



Pupil premium strategy statement – Dorothy Barley Infant School

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	Dorothy Barley Infant School
Number of pupils in school	278
Proportion (%) of pupil premium eligible pupils	24% (KS1)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2024 2024-2025 2025-2026
Date this statement was published	December 2023
Date on which it will be reviewed	November 2024
Statement authorised by	Lauren Pearce
Pupil premium lead	Samantha O'Hara
Governor / Trustee lead	Pat Harvey

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£71,295
Recovery premium funding allocation this academic year	£7,250
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	£78,545



Part A: Pupil premium strategy plan

Statement of intent

Our ultimate objectives are:

- To diminish the difference in attainment between disadvantaged and non-disadvantaged pupils
- For all disadvantaged pupils to make or exceed nationally expected progress rates
- To support health and wellbeing alongside providing enrichment opportunities for disadvantaged children, so that they are well prepared for the future.

We aim to do this by:

- Ensuring that high quality teaching and learning across the school consistently meets the needs of all pupils
- Ensuring that appropriate provision is available for children who belong to vulnerable or disadvantaged groups, whilst recognising that not all pupils who are disadvantaged are registered or qualify for Free School Meals.
- Allocating Pupil Premium funding based on a thorough needs analysis
- Using Pupil Premium funding to address underlying equalities, ensuring that it reaches those who need it most and that it makes a significant impact on their education.

Our current pupil premium strategy works towards these objectives by:

- Having a clear focus on quality of teaching as the main lever to improve the attainment and progress of disadvantaged children.
- Carefully targeting interventions for disadvantaged children, prioritising language development and reading.
- Offering wellbeing and attendance support to help overcome barriers to learning.
- Ensuring that disadvantaged children access an enriched curriculum that provides a variety of experiences.



Challenges

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

Challenge number	Detail of challenge
1	Diminishing the difference in attainment by the end of EYFS
2	Diminishing the difference in attainment by the end of KS1
3	Disadvantaged children in EYFS and KS1 are currently less likely to display secure reading and phonic knowledge
4	Attendance and punctuality for disadvantaged children has dropped below national levels
5	Ensuring disadvantaged children have access to a wide range of enrichment activities

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Attainment in Phonics	The difference has diminished for the Phonic Screening Check for Y1 and Y2
Attainment in Reading	The difference has diminished for the ELG and at the end of KS1
Attainment in Writing	The difference has diminished for the ELG and at the end of KS1
Attainment in Maths	The difference has diminished for the ELG and at the end of KS1
Improved attendance	Attendance of disadvantaged pupils is at national levels
Access to enrichment activities	Our curriculum is carefully planned to facilitate enrichment through trips, workshops and resources. Tracking and analysis of enrichment activities demonstrates that a high proportion of disadvantaged children have access to and are supported to attend.

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: £42,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Implementation of Team Development to ensure that teaching is consistently good or better.</i></p>	<p>The EEF Guide to the Pupil Premium highlights teaching as the top priority, including CPD.</p> <p>Team Development is part of the monitoring of teaching and learning. Teachers work together with SLT to reflect and improve practice within each year group. A high priority will be placed on developing provision for phonics using Little Wandle</p>	<p>1,2,3,4</p>
<p><i>Work with an EYFS consultant to ensure that all children, including disadvantaged, keep up from the beginning.</i></p>	<p>Research from the EEF demonstrates that gaps between more affluent children and their peers emerge before the age of 5, so efforts to diminish the difference in EYFS are vital. Efforts to improve the quality of provision, including the training of staff, have a high impact on outcomes.</p> <p>We recognise that disadvantaged children require support from the beginning of their school career, especially with regard to language development and closing the vocabulary gap. Working with a consultant will allow us to accelerate progress in this area.</p>	<p>1, 2, 3, 4</p>
<p><i>Continue to embed TalkForWriting across the school</i></p>	<p>Research into the impact of TalkForWriting shows that TalkForWriting schools consistently attain at a higher standard than the national average.</p> <p>We recognise that language and oracy is a key need within the school and use TalkForWriting as a vehicle to promote language development. Analysis of internal data shows that improving writing attainment is key priority for disadvantaged children.</p>	<p>3</p>
<p><i>Launch new data and assessment software, Sonar Tracker, to ensure robust assessment and tracking of disadvantaged pupils</i></p>	<p>The EEF Guide to the Pupil Premium highlights the importance of accurate assessment data to monitor the progress and attainment of disadvantaged pupils.</p> <p>The use of Sonar Tracker will enable consistency and enhanced shared</p>	<p>1, 2, 3, 4</p>



	<p>understanding of assessment information. It also enables us to benchmark the progress and attainment of our disadvantaged pupils against local authority and national averages.</p>	
<p><i>Embed Maths Mastery approach across the school, including further CPD for staff to enhance teaching and planning</i></p>	<p>Research from the EEF demonstrates that mastery approaches have a high impact, with children making an additional five months progress, on average, over the course of the year.</p> <p>The school is already in the process of implementing maths mastery, but further CPD is required. Analysis of internal data shows that Maths attainment in EYFS needs to be raised for disadvantaged children.</p>	4
<p><i>Embed phonics SSP, Little Wandle Letters and Sounds, working alongside Champion School in the Federation.</i></p> <p><i>Teaching commitment of Assistant Headteacher to be linked to phonics and reading</i></p>	<p>Little Wandle Letters and Sounds is a fully validated SSP. Therefore, it provides a structured route for children to meet or exceed the expected standards for reading in EYFS and Year 1. EEF research shows a high impact of synthetic phonics programmes, with an impact of +5 months.</p> <p>The school is committed to ensuring that every child becomes a reader. We will work alongside the Champion School in our Federation to embed fidelity to the programme and consistent delivery of all elements.</p> <p>Analysis of internal data currently shows that disadvantaged children in every year group are less likely to demonstrate secure phonic knowledge.</p>	1, 2
<p><i>Enrich the wider curriculum offer through high quality resourcing to support teaching and learning</i></p>	<p>The EEF Evidence Review highlights the importance of managing resources to ensure that opportunities to learn are maximised.</p> <p>The school has a well planned and sequenced wider curriculum that is designed to enrich learning in literacy. High quality resources will further increase independence and provide disadvantaged children with greater access to high quality texts across foundation subjects.</p>	2, 6



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

Budgeted cost: £14,695

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Targeted support for individuals identified as needing additional support with speech and language – dedicated staff member</i>	EEF Research shows that children's language development benefits from approaches that explicitly support communication through talking, verbal expression and modelling language. Targeted support for individuals will enable early language skills to be developed, based on a robust analysis of their needs.	1, 2, 3, 4
<i>Offer structured phonics interventions across the school, including 'Keep Up' as part of Little Wandle SSP.</i>	Little Wandle Letters and Sounds is a DFE validated SSP and includes structured group and individual Keep Up sessions for children who fall behind. The school prioritises reading Keep Up in recognition of the importance of reading for learning across the curriculum. Disadvantaged children who are not meeting age-related expectations for phonics have access to the appropriate Little Wandle Keep Up or Rapid Catch Up programme, based on an analysis of needs.	1, 2

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

Budgeted cost: £21,350

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Offer a range of enrichment clubs and support disadvantaged children to access these.</i>	The EEF Guide to the Pupil Premium highlights the importance of wider strategies for disadvantaged children. The school offers wraparound care as well as a range of after school clubs, including opportunities for sport. Disadvantaged children are supported to attend these clubs through the use of the Pupil Premium funding as we	6



	recognise the importance of providing a range of experiences.	
<i>Provide children with access to an enriched curriculum that includes a wide range of experiences</i>	The EEF Guide to the Pupil Premium highlights the importance of wider strategies for disadvantaged children. We recognise that many disadvantaged children face barriers in accessing experiences outside of school. The school curriculum prioritises the provision of experiences and hands on learning. This is woven through lesson planning and includes a carefully planned programme of trips and workshops.	6
<i>Work with an attendance officer to improve the attendance of disadvantaged children</i>	Attendance for disadvantaged children remains below the indicative national attendance figure of 94%. Regular attendance meetings to take place with Attendance Lead and Attendance Officer where appropriate. Families are identified through early intervention. The importance of attendance to be promoted through newsletters and communication with parents.	5

Total budgeted cost: £78,545



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 to 2023 academic year.

Review of previous strategy document:

Outcomes linked to attainment:

At the end of KS1, attainment data for disadvantaged pupils was as follows:

Reading	86%
Writing	81%
Maths	76%

This was above national outcomes for non-disadvantaged children, demonstrating strong progress for this cohort throughout KS1. However, analysis of internal data shows that attainment and progress for disadvantaged children in Year 1 is not as strong. Therefore, diminishing the different at the end of KS1 remains a priority over the next academic year.

At the end of EYFS, only 25% of disadvantaged children achieved a Good Level of Development (GLD). This is below the NCER national figure for disadvantaged children (52%). Therefore, working to close gaps and to accelerate progress throughout EYFS is of crucial importance within the new strategy document.

Other Outcomes:

Attendance for disadvantaged children is below the indicative national figure of 94%. Throughout the 2022-2023 academic year, the school worked to promote good attendance through rewards and regular communication with parents. An Attendance Officer works regularly with the school and with families to improve attendance for disadvantaged children. This work will continue throughout the 2023-2024 academic year.

A wide variety of enrichment clubs are in place, including wraparound care. All children entitled to Pupil Premium continue to be prioritised for enrichment clubs. This strategy will continue into the 2023-2024 academic year.

Externally provided programmes

Programme	Provider
White Rose Maths	White Rose
Charanga Musical School	Charanga
Little Wandle Letters and Sounds	Little Wandle Letters and Sounds Revised
Jigsaw	Jigsaw PSHE Ltd



Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A