



Pupil Premium Strategy Statement

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	156
Proportion (%) of pupil premium eligible pupils	17 pupils (11%)
Academic year/years that our current pupil premium strategy plan covers	2024-2025
Date this statement was published	October 2024
Date on which it will be reviewed	October 2025
Statement authorised by	Mrs E Fagg
Pupil premium lead	Mrs Sarah Driver
Governor / Trustee lead	Mrs Katie Pond

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£24,735.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00
Total budget for this academic year	£24,735.00
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	

Part A: Pupil premium strategy plan

Statement of intent

At Doddinghurst Infant School, we believe that all children are entitled to an education which allows every child to achieve their potential regardless of their starting point in life or personal circumstances. We believe that quality first teaching is crucial to ensuring our pupils 'keep up' academically, are successful learners and are well prepared for the next stage of their education.

Alongside the use of catch up funding for specific strategies and interventions, our school development plan and pupil premium strategy focus on improving the quality of teaching and learning in all curriculum areas for all children.

We will

1. Provide targeted academic support for disadvantaged pupils.
2. Remove non-academic barriers to disadvantaged pupil's learning. Our approach will be responsive to the needs of all the children through skilful assessment for learning, that determines the starting points for all units of work and ensures accelerated progress, utilising recovery and school led tutoring funding effectively.

All staff have accountability for our disadvantaged pupils and will ensure they are challenged in the work they are set.

All staff will intervene early with frequent interventions and maintain high expectations for disadvantaged pupils' outcomes. In making provision for socially disadvantaged pupils, we recognise however that not all pupils who receive pupil premium funding will be socially disadvantaged. We also recognise that not all pupils who are socially disadvantaged are registered.

Therefore, whilst it is recognised that Pupil Premium funding is to be allocated to those specifically identified using the Government criteria, we will seek opportunities wherever possible to expand that support so that other vulnerable pupils or groups may also benefit from interventions and enhancement activities that are being delivered for Pupil Premium.

Challenges

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

Challenge number	Detail of challenge
1	Speech and Language Support: A high percentage of our disadvantaged pupils have poverty of language (poor spoken English and limited vocabulary knowledge), alongside poverty of experience and aspiration in relation to experiences which can be drawn upon in their writing and lack of exposure to high quality stories and texts at home. This is exacerbated by poor speech and language on entry to school through lack of opportunity for regular, sustained dialogue with a range of peers/adults and appropriate modelling of vocabulary from adults.
2	Poor Emotional Wellbeing and Mental Health concerns: Due to a range of factors including chaotic home life and traumatic life experiences. Teacher requests for SEMH support and small group social intervention support have continued to increase. Negative behaviour and lack of resilience and self-esteem are preventing a significant number of our disadvantaged pupils from fully engaging with their learning.

3	Reading: Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers – particularly in relation to inference and comprehension skills, as well as fluency.
4	Poor Attendance and Punctuality – Many of our disadvantaged pupils have poor attendance and punctuality, caused by a range of factors including attitude towards education and issues at home. Assessment and observation evidence that this is negatively impacting their progress.
5	Writing Challenges: Many of our disadvantage pupils have particular areas of weakness in writing across EYFS and Key Stage 1. This is due to limited vocabulary knowledge, alongside poverty of experience and aspiration in relation to experiences which can be drawn upon in their writing and difficulties with phonics knowledge retention.

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
Priority 1: To improve the oral language skills of pupils in the Early Years Foundation Stage; expressive and receptive vocabulary, listening and narrative skills, phonological awareness and letter-sound knowledge; to ensure they are ready for the next stage of their education.	<ul style="list-style-type: none"> Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny, talking to children. <p>On-going formative assessments show rapid gains with language development and Speech Assessments highlight a narrowing gap.</p>
Priority 2: To ensure that pupils are well supported in relation to their wellbeing and mental health; this contributes positively to their personal and academic development.	<ul style="list-style-type: none"> Sustained high levels of well-being, particularly among our disadvantaged pupils, evidenced by: SEND team reporting a decreased number of children needing speech and language programmes. An indication that children are able to manage their feelings through communication. An increase in participation in, after school clubs, sporting events/competitions, and a range of enrichment activities. A significant improvement in positive behaviours recorded on CPOMS for our disadvantaged pupils <p>Qualitative data from pupil voice, student and parent questionnaires and teacher observations – fewer referrals for SEMH and social group interventions.</p>
Priority 3: To achieve and sustain improved rates of attendance for our most disadvantaged children.	<ul style="list-style-type: none"> Sustained high attendance for 2024-2025, evidenced by: The overall absence rate for all pupils having improved on last year, with an aspirational target of no more than 4% and the attendance gap between disadvantaged and their non-disadvantaged peers being reduced by 2%. <p>The percentage of all pupils who are persistently absent has improved when compared to the previous year, with an aspirational target below 10% and for our disadvantaged pupils being no higher than 12%.</p>

<p>Priority 4: To rapidly improve pupils' ability in phonics and reading fluency; their phonic knowledge, their ability to blend and segment sounds, their ability to read fluently; to ensure they are ready for the next stage in their education.</p>	<ul style="list-style-type: none"> • End of year statutory phonics assessments show the gap between disadvantaged and non-disadvantaged pupils has diminished and they are broadly in line with national outcomes. <p>Ongoing formative assessments in reading and end of KS1 data for disadvantaged pupil show a significant improvement on 2024 outcomes.</p>
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Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £8,000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>CPD training for support staff in EYFS and KS1 to ensure the effective delivery of phonics and phonics interventions across the school.</p> <p>The training should focus on the Little Wandle Approach.</p>	<p>Phonics approaches aim to quickly develop pupils' word recognition and spelling through developing pupils' ability to hear, identify and manipulate phonemes (the smallest unit of spoken language), and to teach them the relationship between phonemes and the graphemes (written letters or combinations of letters) that represent them. Successfully implementing a phonics might involve: Phonics EEF educationendowmentfoundation.org.uk</p>	<p>1 4</p>
<p>SEND Lead CPD</p>	<p>Attend Essex Disadvantage updates Relevant information delivered to staff through staff meetings Ordinarily Available provision Personalised curriculum workstations to continue to be developed.</p>	<p>2</p>
<p>CPD release time for all staff to receive coaching opportunities and appropriate training.</p>	<p>Supporting high quality teaching is pivotal in improving children's outcomes. Research tells us that high quality teaching can narrow the disadvantage gap. Therefore, there is a growing consensus that promoting effective professional development (PD) plays a crucial role in improving classroom practice and pupil outcomes. Therefore, a well-designed, selected and implemented professional development investment is justified.</p> <p>Effective Professional Development (educationendowmentfoundation.org.uk) Making the Best of Teaching Assistants</p>	<p>1 2 4</p>

Support Staff training delivered by TPP Trainer	Staff have high expectations and pupils respond positively to clear rules and boundaries. ~Ofsted 2022 Staff see the whole-school behaviour strategy consistently and pupils like being rewarded for good behaviour. ~Ofsted 2022 Pupils are supported by adults to notice the connection between their physical reactions, feelings, and core emotions; such as sadness, anger, happiness, surprise, fear and disgust. Children are taught to use appropriate verbal communication to express their emotions and feelings. Teaching and Modelling Managing Emotions and Feelings	2, 4
Quality first teaching Ordinarily available	Teachers utilise a range of strategies to support the children's learning, identifying needs and ensure they make progress Educational Endowment Foundation toolkit (EEF)	1, 3, 5

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

Budgeted cost: £10,000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group / Individual Speech and Language programme delivered by SEND team	Oral language focus that emphasises the importance of spoken language and verbal interaction in the classroom. The training provides teachers with the connection between language and literacy teaching which can make a significant difference to pupils' learning. Oral language interventions EEF Special Educational Needs in Mainstream Schools	1, 3, 5
Small group phonic tuition that follows the Little Wandle Rapid Catch up approach.	Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills. Small Group Tuition	1, 3
Intensive 1:1 phonics interventions that follow on from Little Wandle assessments.	Intensive one to one tuition is very effective at improving pupil outcomes for pupils that are identified as having low prior attainment or are struggling in particular areas. This one to one tuition is provided as an addition to and explicitly linked with normal lessons. It will be led by experienced, well-trained and supported teaching assistants.	1, 3

<p>Develop vocabulary through reading a wide range of text on a regular basis</p> <p>Daily reads</p> <p>One-to-one daily reading interventions</p>	<p>Expose all disadvantaged pupils to high quality reading texts which focus on imagination and creativity.</p> <p>Reading aloud makes for an important shared experience, giving children access to a wider range of texts. Hearing a text read aloud often draws out elements that go unnoticed when you read inside your head. Group reading allows you to tailor books to more specific needs and to support progress in reading. A broader range of texts for individual choices supports children to self-select and broaden their reading experiences. Well-chosen texts also expose children to a wider range of language and vocabulary in a supportive context. Take time to discuss new words and have rich discussions around texts shared to allow children to consolidate their understanding.</p>	<p>3</p>
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Wider strategies (for example, related to attendance, behaviour, and wellbeing)

Budgeted cost: £6,950.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Implement attendance interventions and keep attendance high profile with all stakeholders.</p> <p>Deliver intervention in a targeted way, in response to data or intelligence.</p> <p>Monitor and analyse attendance data regularly to ensure that intervention is delivered quickly to address absence (register inspections, code analysis, cohort and group monitoring, punctuality, lesson attendance across subjects and benchmarking).</p> <p>Use attendance, pastoral and SEND staff who are skilled in supporting pupils and their families to identify and overcome barriers to attendance. Create action plans in partnership with families and other agencies that may be supporting families, for example, children's social care and early help services. Commission or deliver interventions to improve attendance.</p> <p>Monitor the impact of any intervention, making adjustments if necessary and using</p>	<p>Good attendance at school is not just valuable, it is essential. Going to school is directly linked to improved exam performance, which should in turn lead to further learning opportunities. As well as this, going to school helps to develop friendships.</p> <p>Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with better academic outcomes. Evidence from the EEF Teaching and Learning Toolkit suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year.</p>	<p>4</p>

<p>findings to inform future strategy.</p> <p>Where interventions fail to address attendance issues, identify the reasons why and, where appropriate, change or adjust the intervention. Follow local authority codes of conduct, policies and procedures and make referrals for statutory intervention when interventions have not resulted in improved attendance and relevant triggers</p>		
<p>Horse Riding Sessions.</p>	<p>Participation in equine-assisted therapy can lead to a wide range of therapeutic outcomes for individuals with autism and research has demonstrated improvements in social communication skills, behaviour management and general, overall quality of life following horse therapy interventions.</p>	<p>1, 2</p>
<p>Clubs and trips paid</p>	<p>It is important to recognise that every child is unique and that they are constantly learning. The focus on accessing cultural capital through attending school clubs and trips is intended to give children the social assets to be resilient, capable, confident and able to thrive in a range of social and academic environments. All of which will help children achieve a better standard of education.</p> <p>One way of thinking about cultural capital is that it is an individual's social assets that enable them to succeed and thrive in wider society through education. Examples of social assets are education, intellect, skill and behaviours and they can be learnt through experiences and opportunities provided to pupils via well planned and delivered school trips and access to high- quality afterschool clubs.</p>	<p>1, 2</p>

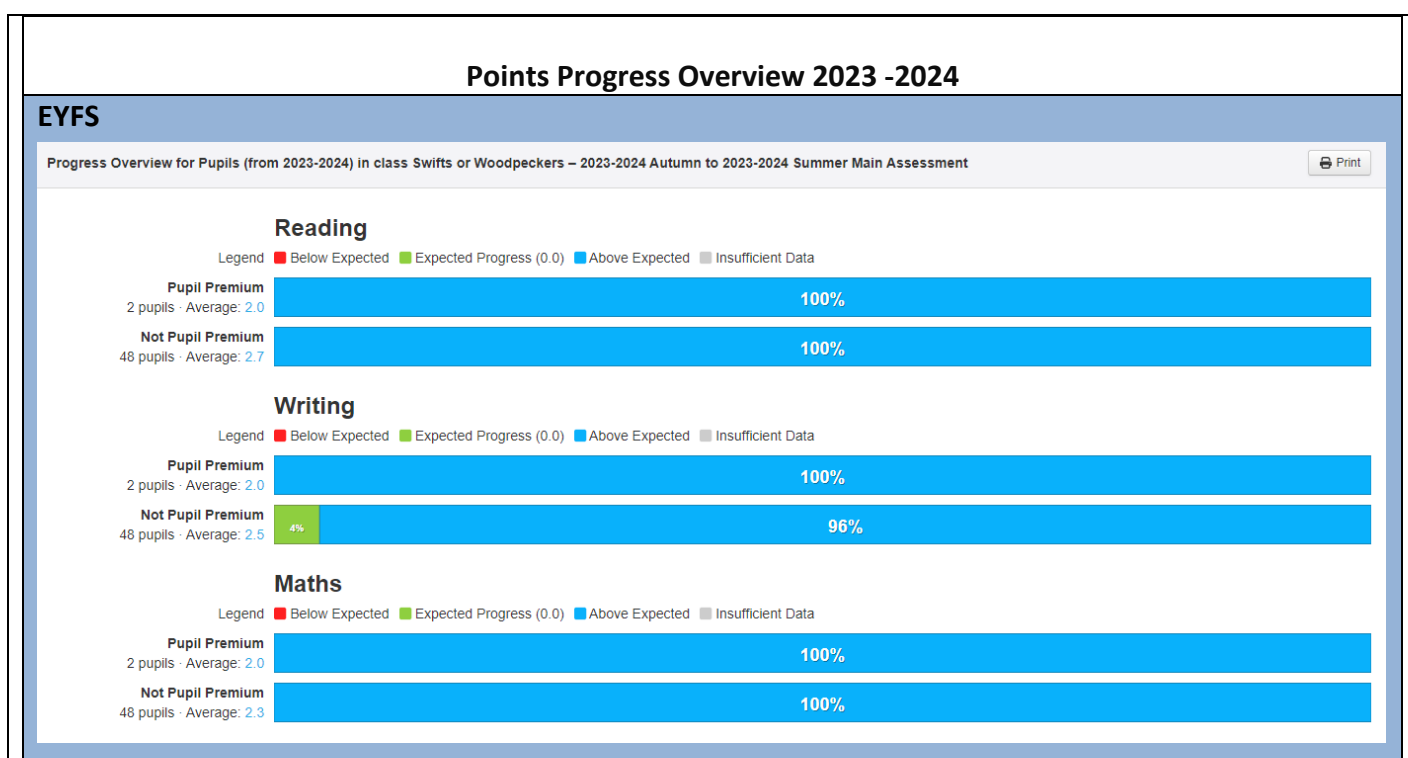
Total budgeted cost: £ 24,950.00

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

Attainment Overview for children 2023 -202		
SCHOOL DATA 2023 -2024		
Year Two	School	PPG
Reading		
% @ expected standard	83%	89%
% @ higher than expected standard	37%	33%
Writing		
% @ expected standard	73%	67%
% @ higher than expected standard	21%	0%
Maths		
% @ expected standard	81%	78%
% @ higher than expected standard	31%	22%
Year One		
Reading		
% @ expected standard	56%	29%
% @ higher than expected standard	16%	0%
Writing		
% @ expected standard	49%	14%
% @ higher than expected standard	2%	0%
Maths		
% @ expected standard	60%	14%
% @ higher than expected standard	7%	0%
EYFS		
GLD	68%	0%



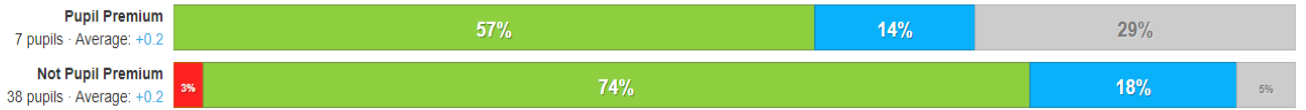
YEAR 1

Progress Overview for Pupils (from 2023-2024) in class Chaffinches or Robins – 2023-2024 Autumn to 2023-2024 Summer Main Assessment

Print

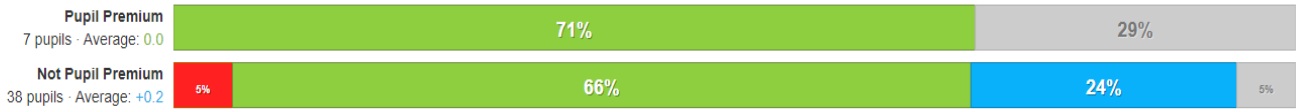
Reading

Legend ■ Below Expected ■ Expected Progress (0) ■ Above Expected ■ Insufficient Data



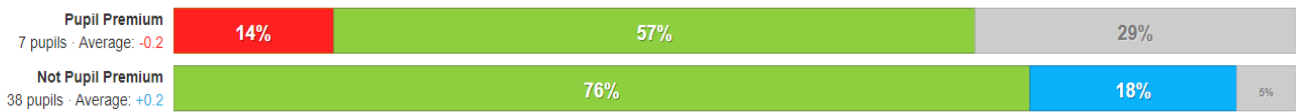
Writing

Legend ■ Below Expected ■ Expected Progress (0) ■ Above Expected ■ Insufficient Data



Maths

Legend ■ Below Expected ■ Expected Progress (0) ■ Above Expected ■ Insufficient Data



Externally provided programmes

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

Programme	Provider
Trauma Perceptive Practice Training (TPP)	Essex County Council
Disadvantaged Pupil: Bridging the attainment gap.	Essex County Council