



# 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	222
Proportion (%) of pupil premium eligible pupils	22% (KS1)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023-2024 2024-2025 <b>2025-2026</b>
Date this statement was published	December 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Lauren Pearce
Pupil premium lead	Samantha O'Hara
Governor / Trustee lead	Dawn Larkin

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£49,043
Recovery premium funding allocation this academic year	£0
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	£49,043



## 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	Closing the gap in attainment by the end of EYFS
2	Closing the gap 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 gap has closed for the Phonic Screening Check for Y1 and Y2
Attainment in Reading	The gap has closed for the ELG and at the end of KS1
Attainment in Writing	The gap has closed for the ELG and at the end of KS1
Attainment in Maths	The gap has closed 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: £25060

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Implementation of Team Development to ensure that teaching is consistently good or better.</i>	The <a href="#">EEF Guide to the Pupil Premium</a> highlights teaching as the top priority, including CPD.  Team Development is part of the monitoring of teaching and learning. Teachers work together with SLT to reflect on and improve practice within each year group. The focus this academic year will be on adaptive teaching to provide support and challenge for all.	1,2,3
<i>Implement a CPD programme for EYFS support staff to maximise progress for children</i>	Research from the <a href="#">EEF</a> demonstrates that gaps between more affluent children and their peers emerge before the age of 5, so efforts to close the gap in EYFS are vital. Efforts to improve the quality of provision, including the training of staff, have a high impact on outcomes.  A bespoke CPD programme focusing on interaction styles during continuous provision will be led by our Federation Leader of Learning for EYFS. Support staff will also develop their understanding of how to use assessment data to close gaps.	1, 2, 3
<i>Continue to embed TalkForWriting across the school, including CPD for staff through Team Development</i>	Research into the <a href="#">impact of TalkForWriting</a> shows that TalkForWriting schools consistently attain at a higher standard than the national average.  We recognise that language and oracy is a key need within the school and use	1, 2



	TalkForWriting as a vehicle to promote language development. Analysis of internal data shows that improving writing attainment is key priority for disadvantaged children.	
<i>Embed data and assessment software, Sonar Tracker, to ensure robust assessment and tracking of disadvantaged pupils</i>	<p>The <a href="#">EEF Guide to the Pupil Premium</a> highlights the importance of accurate assessment data to monitor the progress and attainment of disadvantaged pupils.</p> <p>The use of <a href="#">Sonar Tracker</a> will enable consistency and enhanced shared 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>	1, 2, 3
<i>Embed Maths Mastery approach across the school, including CPD for staff through Team Development</i>	<p>Research from the <a href="#">EEF</a> 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 at the end of KS1 needs to be raised for disadvantaged children.</p>	1, 2
<i>Use phonics SSP, Little Wandle Letters and Sounds to ensure outstanding progress in early reading for every child</i>	<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. <a href="#">EEF</a> 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.</p> <p>Analysis of internal data currently shows that disadvantaged children in Year 2 were less likely to score 32+ in the Phonic Screening Check by the end of Year 2.</p>	1, 2
<i>Enrich the wider curriculum offer through high quality resourcing to support teaching and learning</i>	<p>The <a href="#">EEF Evidence Review</a> 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</p>	1, 2, 5



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

Budgeted cost: £15480

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Targeted support for individuals identified as needing additional support with speech and language – through Words First</i>	<a href="#">EEF Research</a> 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. We will engage Words First to provide access for our children to a Speech and Language Therapist.	1, 2, 3
<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 SEND programme, based on an analysis of needs.	1, 2, 3



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

Budgeted cost: £8503

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>	<p>The <a href="#">EEF Guide to the Pupil Premium</a> 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 recognise the importance of providing a range of experiences.</p> <p>We will also broaden the range of clubs and opportunities on offer to children in this academic year through the provision of lunchtime clubs and a school choir.</p>	5
<i>Provide children with access to an enriched curriculum that includes a wide range of experiences</i>	<p>The <a href="#">EEF Guide to the Pupil Premium</a> 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.</p>	5
<i>Strengthen targeted parental engagement</i>	<p><a href="#">EEF research</a> demonstrates a positive impact of involving parents in supporting their children's academic learning, including programmes to develop parental skills and how they can support their child at home.</p> <p>We will use our 'Time to Talk' programme to develop skills of parents in a range of areas, including online safety, speech and language, health and how we teach at school (e.g. phonics workshops).</p>	5



<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.	4
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**Total budgeted cost: £49043**





## 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 to 2024 academic year.

#### **Review of 2024-2025 academic year**

##### **Outcome 1 – The gap has closed for the Phonic Screening Check for Year 1 and Year 2**

75% of disadvantaged children in Year 1 achieved a score of 32+ in the phonic screening check. This was above the national figure of 67% for disadvantaged children. However, there is still a gap of 14% between disadvantaged and non-disadvantaged children.

By the end of Year 2, 89% of disadvantaged children achieved 32+, compared to 87% of non-disadvantaged children. The gap in Year 2 has therefore closed.

##### **Outcome 2 – The gap has closed in Reading for the ELGs and at the end of KS1**

55% of our disadvantaged cohort achieved the ELG in word reading and 64% in comprehension. This was a drop from last year and slightly lower than the national figures for disadvantaged children (67% for comprehension and 60% for word reading). The cohort was smaller than previous years and a significant percentage also have SEND needs.

Internal data shows good progress made towards this outcome in KS1. At the end of Year 2, 77% of disadvantaged children are working at age related expectations for Reading, outperforming their non-disadvantaged peers (73%).

##### **Outcome 3 – The gap has closed in Writing for the ELG and at the end of KS1**

55% of disadvantaged children achieved the ELG for Writing, compared to 80% of our non-disadvantaged children and 60% of disadvantaged children nationally. At the end of KS1, 59% of disadvantaged children are working at age related expectations for Writing. We have identified Writing as an area of focus for our disadvantaged children for the 2025-2026 academic year.

##### **Outcome 4 – The gap has closed in Maths for the ELGs and at the end of KS1**

At the end of Reception, the attainment gap for disadvantaged is the smallest in Maths. 73% of disadvantaged children achieved the number and number patterns ELGs compared to 82% of our non-disadvantaged children. This was above the national figure of 62% for disadvantaged children. At the end of Year 2, 59% of our disadvantaged cohort are working at age-related expectations for Maths.

##### **Outcome 5 – Attendance of disadvantaged pupils is at national levels**

We have continued to make good progress towards this outcome. For the 2024-2025 academic year, attendance for our disadvantaged children was 94.7%, an increase of 2.7% from the previous year. There is a gap of 0.8% compared to our non-disadvantaged children. However, attendance for disadvantaged children remains above the national level of 92.1%.



### **Outcome 6 – Access to enrichment clubs**

Analysis of internal data shows that 23% of children entitled to Pupil Premium attended music tuition, were part of the school choir or took up a leadership position in the school. Tracking of attendance at lunchtime clubs will be improved in the academic year 2025-2026 to ensure that all disadvantaged children have the opportunity to access clubs throughout the year.

### **Review of 2023-2024 academic year**

#### **Outcome 1 – The gap has closed for the Phonic Screening Check for Year 1 and Year 2**

Good progress was made towards this outcome for Year 1. 83% of children entitled to Pupil Premium in Year 1 achieved 32+, an increase of 25% from the previous year. It was also above the national figure for disadvantaged children of 68%.

By the end of Year 2, 71% of our children entitled to the Pupil Premium scored 32+ in the PSC. We will continue to ensure robust targeted phonics support for disadvantaged children in Year 2 who did not achieve 32+ in Year 1 throughout this academic year.

#### **Outcome 2 – The gap has closed in Reading for the ELGs and at the end of KS1**

Good progress was made towards this outcome in EYFS. 83% of our disadvantaged children achieved the Early Learning Goals for Word Reading and Comprehension, out performing their non-disadvantaged peers. The national figure for disadvantaged children for literacy was 54%. Internal data at the end of KS1 showed a 30% attainment gap in Reading.

#### **Outcome 3 – The gap has closed in Writing for the ELG and at the end of KS1**

Our end of Reception data showed an attainment gap of 19% in Writing, with 50% of our disadvantaged children achieving the ELG. This was just below the national figure for disadvantaged children for literacy of 54%.

At the end of KS1, our internal data showed a gap of 27%.

Our data highlights that writing attainment needs to be a key focus for the 2024-2025 academic year.

#### **Outcome 4 – The gap has closed in Maths for the ELGs and at the end of KS1**

Good progress was made towards this outcome in EYFS. 83% of our disadvantaged children achieved the ELG for Number, compared to 72% of our non-disadvantaged children. This was 20% higher than the national figure for disadvantaged children of 63%.

At the end of KS1, our internal data showed a gap of 27%.

#### **Outcome 5 – Attendance of disadvantaged pupils is at national levels**

We have continued to improve the attendance of our disadvantaged children. In the academic year 2023-2024, there was no gap between our disadvantaged and non-disadvantaged children, with both groups at 92% for attendance. This is in line with the national figure for disadvantaged children of 92%.

Attendance continues to be a high priority with targeted support in place for disadvantaged children at risk of becoming persistent absentees. Our ambitious school target for all children is 96%.

**Outcome 6 – Access to enrichment clubs**

Analysis of after school club attendance for KS1 showed that too few children entitled to Pupil Premium attended a club in the last academic year. Consequently, we have reviewed our enrichment offer and established a range of free lunchtime clubs covering a range of areas including Music, Arts, Sport and Computing. Disadvantaged children will be prioritised for these clubs throughout the academic year and attendance carefully tracked.

## 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
NELI Whole Class	OxEd and Assessment

## 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