

# Pupil premium strategy statement – Dobcroft Junior School – Updated December 2024

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 ( <b>3 year plans are recommended</b> )	2024-2027
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Nicola Sexton
Pupil premium lead	Sheree Doyle
Governor / Trustee lead	Matthew Hawker

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£43,880
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£43,880

# 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 many of our children typically have high starting points and 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 attainment gaps. 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. We ensure that strong collaboration and communication is maintained through approaches such as every pupil premium child having a holistic 'provision map' document, which captures the whole child via all stakeholders in school and this follows the child through their journey with us. Our aim is to dedicate time and effort to prompt and sharp analysis of need as well as initiating and maintaining very strong relationships between key adults in school and parents / carers. We work to identify any barriers including aspects such as phonic gaps, times tables knowledge and fluency, social and emotional termly assessment and our thorough response and approach to any concerns 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><b><u>Academic barriers: Attainment</u></b></p> <p>The education and subsequent attainment 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. 30.8% of our cohort of pupil premium pupils have SEND. For us, this widened gap remains prevalent (within some year groups and for some subjects) and more so in Maths and Writing. 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 wider gaps in knowledge and understanding therefore a key driver for our provision is to close gaps.</p>
2	<p><b><u>Social and emotional wellbeing, mental health and behaviour</u></b></p> <ul style="list-style-type: none"> <li>• 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. 50% 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.</li> <li>• We are also actively supporting 11.5% of the cohort who show behavioural concerns and struggle to maintain healthy and kind relationships. These children all receive individual or group targeted support.</li> <li>• 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.</li> </ul>
3	<p><b><u>Attendance</u></b></p> <p>Attendance for PP pupils dipped during 2021-22 (to average 90% attendance) so as a result of a refined strategy, this improved year on year (Summer 2023 was 94.6% and Summer 2024 was 95.37%) We are mindful that Pupil Premium attendance is vulnerable as at the end of 23/24, 15% of that PP cohort were persistent absentees however with targeted work, this dropped to 3.8% of the cohort. In order to maintain this positive progress, we need to remain focussed on attendance.</p>

4	<p><b><u>Family and home circumstances, including impact on</u></b></p> <ul style="list-style-type: none"> <li>• 58% of our Pupil Premium children are on our inclusion register due to complex home circumstances and/or overall wellbeing (including safeguarding concerns)</li> <li>• Parental engagement with school can be a challenge</li> <li>• Number of adverse childhood experiences amongst this group of children are high.</li> <li>• Financial issues for families is a challenge as the vast majority of the cohort receive free school meals.</li> </ul>
5	<p><b><u>Physical health and equal access / exposure to wider experiences</u></b></p> <ul style="list-style-type: none"> <li>• Access to extra-curricular experiences: sporting activities and exposure to other clubs provided after school</li> <li>• Poor nutrition</li> <li>• Poor general physical health and often feeling 'blue' (slow / tired)</li> </ul>

## 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><b><u>Attainment outcomes</u></b></p> <p>A minimum of 80% of PP pupils attain at least in line with age related expectations.</p>	<p><b>Over time, pupils are closing gaps and KS2 outcome in Reading, Writing, Maths and SPaG show that pupils are catching up. Data will evidence that 80%+ of the cohort met the expected standard.</b></p> <p>In order to achieve the above:</p> <ul style="list-style-type: none"> <li>✓ 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.</li> <li>✓ 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.</li> <li>✓ Actions re clearly detailed as a result of the above. Impact is tracked.</li> <li>✓ 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.</li> <li>✓ 1:1 tutoring shows clear and improving impact measures and supports the closing of gaps.</li> </ul>

<p><b><u>Social, emotional and mental health, including families</u></b></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"> <li>✓ 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.</li> <li>✓ 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)</li> <li>✓ 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.</li> <li>✓ 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.</li> <li>✓ 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.</li> <li>✓ 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.</li> <li>✓ 'Thrive' online assessment tracking shows that over time, children's overall wellbeing (social / emotional / behavioural) and their gaps in development are progressing and closing.</li> <li>✓ 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.</li> <li>✓ 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.</li> </ul>
<p><b><u>Access and exposure to wider experiences</u></b></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"> <li>✓ 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.</li> <li>✓ At least 90% of PP children actively engage in at least one club per year. A lack of engagement is identified and addressed sensitively.</li> <li>✓ At least 80% of PP children actively engage in their residential visit opportunities. A lack of engagement is identified and addressed sensitively.</li> </ul>

	<p>✓No PP child is held back in their learning journey by a lack of parental support.</p>
<p><b><u>Attendance</u></b></p> <p>Absence &amp; persistent absentee rates are at least in line with national</p>	<p>✓ A clear attendance strategy will be implemented so that Pupil Premium attendance improves 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>

## 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><b>CPD: Aim of improving outcomes for writing</b></p> <ul style="list-style-type: none"> <li>• Programme of CPD during academic year 24-25 for all teachers</li> <li>• Fund teacher (subject leader) release time and subsequent CPD</li> <li>• 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.</li> </ul>	<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 (+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><b>CPD : Maths</b></p> <p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <ul style="list-style-type: none"> <li>• Fund teacher release time (subject leaders) to embed key elements of guidance in school and to access <b>Maths Hub</b> resources and CPD (including Teaching for Mastery training).</li> <li>• Refresh times tables CPD. Identify pupils (from data) who require intervention in order to be able to work with automaticity.</li> </ul>	<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><a href="#">Mathematics guidance: key stages 1 and 2</a></p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p><a href="#">Improving Mathematics in Key Stages 2 and 3</a></p>	<p>1- Academic gap, particularly in Maths</p>
<p><b>Teacher release time in Autumn 1 to ‘deep dive’ analysis of the individual</b></p> <p>Ensure all teachers have Autumn time <b>non-contact time</b> 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><b>Additional Spring parent meeting offered</b></p>	<p><a href="#">EEF Toolkit Strand (+8 months): Feedback Refocusing the teacher’s actions to achieve goals</a></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 information on how to improve.</p> <p><a href="#">Feedback   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>1- Academic gap 2- Social, emotional 3- Family and home</p>

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

Budgeted cost: £13,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 Tutoring (school led)	<a href="#">EEF Toolkit Strand: One to one (+5 months) or small group tuition (+4 months)</a>	1- Academic gap

<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>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><b>Teacher planned and TA led interventions</b></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><a href="#">EEF Toolkit Strand: Teaching Assistant Interventions (+4 months)</a></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><b>Times Tables screening and intervention</b></p> <p>Ensure screening identifies gaps in times table knowledge and provide well-planned, clear intervention in order to close the gaps.</p>	<p><a href="#">EEF Toolkit Strand: Teaching Assistant Interventions (+4 months)</a></p> <p><a href="#">EEF Toolkit Strand: Individualised instruction (+4 months)</a></p>	<p>1- Academic gap</p>

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

Budgeted cost: £ 15,000



Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Attendance</b></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' 2024</p>	<p>1 – Academic gap 2 – Social and emotional 3 - Attendance 4– Family and home</p>
<p><b>Social and Emotional assessment and learning – Thrive</b></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 recognised and has extensive research evidence to show positive impact. Extensive staff CPD will be funded to ensure a thorough roll out.</p> <p><b>Thrive assessment</b> 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 <b>'Thrive' programme work and 1:1</b></p>	<p><b>EEF Toolkit Strand (+6 months): Metacognition and self-regulation</b></p> <p><b>EEF Toolkit Strand (+4 months): Behaviour Interventions</b></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 been evaluated and shown to have a positive impact.</p>	<p>2-Social, emotional and behavioural challenges 4-Family/home 5-Wider experiences</p>

<p><b>sessions</b> to support a child's emotional and social wellbeing.</p>		
<p><b>Improving social mobility – Clubs and residential visits.</b></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 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 75%.</p> <p>Parent voice underpins this need (91% of parent voice indicates that this funding is important and 55% have voiced that without it, their child may not have attended.)</p>	<ul style="list-style-type: none"> <li>• EEF Toolkit Strand (+7 months): Outdoor Adventure Learning</li> <li>• EEF Toolkit Strand: Parental Engagement (+4 months)</li> </ul> <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: £47,000**



## 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	Academic outcome		Attendance	Social, emotional and mental health, including families	Access and exposure to wider experiences
	A minimum of 80% of PP pupils attain at least in line with EXS with some exceeding.		Absence & persistent absentee rates are at least in line with national.	Pupils (and families) with identified social, emotional or health needs are identified and supported by school staff.	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
<b>HISTORIC IMPACT Summer 2023 data and facts</b>	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%	<b>Residential visits</b> 88% of PP pupils attended the residential visits  <b>Clubs</b> 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).
<b>HISTORIC IMPACT Summer 2024 data and facts</b>	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 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%	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	<b>Residential visits</b> 81% of PP pupils attended the residential visits  <b>Clubs</b> 92.3% of PP pupils accessed clubs compared to school 60% Not accessing clubs / wider experiences after school: 2/26 7.7%

<p><b>CURRENT IMPACT Summer 2025 data and facts</b></p>	<p>Average of +33.3% value added progress (based on entry and exit data against specific objectives)</p>	<p>PP pupils who we have academic concerns about (not meeting EXS standard in an area/s) = 12/26 pupils (46%)</p>	<p>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)</p>	<p>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</p>	<p><b>Residential visits</b> <b>77% of PP pupils attended the residential visits compared to school 75.5%</b> 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.  <b>Clubs</b> <b>77% of PP pupils accessed clubs compared to school 71%</b> 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%)</p>
<p><b>CURRENT Summer 2025 parent voice (from Year 6 leavers)</b></p>	<p>Statement: I feel that my child has made accelerated progress because of their 1:1 tuition = <b>88.2%</b> of parents and carers selected 'agree'</p> <p><i>"PP support has helped my son greatly. We are very grateful."</i></p> <p><i>"the best impact has been from 1:1 tutoring. The tutoring has been great!"</i></p> <p><i>"Lots of feedback provided and always very clear"</i></p>	<p>Statement: My child has had enough social and emotional support from DJS, to enable them to progress= <b>100%</b> of parents and carers selected 'agree' (<b>67% selected 'strongly agree'</b>)</p> <p>Statement: School understands any barriers or challenges that my child faces= <b>92%</b> of parents and carers selected 'agree' (<b>58.3% selected 'strongly agree'</b>)</p> <p><i>"She's had fab teachers who get and understand her."</i></p> <p><i>"Child X has massively benefited from the additional PP support he has had through his time at DJS."</i></p>	<p>Statement: We are pleased with school's decision to offer an after school club per year= <b>94.1%</b> of parents and carers selected 'agree'</p> <p>We are pleased with school's decision to offer a 75% contribution towards each residential visit = <b>94.1%</b> of parents and carers selected 'agree'</p> <p><b>52.8%</b> of parents and carers said that without school's residential contribution, their child would not have attended (or felt unsure about the financial aspect)</p> <p><i>"The confidence gained from the experience was priceless."</i></p> <p><i>"I especially liked the contribution towards the school residential. We were very nervous of participation in the residential. The fact that we only paid a small amount meant we went ahead."</i></p>		

<p><b>CURRENT Summer 2025 analysis and conclusions</b></p>	<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><b>Sustain the activity / input within the strategy.</b>  <b>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.</b></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><b>Sustain the activity / input within the strategy.</b></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><b>Sustain the activity / input within the strategy</b></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><b>Sustain the activity / input within the strategy.</b>  <b>Teachers to inform DHT at the earliest point in time regarding PP pupils who are not attending so that thus can be sensitively explored.</b></p>
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PP SATS OVERALL ANALYSIS	KS1 Reading for PP pupils (Dobcrof t 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
<b>2025 EXS+ for PP group</b>	75% (9/12)	75% (9/12)		66.6% (8/12)	75% (9/12)		66.6% (8/12)	66.6% (8/12)		83.3% (10/12)	
<b>2025 WGD for PP group</b>	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)	
<b>2024 EXS+ for PP group</b>	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%
<b>2024 WGD for PP group</b>	28.6% (2/7)	42.9% (3/7)	-	0	0	-	0	28.6% (2/7)	-	0	-
<b>2023 EXS+ for PP group</b>	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%
<b>2023 WGD for PP group</b>	3/8 37.5%	5/8 62.5%		0	0		3/8 37.5%	2/8 25%		4/8 50%	

PP At-tainment 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	Summer 24 % of pupils who are in line with EXS for Xtables	2021-2022	2022-2023	2023 - 2024	2024 - 2025
<b>Year 3 (4)</b>				60% (3/6)				20% (1/6)				40% (2/6)					40% (2/6)
<b>Year 4 (6)</b>			100% (6/6)	83% (5/6)			66.6% (4/6)	50% (3/6)			83.3% (5/6)	83% (5/6)	Y3: 50% (3/6)				66.6% (4/6)
<b>Year 5 (3)</b>		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% (2/3)		67%	100% EXS+ (3/3) 0% WGD	67% (2/3)
<b>Year 6 (10)</b>	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	70% (7/10)	80%	50%	80%	83.3% EXS+ (10/12) 41.6% WGD (5/12)



## 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"><li>-Social and emotional support via our pastoral team</li><li>-Targeted academic support (1:1 tuition before/after school and targeted intervention in school time)</li></ul>
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>