

Pupil premium strategy statement – Dobcroft Junior School – Updated November 2023

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	Dobcroft Junior School
Number of pupils in school	380
Proportion (%) of pupil premium eligible pupils	6.57% (25 children)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 - 2024
Date this statement was published	<ul style="list-style-type: none"> • October 2021 • October 2022 review • November 2023 review
Date on which it will be reviewed	October 2024
Statement authorised by	Nicola Sexton
Pupil premium lead	Sheree Doyle
Governor / Trustee lead	Paul Shawley

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£40,250
Recovery premium funding allocation this academic year	£3335 (23 eligible pupils receiving £145 per pupil)
School led tuition funding (NTP funding)	£1755
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	£45,340

Part A: Pupil premium strategy plan

Statement of intent

Dobcroft Junior School is a large, three form entry Junior school with a committed and enthusiastic staff team who are passionate about making a difference to the 'whole child'. Our school is in an area of low socio-economic deprivation which means that our children typically have high starting points and that our pupil premium cohort is small. Staff are aspirational in every aspect of the child's development and we work diligently to close social, emotional and academic gaps in order to positively impact social mobility and close the attainment gap. We have a strong ethos of inclusion and a holistic approach to supporting our children and their families through our relationships policy and embedded systems to harness the strongest relationships. In essence, we believe that every child should have equal opportunities and in order to thrive and attain in line with their peers we know that success relies upon our whole school community working together.

Due to our small cohort of Pupil Premium children (some year groups have below five children per year group), our strategy / approaches are unique and individualised in approach, as detailed within this strategy document, with the aim of securing a range of opportunities under the umbrellas of quality first teaching, targeted academic support and wider social and emotional strategies. For us, sharp analysis of need including aspects such as phonic gaps, times table fluency screening, social and emotional termly assessment and corresponding robust response is key: we are constantly working to refine systems in order to heighten impact for every individual.

Our strategy is formed using key evidence from the *Education Endowment Fund* and we utilise this research to ensure that we select strategies which are going to have maximum benefit for as many children as possible whilst maintaining a very sharp focus on our individuals and their needs, for example each child has a regularly updated holistic provision map which details all aspects of their wellbeing and attainment from attendance to day-to-day wellbeing trends.

Our senior leadership team are committed to this strategy and ensure that it is a joined up approach with our School Improvement and Development as well as our CPD strategy so that as a school, we are all focussed upon common, consistent priorities.

In order to assess impact and plan, we regularly conduct quality assurance in the form of stakeholder voice – particularly from parents and carers (captured within this document) as their voice and our relationships are imperative to be able to make a difference and achieve our aspirational longer term aims.

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 and cognitive barriers</u></p> <ul style="list-style-type: none"> The education of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. For us, this widened gap is most noticeable in Maths and Writing where COVID closures has resulted in significant gaps in knowledge and skills, leading to pupils falling further behind age-related expectations. While we do not feel that it is always appropriate to draw conclusions and explore data trends for such low numbers of pupils, we do recognise that pupils in this vulnerable group have gaps in knowledge and understanding therefore our provision and main driver remains to close gaps. 								
	% 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	2021-2022	2022-2023	2021-2022	2022-2023	2021-2022	2022-2023	
Year 3 (4)									
Year 4 (3)	67%		67%		67%		67%		
Year 5 (10)	70%	90%	70%	60%	70%	70%	80%	50%	
Year 6 (7)	71%	57%	43%	43%	43%	29%	57%	71%	
	<ul style="list-style-type: none"> 32% of our Pupil Premium cohort also have additional SEND challenges. 								
2	<p><u>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 have markedly increased from the timing of the pandemic and this trend has continued. 40% of our Pupil Premium cohort currently require additional support with social and emotional needs, particularly around anxiety and self-regulation. Our assessments, observations / discussions with children and families have identified social and emotional challenges for many, notably due to anxiety and a lack of enrichment and social opportunities during school closures and beyond. We are aware that 19% of the cohort show behavioural concerns and struggle to maintain healthy and kind relationships. These children all receive individual or group targeted support. 								

	<ul style="list-style-type: none"> School is currently in our third year of embedding a whole school approach to mental health and wellbeing (Thrive) in order to tackle the stark increase in additional referrals across school.
3	<p><u>Family and home circumstances, including impact on attendance</u></p> <ul style="list-style-type: none"> 48% of our Pupil Premium children are on our inclusion register due to complex home circumstances and/or overall wellbeing (including safeguarding concerns) Parental engagement with school can be a challenge Attendance and punctuality dipped during 21-22 (90% attendance) so as a result of a refined strategy, this improved to 94.6% in 22/23. We are mindful that Pupil Premium attendance is vulnerable (at the end of 22/23 15% of that PP cohort were persistent absentees) and therefore we need to remain focussed on this so that the positive trajectory continues. Number of adverse childhood experiences amongst this group of children are high. Financial issues for families is a challenge as the vast majority of the cohort receive free school meals.
4	<p><u>Physical health and 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 Poor nutrition Poor general physical health and often feeling 'blue' (slow / tired)

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>Academic outcome</u></p> <p>A minimum of 80% of PP pupils attain at least in line with ARE with some exceeding.</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 bespoke, individual child analysis. ✓ Actions re clearly detailed as a result of the above. Impact is tracked. ✓ Every PP child has an up-to-date provision map which captures all aspects of the child's school life and quickly identifies emerging barriers to learning, for example medical, attendance declines, involvement in wider school life. ✓ 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. ✓ Potential / current (and historical) social, emotional and behavioural barriers and challenges are assessed, targeted and monitored – the gaps in development show evidence of closing.

	<p>✓ Teacher ongoing daily 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.</p> <p>✓ 1:1 tutoring shows clear impact measures and supports the closing of gaps.</p>
<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>	<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>✓ Families who either self-identify or are identified by the school will report that they feel supported by the school to help mitigate or remove the barriers they are facing.</p> <p>✓ Each vulnerable child / family is captured and their needs are addressed (this is strategically managed by the inclusion team)</p> <p>✓ 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.</p> <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>✓ 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.</p> <p>✓ 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>

<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>	<ul style="list-style-type: none"> ✓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. ✓At least 90% of PP children actively engage in at least one club per year. A lack of engagement is identified and addressed sensitively. ✓At least 80% of PP children actively engage in their residential visit opportunities. A lack of engagement is identified and addressed sensitively. ✓No PP child is held back in their learning journey by a lack of parental support. ✓ All PP children have high aspirations for themselves because of the high aspirations that all staff have for them. This is evidenced in pupil voice.
<p><u>Attendance</u></p> <p>Absence & persistent absentee rates are at least in line with national</p>	<ul style="list-style-type: none"> ✓ A clear attendance strategy will be implemented so that Pupil Premium attendance improves year on year. ✓ 'Disadvantaged' children's attendance will be in line with the rest of the school. ✓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. ✓Children understand and voice that their attendance is imperative and they know that school cares that they are here at an individual level.

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: £19,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>CPD: School Improvement Aim to improve outcomes for writing</p> <ul style="list-style-type: none"> • Member of SLT leading programme of CPD during academic year 23-24 for all teachers • Fund a school review of writing from external support partner (Autumn 23) • Fund teacher (subject leader) release time and subsequent CPD to further develop and action the strategy 	<p>EEF Effective PD Recommendations</p>	<p>1 – Academic gap, particularly in writing</p>
<p>School improvement aim to improve outcomes for writing</p> <p>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>	<p>EEF Toolkit Strand: small group tuition (+4 months)</p> <p>EEF Toolkit Strand: Feedback (+8 months) and Individualised instruction (+3 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 : Maths</p> <p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF 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 resources and CPD (including Teaching for Mastery training). 	<p>EEF Toolkit Strand (+5 months): Mastery Learning</p> <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>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p>	<p>1- Academic gap, particularly in Maths</p>
<p>Teacher release time to analyse, plan and review</p> <p>Ensure all teachers have Spring time non-contact time (termly) to analyse and assess each Pupil Premium child's progress in depth, in order to plan timely and specific actions bespoke to the child,</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</p>	<p>1- Academic gap 2- Social, emotional</p>

<p>including quality first teaching amendments as well as high quality, targeted intervention work. This is a priority as we have such low numbers of Pupil Premium: an individualised approach is paramount.</p> <p>DHT to have a PP individual teacher meeting yearly to discuss academic and social / emotional / behavioural challenges.</p>	<p>impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve.</p> <p>Feedback Toolkit Strand Education Endowment Foundation EEF</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £12,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>1:1 Tutoring (school led)</p> <p>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>	<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>1- Academic gap</p>
<p>Teacher planned and TA led interventions</p> <p>Thorough, termly assessment cycle leading to clear provision maps detailing teacher planned and sequenced interventions.</p> <p>Key impact measures are captured and analysed termly.</p>	<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>	<p>1- Academic gap</p>

<p>Times Tables screening and intervention</p> <p>Ensure screening identifies gaps in times table knowledge and provide well-planned, clear intervention in order to close the gaps.</p>	<p>EEF Toolkit Strand: Teaching Assistant Interventions (+4 months)</p> <p>EEF Toolkit Strand: Individualised instruction (+4 months)</p>	1- Academic gap
<p>SEND intervention Birmingham Tool Kit</p> <p>Ensure children who are working significantly below the standard (and often may also have SEND barriers) have bespoke, targeted work to address the key gaps and misconceptions, using the assessment. Teachers will have regular instruction and support to maintain this assessment style.</p>	<p>EEF Toolkit Strand: Feedback (+6 months) and Individualised instruction (+4 months)</p> <p>Individualised instruction can be an effective approach to increasing pupil attainment.</p> <p>Providing feedback is a well-evidenced and has a high impact on learning outcomes.</p>	1- Academic gap, specifically SEND children

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

Budgeted cost: £ 15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>CPD: Mental Health Lead and PD lead (both trauma informed practitioners) to implement a relationships policy and provide the necessary CPD to</p>	<p>The government Green Paper 'Transforming Children and Young People's Mental Health Provision' (December 2017) required schools to have a Mental Health Lead. Their research found that appropriately trained teachers /teaching assistants can achieve results comparable to those of trained therapists. Our DHT</p>	2 – Social, emotional, mental health, family

<p>allow for effective and consistent implementation.</p>	<p>undertakes this role and is also now trauma informed (as is our personal development lead) so that we can have a collaborative approach on terms of implementing and embedding whole school approach along with high quality CPD.</p> <p>Relationships policy shared with all stakeholders</p> <p>All staff receive training to work in a trauma informed style</p> <p>This work will support all children, particularly those who have a high ACE score (meaning multiple adverse childhood experiences) known to leave children at risk of mental and physical ill-health later in life and even early death' (The ACE study Felitti and Anda, a study involving over 17,000 people).</p>	
<p>Attendance</p> <p>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.</p>	<p>DfE 'Working together to improve School Attendance' 2022</p>	<p>1 – Academic gap 3 – Family and home</p>
<p>Social and Emotional assessment and learning – Thrive</p> <p>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</p>	<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</p>	<p>2-Social, emotional and behavioural challenges 3-Family/home 4-Wider experiences</p>

<p>recognised and has extensive research evidence to show positive impact. Extensive staff CPD will be funded to ensure a thorough roll out.</p> <p>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 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>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 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 are supported in attending wider curriculum experiences. One club will be selected from arrange of choices by parents / carers alongside the pupil and will be funded by school and residential visits will be reduced by 50%.</p> <p>Parent voice underpins this need</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 4-Wider experiences and enrichment</p>

<p>(60% say that attendance may not be possible without this funding)</p>		
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Total budgeted cost: £57,500

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 2022-2023 academic year.

Pupil Premium Impact Statement 2022 – 2023

Academic Outcome - Closing the Gap

Year 6 Leavers / SATs Data

	KS1 Reading	KS2 Reading at Dobcroft	National Reading	KS1 Writing	KS2 Writing at Dobcroft	National Writing	KS1 Maths	KS2 Maths at Dobcroft	National Maths	SPaG at Dobcroft
EXS +	7/8 87.5%	7/8 87.5%		6/8 75%	6/8 75%		7/8 87.5%	7/8 87.5%		7/8 87.5%
WGD	3/8 37.5%	5/8 62.5%	60%	0	0	58%	3/8 37.5%	2/8 25%	59%	4/8 50%

Our Y6 leavers cohort of PP pupils were 87.5% EXS+ in all subjects except for writing. There was a minimum of 25% WGD in each subject except writing. Writing is a school priority in terms of refining the small steps of the curriculum. Maths at WGD was also not as strong as Reading and SPaG.

Other Year Groups

	% of disadvantaged pupils at EXS+ Reading		% of disadvantaged pupils at EXS+ Writing		% of disadvantaged pupils at EXS+ Maths		% of disadvantaged pupils at SPaG
	2021-2022	2022-2023	2021-2022	2022-2023	2021-2022	2022-2023	2021-2022
Year 3 (4)							
Year 4 (3)		67%		67%		67%	
Year 5 (10)	70%	90%	70%	60%	70%	70%	80%

Year 6 (7)	71%	57%	43%	43%	43%	29%	57%	71%
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Due to our small cohort sizes, it is not appropriate to draw generalisations and themes from our data. We analyse the needs of each child and put our energies into bespoke systems to really target specific need.

Of the 22-23 cohort, we have academic concerns in terms of being off track for 10/26 (38%) and therefore a significant amount require continued careful support in order to close gaps.

High Quality Interventions

1:1 Tutoring Evaluation

Outcome of this evaluation: Sustain activity

We provide each Pupil Premium child with 15 weeks of 1:1 tuition and we choose to break the 15 weeks down into two separate blocks of time over the school year in order to maximize recall. We capture very clear learning intentions and entry / exit style impact data. We carry out this comparison style entry and exit data to try and glean exactly what progress has been made. On average this year, our children added 31.3% progress to their start data. 100% of parent voice collated agrees that they feel their child has made accelerated progress as a result of their 1:1.

We have been pleased with outcomes and our small team of HLTA staff who run 1:1 sessions will remain consistent and paired with the same children next year in order to build on their relationships and knowledge of the child's abilities and needs as well as remain a familiar adult to the child's family. We have regular team meetings and will continue this as we embark on the academic year 23-24.

Wider Strategies / Wellbeing

Improving social mobility – Residential visits spending evaluation

Outcome of this evaluation: Sustain activity

We know that outdoor adventure learning boosts self-confidence and provides valuable experiences which develop the child as a whole. Following COVID19, our Pupil Premium cohort are facing further financial challenges due to an increased cost of living and also, increased trip costs. We therefore took the decision to increase our financial support for such a crucial experience and we now reduce the trip cost by 50% for Pupil Premium families. The impact of this spending is that we now have much improved attendance on residential visits as 88.5% (23/26) attended this academic year, which is higher than pre-pandemic (86%).

100% of parent voice indicates that this funding is important and 60% have voiced that without it, their child may not have attended.

Improving social mobility – extracurricular experiences spending evaluation

Outcome of this evaluation: Sustain activity

Extracurricular experiences really support child development and self-confidence. We aim for our Pupil Premium children to take part in at least one term of an extended schools programme. This year we

have funded one club per pupil premium child and the impact is that 92.3% of our cohort have attended at least one club (this is an increase from last year of 75% and also considerably higher than 2020-21 when we had 50% attendance). In addition, this year, 69.2% attended more than one extracurricular club, which has risen from last year when 59% attended more than one club. 100% of parent voice indicates that this funding is important.

Attendance – refined strategy and additional communication with parents and carers

Outcome of this evaluation: Sustain activity

Attendance for our pupil premium cohort dipped during 21-22 (90% attendance) so as a result of a refined strategy and additional, regular communication regarding attendance, this improved to 94.6% in 22/23. We are mindful that Pupil Premium attendance is vulnerable and therefore we need to remain focused on this so that the positive trajectory continues.

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>

