



# Doddinghurst Infant School

Church Lane, Doddinghurst, Brentwood, Essex, CM15 0NJ

## Pupil Premium Strategy statement

Date last reviewed:	Autumn 2023
Frequency of review:	annually
Date next review due:	Autumn 2024
Version:	3.0

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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
<u><a href="#">Doddinghurst Infant School</a></u>	
Number of pupils in school	145
Proportion (%) of pupil premium eligible pupils	11.7% (17 pupils)
Academic year from and to	2023/2024
Date Published	Autumn 2023
Date for Review	Autumn 2024
Authorised by	Mrs Ingrid Nicholson (Headteacher)
Pupil Premium Lead	Mrs Sarah Driver
Governor Trustee	Mrs Sian Farrelly

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 23,545
Recovery premium funding allocation this academic year <small>(Some or all of it may be carried forward to future financial years Gov.uk)</small>	£ 1,700
Pupil premium funding carried forward from previous years <small>(enter £0 if not applicable)</small>	£ 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	£ 25,245

## Part A: Pupil premium strategy plan

### Statement of intent

- To ensure that all children who are in receipt of Pupil Premium make accelerated progress so that they are either working at age related expectations in Reading, Writing and Maths by the end of the academic year, or they have made outstanding progress throughout the year so that the gap is closing.
- To reduce the gap between the attainment of pupils in receipt of PP and non-pupil premium groups.
- To ensure that pupils take part in an enriched curriculum that provides experiences to enhance progress in academic, social and emotional development.
- To ensure that standards of attainment and progress for PP children meet national expectations and that children achieve their full potential.

#### **We prioritise the use of the Pupil Premium as follows:**

Pupil Premium pupils who are underachieving.

Pupil Premium pupils who are achieving well and deserve to be extended and challenged to reach their true potential.

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, through assessments, observations and discussions with pupils.

Challenge number	Detail of challenge
1	<b>Reading:</b> 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 inference and comprehension skills, as well as fluency (sometimes due to a lack of practice at home).
2	<b>Writing:</b> Lack of vocabulary to draw on; poor spelling and sentence construction; restricted oral language and limited writing skills. Progress and attainment in reading is good throughout school, but attainment in writing and spelling is not in-line with reading. Notably, there are increasing gaps in attainment and progress of boys' writing.
3	<b>Maths:</b> Assessments indicate that maths attainment among disadvantaged pupils is typically below that of non-disadvantaged pupils. Fluency and recall of basic skills – finding it challenging to recall addition facts, basic number bonds and find retaining taught calculation strategies difficult.
4	<b>Speech &amp; Language:</b> Assessment and observation we found that pupils are entering our school with poor oral language skills. Left unchallenged, this and a narrow vocabulary remain a barrier for many

5	<b>EYFS:</b> PP pupils entering school in EYFS generally have very low attainment in English, with oracy, reading and vocabulary skills and understanding below that of others of their age group. Due to a poorer socioeconomic and disadvantaged upbringing, these children are unlikely to have the breadth of vocabulary, knowledge and skills required that 'typical' Reception children have. In KS1, PP children are unlikely to use talk to connect ideas and explain what is happening coherently. Some children working within 36-48 month age band on entry to Reception despite making accelerated progress do not meet the required end of year ELGs.
6	<b>Personal development:</b> Levels of resilience and independence for some pupils are not as strong as they could be; this can lead to an over reliance on adults and a detrimental effect on academic progress, particularly in Maths (both with basic arithmetic and reasoning/problem solving). Learning behaviours may need strengthening due to long periods of self-isolation and disrupted learning during the pandemic
7	<b>Cultural Capital:</b> Some of our pupil premium children have a lack of cultural capital and enrichment opportunities outside of school. Some PP children need broader outlooks and higher aspirations - low stimulation outside school and lack of life experience.
8	<b>Mental Health and wellbeing:</b> Less developed social and emotional intelligence in some PP children (low self-esteem, anxiety, anger management issues). Some individuals are not in a position to make accelerated progress without additional nurturing support and the intervention of external agencies.
9	<b>Behaviour and attitudes:</b> Improving attendance and readiness to learn for the most disadvantaged pupils is becoming an increasing issue now that additional catch up intervention groups are run from 8.45am-9.00am.
10	<b>Parental Engagement:</b> Identified as a barrier for some of our disadvantaged pupils. Due to varying pressures and personal circumstances, many of our parents are unable to support with home learning and it can be challenging to engage with our families. Attendance at school workshops can be low, restricted life experiences, families struggling financially, low aspirations.
11	<b>SEND:</b> Ensuring that provision is tailored to meet the personal barriers to learning for each child. For example, 46.7% of disadvantaged children are recorded as requiring additional intervention due to having SEND or mild learning difficulties. 26.7% of the 30 Disadvantaged pupils are SEND Support requiring high levels of intervention as they are working significantly below ARE. Another 20% are classed as 'Watchful Eye' as they are working below ARE and have additional learning needs.

## 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
<b>Priority 1:</b> To narrow the attainment gap between disadvantaged and non-disadvantaged pupils in reading, writing and maths through quality first teaching (Ordinarily Available) and closely monitored intervention groups. Focused teaching and directed support ensures disadvantaged children keep up with their peers. Pupils keep up not catch up.	<ul style="list-style-type: none"> <li>• Data shows that individual PP pupils have accelerated their rate of progress in Reading, Writing and Maths.</li> <li>• Using the Power of reading resource gives a high quality text which provide examples of effect writing</li> <li>• Increased percentage in the number of pupils achieving the expected standard in Reading, Writing and Maths in all year groups; but especially EYFS and Y2.</li> <li>• Evidence of challenge and modelling within classrooms to develop learning</li> <li>• The regular cycle of Assess-Plan-Do-Review ensures that disadvantaged pupils with SEND are making progress</li> </ul>

	<ul style="list-style-type: none"> <li>• Increased % in the number of pupils achieving the expected standard in Phonics in Y1 and Y2. Phonics outcomes for PPG pupils judged at least good.</li> <li>• Attainment gaps between PP and non-PP children are closing.</li> <li>• Class teachers demonstrate a high level of knowledge of children's individual needs at PPMs</li> <li>• A focus on early reading strategies in EYFS and KS1 to increase reading attainment.</li> <li>• Targeted support on a daily bases will include reading, phonics and spelling.</li> <li>• Children have access to decodable books matched to their phonic phase.</li> <li>• Children use the 'Think, Pair Share' strategy will increase their confidence in sharing ideas.</li> <li>• Children will reach the gold reading challenge</li> <li>• Flexible groupings are used to support disadvantage pupils in all lessons.</li> <li>• Daily Maths 'mastery in number sessions cement 'the basics' leading to better attainment in arithmetic.</li> <li>• All relevant EYFS/KS1 staff have received training to effectively deliver Little Wandle scheme so that disadvantaged pupils obtain the required attainment outcomes against their peers nationally, based on the Phonics Check.</li> <li>• Through participation in the S&amp;L programme, communication and language skills for identified pupils is improved significantly</li> </ul>
<p><b>Priority 2:</b> A high proportion of our disadvantaged pupils make at least expected and in some cases exceed nationally expected progress rates at the end of EYFS, Y1 and KS1.</p>	<ul style="list-style-type: none"> <li>• All teachers and LSAs are aware of which children are disadvantaged in their class.</li> <li>• All progress scores for disadvantaged pupils are in the expected or above expected range at the end of each academic year in Reading, Writing and Maths.</li> <li>• Disadvantaged pupils make expected progress in Foundation subjects through careful monitoring of standards within our Creative Curriculum.</li> <li>• Teachers have access to high quality CPD and can reflect on how this impact their teaching practise.</li> <li>• SENDCO works with teachers to improve their capacity to support SEND and lower ability children, including strategies and resources relating to understanding barriers and addressing needs.</li> <li>• Targeted, impact measured interventions for RWM 1:1; small group tuition, booster activities improve attainment.</li> <li>• Personalised work stations in each classroom, delivering a bespoke curriculum and the use of the Rainbow room to deliver targeted interventions</li> <li>• Termly formative assessment is used effectively to show disadvantaged pupils make expected progress</li> <li>• Using the HT report Governors have termly data showing progress of PP and non PP pupils providing them with the</li> </ul>

	<p>knowledge of key groups of children allowing them the opportunity to analyse and ask questions</p>
<p><b>Priority 3:</b> For all pupils to have improved resilience and aspirations through access to wider opportunities within an enhanced curriculum that will impact positively on learner behaviours and pupil outcomes re: academic, social and emotional development.</p>	<ul style="list-style-type: none"> <li>• Majority of Disadvantaged children take up after-school clubs or enrichment activities each year e.g. sports competitions</li> <li>• A wide range of external visitors and experiences to the school; e.g. authors, members of the community, Rotary club, VR experiences and members of the emergency services, enhance experiences of disadvantaged children and increases aspirations, cultural capital, motivation and engagement.</li> <li>• A strong framework of school values underpins the ethos of the school.</li> <li>• Disadvantaged pupil utilise colour monsters, 5 Bs and the knowledge of what adults to ask for support</li> <li>• Increase in the number of pupils accessing extra-curricular activities and trips, increasing their life experiences</li> <li>• All PP pupils reach their full potential; some exceed – more able PP are judged as working at greater depth.</li> <li>• Our rich, exciting and engaging themed-based curriculum is further enhanced to ensure that lessons promote shared values and themed events</li> <li>• We support children in becoming ‘citizens of good character’ by fully embedding our values and a whole school PSHE curriculum.</li> <li>• Positive emotional wellbeing and good mental health is promoted across the school community so that all pupils have high aspirations and positive self-esteem.</li> </ul>
<p><b>Priority 4:</b> To address the academic, social, emotional and mental health needs of pupils who are most at risk of underachieving through support for our vulnerable families</p>	<ul style="list-style-type: none"> <li>• For pupils with SEMH needs, accurate and timely identification and monitoring of individual targets, one plans and bespoke provision in class enables these children to thrive.</li> <li>• Pastoral lead has a good relationship with disadvantage pupil and is able to provide strategies to alleviate anxieties, worries and/or concerns.</li> <li>• Senior leaders are visible on the morning gate so they can engage with parents and cares, regularly in an informal way.</li> <li>• Leaders and office staff build good relationships with families, and families feel able to share concerns and challenges and feel listened to.</li> <li>• Leaders seek consent for referrals to outside agencies where appropriate, and parents are willing to engage with this process</li> <li>• SENDCO proactively engages with outside agencies to provide additional support and advice where appropriate re: mental health and well-being.</li> <li>• Senior leaders, Office Manager and Pastoral lead identify parents for additional support and work with them on strategies to support SEMH and further parental engagement.</li> <li>• Home learning and seesaw protocols increase the amount of home learning that children have access to.</li> </ul>



	<ul style="list-style-type: none"><li>• School further develops its communication via accessible website with regular Seesaw posts, Twitter feeds and links.</li><li>• Maths, Reading and Phonics Parents workshops and other curriculum events for parents are held throughout the year.</li><li>• Reduced absence among pupils eligible for PP to achieve targets.</li><li>• Attainment and progress is improved through greater motivation and self-learning.</li><li>• Parents report positive experiences of working with their children on learning objectives at home by posting activities on the online platform - Seesaw.</li><li>• Attainment and progress is improved through greater motivation and self-learning</li></ul>
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## 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: £14,245

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff meeting CPD for all staff	Using Metacognition and memory to boost attainment EEF - <a href="#">metacognition-and-self-regulation</a> Maths Mastery in number EEF - <a href="#">mastery-learning</a> Bereavement training TPP Inner wings	1, 2, 3, 4, 6, 8,
SEND lead	Attended Essex Disadvantage updates Relevant information delivered to staff through staff meetings Ordinarily Available provision Personalised curriculum workstations	All
Phonics & spelling scheme 'Little Wandle'	Embed stronger phonics teaching for all pupils Staff to revisit new material – spelling model Y2 Continue to enhance reading resources <a href="#">EEF Phonics toolkit</a>	1, 2, 4, 5, 6, 10
In house support staff training	LSA to attend training from TPP Staff trained Ordinarily Available provision Personalised curriculum and workstations 'Chatta' approach Inner wings Tier 1-3 vocabulary training Maths Mastery in number EEF <a href="#">teaching assistants intervention</a>	1, 2, 3, 4, 5, 6, 7, 9, 11
Quality first teaching Ordinarily available	Teaching utilise a range of strategies to support the children's learning, identifying needs and ensure they make progress Educational endowment Foundation toolkit (EEF) <a href="#">feedback</a> <a href="#">metacognition-and-self-regulation</a> Maths Mastery <a href="#">mastery-learning</a> <a href="#">reading-comprehension-strategies</a> <a href="#">individualised-instruction</a>	All



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

Budgeted cost: £9,673

Activity	Evidence that supports this approach	Challenge number(s) addressed
Speaking and listening interventions	Time to talk Colourful semantic, Narrative therapy Power of reading high quality text 'Think pair share' <a href="#">metacognition-and-self-regulation</a>	1, 4, 5
Flexible small group interventions One-to-on daily reading interventions RWM Workshops for Parents	Talk time <a href="#">collaborative-learning-approaches</a> Differentiation planning One plan documentation <a href="#">feedback</a> Target point system <a href="#">parental-engagement</a>	All
HLTA lead Pastoral care	<a href="#">Social-and-emotional-learning</a> <a href="#">Small-group-tuition</a> <a href="#">collaborative-learning-approaches</a>	6,7,8,9
Differentiated Phonics intervention	Assessment of Phonics sound half termly EEF- <a href="#">phonics</a>	1, 4
Develop vocabulary through reading a wide range of text on a regular basis Daily reads One-to-on daily reading interventions	Educational endowment Foundation toolkit (EEF) <a href="#">teaching-assistant-interventions</a> <a href="#">oral-language-interventions</a> <a href="#">reading-comprehension-strategies</a> <a href="#">Small-group-tuition</a>	1, 2, 4, 5, 7, 8, 9,11
EYFS support for PPG or Pupils identified as potential vulnerable	<a href="#">early-years-toolkit</a>	All





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

Budgeted cost: £5,616

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Access to Play Therapy interventions for PPG and disadvantaged pupils.</p> <p>Delivery of play Therapy sessions from trained professionals</p>	<p>Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEMH skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEMH skills are linked with poorer mental health and lower academic attainment.</p> <p>(5+ months progress)</p>	4, 6, 8, 9,
Forest School	Forest School help children improve their balance, develop their motor skills and grow their stamina. Increasing children's knowledge of the natural world.	4, 6, 8, 9, 11
Horse Riding	<p>Personal communication, engagement and interaction.</p> <p>Confidence building</p> <p>Fine and Gross motor control-</p>	4, 6, 8, 9, 11
Clubs and trips paid	Allow pupils to fully take part in school life	4, 6, 8, 9, 10
Shenfield School Sport partnership	External Multi skills and competition	6, 7, 8, 9,
Senior Mental Health Lead	Pupils who have emotional wellbeing difficulties they rely on staff to have 1:1 sessions to ease their worries and make them ready to learn. This also has a positive impact on their attendance	4, 6, 8, 9,

**Total budgeted cost:** £18,885.35



# 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 2021 to 2022 academic year.

Attainment Overview for children 2022 -2023		
SCHOOL DATA 2022 -2023		
Year Two	School	PPG -6
<b>Reading</b>		
% @ expected standard	90%	0%
% @ higher than expected standard	41%	50%
<b>Writing</b>		
% @ expected standard	79%	50%
% @ higher than expected standard	23%	0%
<b>Maths</b>		
% @ expected standard	84%	0%
% @ higher than expected standard	33%	50%
Year One	School	PPG
<b>Reading</b>		
% @ expected standard	51%	70%
% @ higher than expected standard	18%	10%
<b>Writing</b>		
% @ expected standard	41%	40%
% @ higher than expected standard	8%	0%
<b>Maths</b>		
% @ expected standard	54%	40%
% @ higher than expected standard	8%	10%
EYFS	School	PPG
GLD	71%	25%

Points Progress Overview 2022 -2023	
EYFS (1 child migrated in mid year, therefore no entry data in September)	
Progress Overview for Pupils (from 2022-2023) in class Swifts or Woodpeckers – 2022-2023 Entry to 2022-2023 Summer Main Assessment <span style="float: right;">Print</span>	
<p><b>Reading</b></p> <p>Legend: Below Expected (red), Expected Progress (0.0) (green), Above Expected (blue), Insufficient Data (grey)</p> <p>Pupil Premium: 5 pupils - Average: 4.4 <span style="float: right;">100%</span></p> <p>Not Pupil Premium: 34 pupils - Average: 4.6 <span style="float: right;">97% <span style="font-size: small;">3%</span></span></p>	
<p><b>Writing</b></p> <p>Legend: Below Expected (red), Expected Progress (0.0) (green), Above Expected (blue), Insufficient Data (grey)</p> <p>Pupil Premium: 5 pupils - Average: 4.2 <span style="float: right;">100%</span></p> <p>Not Pupil Premium: 34 pupils - Average: 4.5 <span style="float: right;">97% <span style="font-size: small;">3%</span></span></p>	
<p><b>Maths</b></p> <p>Legend: Below Expected (red), Expected Progress (0.0) (green), Above Expected (blue), Insufficient Data (grey)</p> <p>Pupil Premium: 5 pupils - Average: 3.8 <span style="float: right;">100%</span></p> <p>Not Pupil Premium: 34 pupils - Average: 4.2 <span style="float: right;">97% <span style="font-size: small;">3%</span></span></p>	

## YEAR 1

Progress Overview for Pupils (from 2022-2023) in class Chaffinches or Robins – 2022-2023 Entry to 2022-2023 Summer Main Assessment



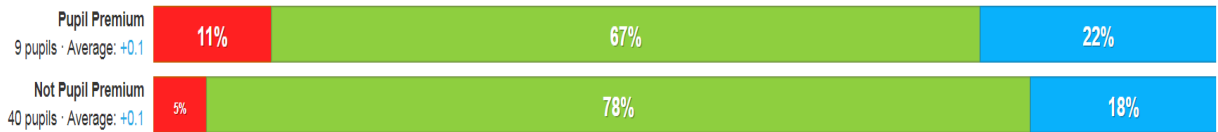
### Reading

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



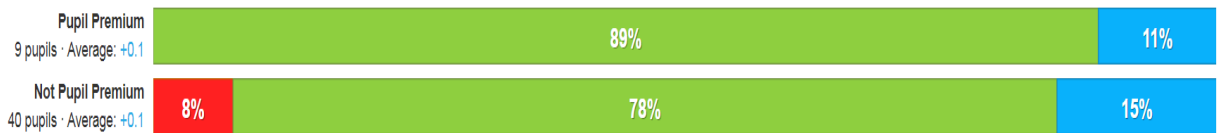
### Writing

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



### Maths

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



## YEAR 2 (6 children migrated in mid year , therefore no entry data in September)

Progress Overview for Pupils (from 2022-2023) in class Swans or Kingfishers – 2022-2023 Entry Main Assessment to 2022-2023 Summer SAT TA



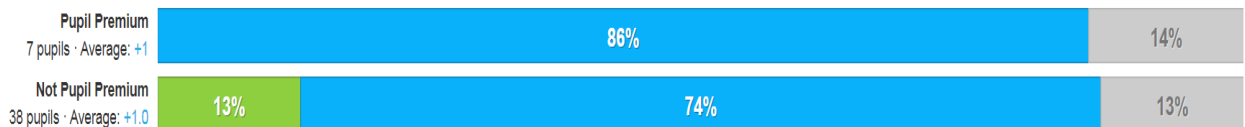
### Reading

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 purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

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

## Service pupil premium funding (optional)

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

<b>Measure</b>	<b>Details</b>
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