have scheduled non-contact time to focus on individual pupil premium children's development and to maintain high-quality, meaningful communication with families and pupils.

To evaluate the impact of our strategy, we conduct regular stakeholder voice, especially gathering feedback from parents and carers. Their insights are vital in helping us adapt and improve our approach.

This strategy will be in place for three years, with annual reviews to ensure it remains responsive to our pupils' changing needs. We are committed to addressing the key challenges that prevent our pupils from

achieving their best and will work passionately to ensure all aspects of this plan are effectively implemented for the benefit of our entire school community.

Challenges

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

Challenge number	Detail of challenge
1	<p><u>Academic barriers</u></p> <p>43.75% of our cohort of pupil premium pupils have SEND.</p> <p>Nearly half of our cohort has additional SEND needs which can contribute to gaps in attainment and can significantly impact progress.</p>
2	<p><u>Barriers due to social and emotional wellbeing, mental health and behaviour</u></p> <ul style="list-style-type: none"> Many of our Pupil Premium have complex emotional and behavioural barriers due to attachment disorder or poor mental health. Teacher referrals for pastoral support continue to be high. 37.5% of our Pupil Premium cohort currently require additional support with social and emotional needs, particularly around anxiety and/or self-regulation. 25% of our cohort are previously looked after We are also actively supporting 18.75% of the cohort who show behavioural concerns and struggle to maintain healthy and kind relationships. These children all receive individual or group targeted support. School is currently in our fourth year of embedding a whole school approach to mental health and wellbeing (Thrive) in order to tackle the increase in additional referrals across school.
3	<p><u>Attendance</u></p> <p>Attendance for PP pupils dipped during 2021-22 (to average 90% attendance) so as a result of a refined strategy, this has improved over time however we are still working hard to align our Pupil Premium attendance rates with our non-pupil premium attendance</p> <p>Summer 2023: 94.6%, 15% persistent absentees (School was 96% with 4.5% PA)</p> <p>Summer 2024: 95.37%, 3.8% persistent absentees (School was 96.73% with 2.6% PA)</p> <p>Summer 2025: 94.4%, 11.5% persistent absentees (School was 97.61% with 2.4% PA)</p>
4	<p><u>Family and home circumstances, including impact on</u></p> <ul style="list-style-type: none"> 25% of our Pupil Premium children have challenging home circumstances and/or overall wellbeing concerns (including safeguarding concerns) Parental engagement with school can be a challenge Number of adverse childhood experiences amongst this group of children are high.

	<ul style="list-style-type: none"> Financial issues for families is a challenge as the vast majority (68.75%) of the cohort receive free school meals.
5	<p><u>Physical health and equal access / exposure to wider experiences</u></p> <ul style="list-style-type: none"> Access to extra-curricular experiences: sporting activities and exposure to other clubs provided after school – this can lead to our pupils feeling a ‘disconnect’ and a lack of motivation Poor nutrition / poor general physical health and pupils often feeling ‘blue’ (slow / tired) can impact our pupils’ ability to learn and desire to connect with their experiences in school. This also widens the gap between the pupil and their peers in terms of relationships and experiences.

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 Outcomes	Success criteria
<p><u>Attainment outcomes / academic gap</u></p> <p>A minimum of 80% of PP pupils attain at least in line with age related expectations in Reading, Maths and Writing.</p>	<p>Data will evidence that 80%+ of the cohort met the expected standard.</p> <ul style="list-style-type: none"> ✓ Progress and attainment is closely tracked, monitored and actioned termly, both in the context of pupil progress meetings as well as within the individual child’s ‘provision map’ analysis. ✓ Actions re clearly detailed as a result of the above. Impact is tracked. ✓ Teacher ongoing daily assessment for learning and termly assessments identify misconceptions so that bespoke work can take place in the form of adaptations to quality first teaching as well as targeted intervention. ✓ 1:1 tutoring shows clear and improving impact measures and supports the closing of gaps – averaging at least 30% - 40% added value / impact per block of teaching.
<p>All pupils leave Dobcroft Junior School as strong readers</p>	<ul style="list-style-type: none"> ✓ All pupil premium pupils, regardless of ability, will read with an adult three times weekly ✓ Any pupil premium pupils who are not in line to meet age related expectations by the end of the year will receive intervention at least in the form of Birmingham Toolkit ✓ Actions re clearly detailed as a result of the above. Impact is tracked ✓ All disadvantaged pupils complete Read Write Inc and can operate as fluent readers ✓ Pupil voice evidences an increasing love for reading ✓ KS2 data will evidence that pupils are meeting the expected standard or better
<p>All pupils leave with core transcription and</p>	<ul style="list-style-type: none"> ✓ Pupils have a wide and rich vocabulary and have the confidence to contribute during whole class writing session

composition skills to enable them be proficient writers.	<ul style="list-style-type: none"> ✓ Pupil learning time focusses on developing their spoken language as well as their written language ✓ Pupils' spelling learning aligns with the context and language from their current work in writing in order to facilitate application ✓ Pupil outcomes are varied over the half term in alignment with the Literacy Tree scheme of work ✓ A greater proportion of disadvantaged pupils achieve the higher standard in writing at the end of KS2
All pupils leave with maths skills that equip them with the essential skills to enable them to apply the skills needed in their next stage	<ul style="list-style-type: none"> ✓ All pupil premium pupils will receive a robust quality curriculum for delivery of times tables ✓ All pupil premium pupils, will be tracked in terms of daily / weekly times table attainment. Those who require additional input will receive intervention ✓ All pupils will pass their Year 4 times table check with above 20+ marks ✓ All pupils will receive a strategically planned recall curriculum in order to over learn the key knowledge ✓ All pupils will receive a curriculum rooted in research from NCETM but with personalisation from our setting in order to meet individual needs ✓ KS2 data will evidence that pupils are meeting the expected standard or better
<p><u>Social, emotional and mental health, including families</u></p> <p>Pupils and families with identified social, emotional or health needs are identified and supported by school staff so that the needs are removed or alleviated.</p>	<ul style="list-style-type: none"> ✓ In Autumn 1, teachers directly connect with pupil and family and explicitly explore facilitators and barriers to school life and good progress in all aspects. ✓ Each vulnerable child / family (in terms of wellbeing, mental health and/or safety) is captured on our inclusion register and their provision and support is reviewed half termly (this is strategically managed by the inclusion team) ✓ Families who either self-identify or are identified by the school as needing more support will report that they feel supported by the school to help mitigate or remove the barriers they are facing. ✓ Parent/carer voice is sought and they are directly asked about what is needed to support their child in meeting our outcomes. This voice feeds into our review cycle. ✓ Every PP child has an up-to-date, holistic provision map which captures all aspects of the child's school life / wellbeing, including poorly bench attendance, pastoral referrals, pupil and parental voice, engagement in clubs / residential. Teachers and the Deputy Head review termly and converse (where appropriate) within the document regarding possible improvements to provision or strategies. ✓ Individual Pupil Premium provision maps show pupil voice which indicates that 100% of PP children feel safe and happy in school. Zones of regulation is consistently utilised and actioned whenever a child voices or shows that they have a worry or problem.

	<p>✓ 'Thrive' online assessment tracking shows that over time, children's overall wellbeing (social / emotional /behavioural) and their gaps in development are progressing and closing.</p> <p>✓ There is a robust relationships policy within school that addresses the needs identified, including a clear response to whole school wellbeing, targeted needs and individual needs.</p> <p>✓ Staff consistently work in line with our trauma informed principles and strategies aimed to promote staff and pupils 'relating' (PACE / WINE approaches), staff helping children to 'regulate' and supporting them to reflect and progress emotionally and socially.</p>
<p><u>Access and exposure to wider experiences</u></p> <p>Pupil Premium children have the same access/opportunities as their non-pupil premium peers with a longer term aim of increasing social mobility.</p>	<p>✓Our financial support is clearly communicated and means that parental financial challenges do not stop PP children from having the same opportunities as their peers.</p> <p>✓At least 90% of PP children actively engage in at least one club per year. A lack of engagement is identified and addressed sensitively.</p> <p>✓At least 80% of PP children actively engage in their residential visit opportunities. A lack of engagement is identified and addressed sensitively.</p> <p>✓No PP child is held back in their learning journey by a lack of parental support.</p>
<p><u>Attendance</u></p> <p>Absence & persistent absentee rates are at least in line with national and more so in line with Dobcroft Junior School non-pupil premium attendance.</p>	<p>✓ A clear attendance strategy will be implemented so that Pupil Premium attendance improves and remains stable year on year.</p> <p>✓ 'Disadvantaged' children's attendance will be in line with the rest of the school.</p> <p>✓Attendance is closely monitored by a senior leader and each absence is addressed and every possible way of supporting the child to attend is explored.</p> <p>✓For children whose attendance falls below 95%, there is a clear plan in place to address this and their attendance will improve as a result of actions taken.</p> <p>✓Children understand and voice that their attendance is imperative and they know that school cares that they are here at an individual level.</p>
<p><u>Wider curriculum</u></p> <p>Children evidence that they know more and remember more about wider curriculum key learning</p>	<p>✓ Pupil voice shows that they are recalling key information over time</p> <p>✓ Pupil premium pupils are achieving the expected standard in wider curriculum subjects in line with their peers</p> <p>✓ Children grow curiosity and enjoyment in subjects in order to prepare them for their next stage</p>

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: £12,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>CPD: Aim of improving outcomes for writing</p> <ul style="list-style-type: none"> Fund subject leader CPD (Strategic leadership of writing) and release time / subsequent CPD Programme of CPD during for all teachers to embed the key pedagogy within 'Literacy Tree' schemes of work Programme of CPD to embed refinements to our spelling implementation Fund additional teacher time to teach small groups of writers who still need to 'catch up'. Individual needs gap analysed and targeted at a smaller group level. 	<p>EEF collaborative work / trial with Literacy Tree / 'Writing Roots' trial</p> <p>EEF Effective PD Recommendations</p> <p>EEF Toolkit Strand: small group tuition (+4 months)</p> <p>EEF Toolkit Strand: Feedback (+8 months) and Individualised instruction (+4 months)</p> <p>Individualised instruction can be an effective approach to increasing pupil attainment.</p>	<p>1 – Academic gap, particularly in writing</p>
<p>CPD : Aim of improving outcomes for maths</p> <p>Enhancement of our maths teaching and curriculum planning in line with DfE, EEF and NCETM guidance.</p> <ul style="list-style-type: none"> Fund teacher release time (subject leaders) to embed key elements of guidance in school and to access Maths Hub continued professional development A range of staff CPD pertinent to the stage of the Maths Action Plan (including refreshing times tables CPD as well as staff subject knowledge audit time and subsequent CPD 	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Mathematics guidance: key stages 1 and 2</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	<p>1- Academic gap, particularly in Maths</p>

<ul style="list-style-type: none"> Continued monitoring of progression in times tables and maths progress overall / identification of weaker mathematicians who require additional support Continued development and refinement of our recall strategy so that pupils over learn the crucial facts and knowledge 	EEF Mastery Learning (+5 months)	
<p>CPD: Aim of improving outcomes for reading</p> <ul style="list-style-type: none"> Fund subject leader CPD (Strategic leadership of reading) and release time / subsequent CPD Fund additional teaching assistant time to deliver phonics programme every day Careful monitoring of progress for pupils who are underachieving in phonics / reading Identification and strategy for addressing any pupils who have not yet 'closed all gaps' Strategy around all pupil premium pupils receiving additional reading input regardless of ability or circumstances 	EEF Toolkit – phonics (+5 months) EEF Toolkit – teaching assistant interventions (+4 months)	1 Attainment gap – reading
<p>Sharply tracking and analysing progress through NFER portal and utilising standardised scores each term for each year group</p> <ul style="list-style-type: none"> Further utilise tools and applications from NFER assessments in order to even more sharply track and analyse progress. 	EEF Toolkit Strand: Feedback (+8 months) and Individualised instruction (+4 months)	1 Attainment gap
<p>Teacher release time in Autumn 1 to 'deep dive' analysis of the individual</p> <p>Ensure all teachers have Autumn time non-contact time to analyse and assess each Pupil Premium child's barriers, facilitators, historical challenges, progress in depth, in order to plan for success. Teacher will also connect with parents and seek their voice directly. This is a priority as we have such low numbers of Pupil Premium: an individualised approach is paramount.</p>	<p>EEF Toolkit Strand (+8 months): Feedback Refocusing the teacher's actions to achieve goals)</p> <p>Providing feedback is well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific</p>	1- Academic gap 2- Social, emotional 3- Family and home

Additional Spring parent meeting offered	information on how to improve. Feedback Toolkit Strand Education Endowment Foundation EEF	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 Tutoring (school led) Ensure all Pupil Premium (who are able to access) and wherever possible, any relevant non-Pupil Premium children who would benefit, receive 15 weeks of 1:1 or small group academic tutoring.	<p>EEF Toolkit Strand: One to one (+5 months) or small group tuition (+4 months)</p> <p>On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas.</p> <p>We have strong parent/carer voice to demonstrate that this provision positively impacts their child's academic development.</p>	1- Academic gap
Teacher planned and TA led interventions Thorough, termly assessment cycle leading to clear provision maps detailing teacher planned and sequenced interventions related to reading and/or times tables.	<p>EEF Toolkit Strand: Teaching Assistant Interventions (+4 months)</p> <p>Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact, whereas deployment of teaching assistants in everyday classroom environments has not been shown to have a positive impact on learner outcomes.</p>	1- Academic gap

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

Budgeted cost: £ 8,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance The Deputy Head will continue to lead on improving our attendance strategy, placing high importance on the attendance of PP children and relationships with families.	DfE 'Working together to improve School Attendance'	1 – Academic gap 2 – Social and emotional 3 - Attendance 4– Family and home
Social and Emotional assessment and learning – Thrive Ensure all children are supported emotionally and socially following a surge in children who are not as emotionally stable in lessons or in generally coming to school. Thrive is well recognised and has extensive research evidence to show positive impact. Extensive staff CPD will be funded to ensure a thorough roll out. Thrive assessment will take place for each child to identify where the challenges are and will enable us to further develop a consistent approach / intervention as a	<p>EEF Toolkit Strand (+6 months): Metacognition and self-regulation</p> <p>EEF Toolkit Strand (+4 months): Behaviour Interventions</p> <p>The studies in the Toolkit focus primarily on academic outcomes, but it is important to consider the other benefits of SEL interventions. Being able to effectively manage emotions will be beneficial to children and young people even if it does not translate to reading or maths scores.</p> <p>There is evidence across a range of different interventions with highest impacts for approaches that focus on self-management or role-play and rehearsal.</p> <p>Even within programme types there is a range of impact. If selecting a behaviour intervention, schools should look for programmes that have</p>	2-Social, emotional and behavioural challenges 4-Family/home 5-Wider experiences

<p>school. This may include in class support, direct ‘Thrive’ programme work and 1:1 sessions to support a child’s emotional and social wellbeing.</p>	<p>been evaluated and shown to have a positive impact.</p>	
<p>Improving social mobility – Clubs and residential visits.</p> <p>In order to support our agenda of improving social mobility and also as a result of parent voice, we will ensure all Pupil Premium children can access wider curriculum experiences.</p> <p>One club is selected and will be funded by school and residential visits will be reduced by 75%.</p> <p>Parent voice underpins this need (91% of parent voice indicates this funding is important and 55% voiced that without it, their child may not have attended.)</p>	<ul style="list-style-type: none"> • EEF Toolkit Strand (+7 months): Outdoor Adventure Learning • EEF Toolkit Strand: Parental Engagement (+4 months) <p>Outdoor adventure learning studies report wider benefits in terms of self-confidence.</p> <p>We know how valuable wider / extra-curricular experiences are and we know (from parent voice) that a key barrier to our Pupil Premium children accessing them is financial hardship. One of our overarching aims of this strategy is that pupil experience and opportunity is not held back by financial challenges.</p>	<p>2-Social , emotional and behavioural</p> <p>5-Wider experiences and enrichment</p>

Total budgeted cost: £30,000

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 2023-2024 academic year.

Overarching Pupil Premium Strategy objective	<u>Academic outcome</u> A minimum of 80% of PP pupils attain at least in line with EXS with some exceeding.		<u>Attendance</u> Absence & persistent absentee rates are at least in line with national.	<u>Social, emotional and mental health, including families</u> Pupils (and families) with identified social, emotional or health needs are identified and supported by school staff.	<u>Access and exposure to wider experiences</u> Children have the same access/opportunities as their peers with a longer term aim of increasing social mobility.
Analysis of measurable activity	1:1 tutoring input / outcomes	Overall academics and outcomes	Attendance input and outcomes	Wellbeing and safeguarding	Wider experiences involvement
HISTORIC IMPACT Summer 2023 data and facts	Average of +31.3% value added progress (based on entry and exit data against specific objectives)	PP pupils who we have academic concerns about (not meeting EXS standard in an area/s) = 10/26 pupils (38%)	94.6% attendance overall for the group with 4/26 (15% of the PP group) children persistently absent: Child A – 86.06% Child B – 85.56% Child C – 74.19% Child D – 87.87%	-Wellbeing concern / input 15/26 58% -Behaviour /unkindness concerns 5/26 19%	<u>Residential visits</u> 88% of PP pupils attended the residential visits <u>Clubs</u> 92% of PP pupils accessed clubs compared to school 60% (this is an improvement from last year of 75% and also considerably higher than 2020-21 when we had 50% attendance).
HISTORIC IMPACT Summer 2024 data and facts	Average of +38.5% value added progress (based on entry and exit data against specific objectives)	PP pupils who we have academic concerns about (not meeting EXS standard in an area/s) = 11/26 pupils (42%) SEE BELOW DATA TABLES FOR MORE DETAIL	<u>Input / strategy as a result of 2023 data</u> 95.37 attendance overall with 1/26 PP child (3.8% of the PP group) persistently absent (this particular child -Child C below- has full involvement of inc and attendance team – part time timetable) -Restructured roles within the attendance team so that DHT could have more direct input Updates on last year's persistently absent pupils: Child A – 86.06% to 91.61% - no longer a PA	Inclusion register (for wellbeing and/or safeguarding) 15/26 (58%) Behaviour / unkindness concern (friendships struggling) 3/26, 11.5% Pupils receiving 'Wave 2 Thrive' / (timetabled twice weekly group input): 5 pupils Pupils receiving 'Wave 3 Thrive' / 1:1 pastoral support at least once weekly: 8 pupils	<u>Residential visits</u> 81% of PP pupils attended the residential visits <u>Clubs</u> 92.3% of PP pupils accessed clubs compared to school 60% Not accessing clubs / wider experiences after school: 2/26 7.7%

			Child B – 85.56% to 90.32% - no longer a PA Child C – 74.19% to 62.9% Child D – 87.87% to 93.87%		
CURRENT IMPACT Summer 2025 data and facts	Average of +33.3% value added progress (based on entry and exit data against specific objectives)	PP pupils who we have academic concerns about (not meeting EXS standard in an area/s) = 12/26 pupils (46%)	94.4 attendance overall with 3/26 PP child (11.5% of the PP group) persistently absent. 2 of the 3 have now left in Summer 2025 as Year 6 leavers. <u>PA Update</u> Child A –91.61% to 90.21% - not in the PA category Child B –90.32% to 93.92% - not in the PA category Child C –62.9% to 42.78% - see actions and social - involvement / CIN status worker – now left Child D – N/A Child E – 88.92% - CIN status Child F – 86.54% CIN status (sibling of Child E)	Inclusion register (for wellbeing and/or safeguarding) 14/26 (53.8%) Behaviour / unkindness concern (friendships struggling) 3/26, 11.5% Pupils receiving ‘Wave 2 Thrive’ / (timetabled twice weekly group input): 4 pupils Pupils receiving ‘Wave 3 Thrive’ / 1:1 pastoral support at least once weekly: 10 pupils	<u>Residential visits</u> 77% of PP pupils attended the residential visits compared to school 75.5% 7/26 did not access the visit however 1 of those pupils were added too late to the register so 6/26 23% non-attendance was the more accurate figure in terms of our offer / funding being taken up. <u>Clubs</u> 77% of PP pupils accessed clubs compared to school 71% 6/26 did not access clubs / wider experiences after school (however 3/6 pupils were added to the register later in the year so the actual figure is more accurate at 3/26 / 11.5%)
CURRENT Summer 2025 parent voice (from Year 6 leavers)	Statement: I feel that my child has made accelerated progress because of their 1:1 tuition = 88.2% of parents and carers selected ‘agree’ “PP support has helped my son greatly. We are very grateful.” “the best impact has been from 1:1 tutoring. The tutoring has been great!” “Lots of feedback provided and always very clear”	Statement: My child has had enough social and emotional support from DJS, to enable them to progress= 100% of parents and carers selected ‘agree’ (67% selected ‘strongly agree’) Statement: School understands any barriers or challenges that my child faces= 92% of parents and carers selected ‘agree’ (58.3% selected ‘strongly agree’) “She’s had fab teachers who get and understand her.” “Child X has massively benefited from the additional PP support he has had through his time at DJS.”	Statement: We are pleased with school's decision to offer an after school club per year= 94.1% of parents and carers selected ‘agree’ We are pleased with school's decision to offer a 75% contribution towards each residential visit = 94.1% of parents and carers selected ‘agree’ 52.8% of parents and carers said that without school’s residential contribution, their child would not have attended (or felt unsure about the financial aspect) “The confidence gained from the experience was priceless.” “I especially liked the contribution towards the school residential. We were very nervous of participation in the residential. The fact		

				<i>that we only paid a small amount meant we went ahead."</i>
CURRENT Summer 2025 analysis and conclusions	<p>Positive progress made this year. Average added value of the 1:1 tuition is similarly positive as last year. Staff team also remains consistent which will support and enhance progress as the member of staff can remain the link for the child. This also provides invaluable pupil / adult relationship development.</p> <p>Parent/ carer feedback is strong and indicates that this support is valuable and makes a difference.</p> <p>The tuition is effective however outcomes (see below tables of data) overall are still not meeting the objective of 80%+ at EXS+ in each area. That said, KS2 outcomes for PP pupils are closer to target and in some areas e.g. SPaG, we are now hitting our target.</p> <p>Sustain the activity / input within the strategy. Maintain new strategy of teacher release time to do a 'deep dive' into pupil needs and progress barriers. DHT to monitor gap analysis and subsequent actions after summative assessments. Ensure all WTS pupils have Birmingham Toolkit additions to their learning in order to accelerate gap closing.</p>	<p>Positive outcomes this year. The average attendance is heavily impacted by a particularly weak attendee who receives full support from agencies.</p> <p>% and number of PP children who are persistently absent is stable.</p> <p>Sustain the activity / input within the strategy.</p>	<p>All stakeholders know and truly understand the barriers faced by this group of children. We continue to develop trauma informed practice more widely in school but also continue to prioritise individual and group support as this has proved to make a difference (evidence from pupil voice as well as parent / carer voice)</p> <p>Sustain the activity / input within the strategy</p>	<p>Sustained strong attendance this year.</p> <p>Children need these varied experiences and our parent / carer data tells us that our financial support increases the attendance at these experiences and often, also enables a child / family to even consider attending.</p> <p>Sustain the activity / input within the strategy. Teachers to inform DHT at the earliest point in time regarding PP pupils who are not attending so that thus can be sensitively explored.</p>

PP At- tain- ment over- view	% of disadvantaged pupils at EXS+ Reading				% of disadvantaged pupils at EXS+ Writing				% of disadvantaged pupils at EXS+ Maths				% of disadvantaged pupils at EXS+ SPaG			
	2021- 2022	2022- 2023	2023 - 2024	2024- 2025	2021- 2022	2022- 2023	2023 - 2024	2024 - 2025	2021- 2022	2022- 2023	2023 - 2024	2024 - 2025	2021- 2022	2022- 2023	2023 - 2024	2024 - 2025
Year 3 (4)				60% (3/6)				20% (1/6)				40% (2/6)				40% (2/6)
Year 4 (6)			100% (6/6)	83% (5/6)			66.6% (4/6)	50% (3/6)			83.3% (5/6)	83% (5/6)				66.6% (4/6)
Year 5 (3)		67% (2/3)	100% (3/3)	67% (2/3)		67%	100% (3/3)	100% (3/3)		67% (2/3)	67% (2/3)	100% (3/3)		67%	100% EXS+ (3/3)	67% (2/3)
Year 6 (10)	70%	90%	70% (7/10)	75% EXS+ (9/12) 16.6% WGD (2/12)	70%	60%	60% (6/10)	75% EXS+ (9/12) 8.3% WGD (1/12)	70%	70%	60% (6/10)	66.6% EXS+ (8/12) 25% WGD	80%	50%	80%	83.3% EXS+ (10/12) 41.6% WGD (5/12)

PP SATS OVERALL ANALYSIS	KS1 Reading for PP pupils (Dobcroft Infants)	KS2 Reading at Dobcroft Juniors for PP pupils	National Reading – all pupils	KS1 Writing for PP pupils (Dobcroft Infants)	KS2 Writing at Dobcroft Juniors for PP pupils	National Writing	KS1 Maths for PP pupils (Dobcroft Infants)	KS2 Maths at Dobcroft Juniors for PP pupils	National Maths	SPaG at Dobcroft	National SPaG
2025 EXS+ for PP group	75% (9/12)	75% (9/12)	75%	66.6% (8/12)	75% (9/12)	72%	66.6% (8/12)	66.6% (8/12)	74%	83.3% (10/12)	73%
2025 WGD for PP group	33.3% (4/12)	16.6% (2/12)		16.6% (2/12)	8.3% (1/12)		25% (3/12)	25% (3/12)		41.6% (5/12)	
2024 EXS+ for PP group	42.9% (3/7)	71.4% (5/7)	74%	28.6% (2/7)	71.4% (5/7)	72%	57.1% (4/7)	71.4% (5/7)	73%	85.7% (6/7)	72%
2024 WGD for PP group	28.6% (2/7)	42.9% (3/7)	-	0	0	-	0	28.6% (2/7)	-	0	-
2023 EXS+ for PP group	7/8 87.5%	7/8 87.5%	73%	6/8 75%	6/8 75%	71%	7/8 87.5%	7/8 87.5%	73%	7/8 87.5%	72%
2023 WGD for PP group	3/8 37.5%	5/8 62.5%		0	0		3/8 37.5%	2/8 25%		4/8 50%	

Externally provided programmes

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

Programme	Provider
Phonics	Read, Write, Inc

Service pupil premium funding (optional)

How our service pupil premium allocation was spent last academic year
<p>Due to the profile of the individual children and their specific situations, the funding was spent on:</p> <ul style="list-style-type: none">-Social and emotional support via our pastoral team-Targeted academic support (1:1 tuition before/after school and targeted intervention in school time)
The impact of that spending on service pupil premium eligible pupils
<p><u>Overall impact</u></p> <p>100% of parents highly satisfied with the provision and feel it positively impacts learning and wellbeing (parent voice evidence)</p> <p><u>Tutoring impact</u></p> <p>+31% average added progress measure (entry and exit style assessments)</p>