

Pupil premium strategy statement

This statement details our school's use of pupil premium and recovery premium for the 2024 to 2025 academic year 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	Dropmore Infant School
Number of pupils in school	3 (NOR 64)
Proportion (%) of pupil premium eligible pupils	4.67%
Academic year/years that our current pupil premium strategy plan covers	2025 – 2026
Date this statement was published	November 2025
Date on which it will be reviewed	July 2025
Statement authorised by	Amy Douglas and Nicky Waugh Co-headteachers
Pupil premium lead	Amy Douglas
Governor / Trustee lead	Holly Winter

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£3535
Recovery premium funding allocation this academic year	£0
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	£3535

Part A: Pupil premium strategy plan

Statement of intent

At Dropmore Infant School we have high aspirations and ambitions for our children and we believe that no child should be left behind. Our intention is to ensure that our children are given every chance to realise their full potential, regardless of their background and the challenges they face.

We will use these grants to ensure that those learners who are entitled to additional support have every opportunity to make accelerated progress.

As we do not have many pupils in receipt of pupil premium or other vulnerable pupils at the school, our plan is specifically catered to those individuals. We use careful assessment to work out the needs of our pupils and how we will support them to excel. This includes meeting as a teaching team to discuss the children at the school, using research-based evidence from the EEF toolkit and analysing provision and strategies from previous years.

Our approach this year covers:

1. Developing high quality teaching
2. Wellbeing support
3. Providing enrichment experiences

Challenges

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

Challenge number	Detail of challenge
1	Attainment in English and Maths
2	Low confidence and self-esteem.
3	A need to provide a variety of rich and varied life experiences for our disadvantaged pupils.

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
Good progress in English and maths	Data on progress and assessment at the end of the academic year. Discussion with CTs. New systems to support identification of any additional needs impacting English and Maths.
Pupils identified with social and emotional needs are well supported	Pupil voice survey, parent survey, class teacher feedback and observations.
Disadvantaged pupils have similar opportunities and access to the school and wider curriculum as their peers.	Disadvantaged pupils will be invited to a range of experiences within and outside of the school day.

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: £1535

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff training (CPD) to support knowledge on how chdn learn and how to lead effective interventions	<p>Evidence base:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from small group tuition. Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. The approach allows the teacher to focus on the needs of a small number of learners and provide teaching that is closely matched to pupil understanding. Small group tuition offers an opportunity for greater levels of interaction and feedback compared to whole class teaching which can support pupils to overcome barriers to learning and increase their access to the curriculum.</p>	1, 2

Develop reading comprehension – training, resources	<p>Evidence – reading comprehension https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> <p>Reading comprehensions strategies involve the teaching of explicit approaches and techniques a pupil can use to improve their comprehension of written text. Many learners will develop these approaches without teacher guidance, adopting the strategies through trial and error as they look to better understand texts that challenge them. However, we know that on average, disadvantaged children are less likely to own a book of their own and read at home with family members, and for these reasons may not acquire the necessary skills for reading and understanding challenging texts.</p> <p>Effective Professional Development (EEF): https://d2tic4wvo1usb.cloudfront.net/production/eef-guidance-reports/effective-professional-development/EEF-Effective-PD-Mechanisms-Poster.pdf?v=1691057377</p> <p>Mentoring and coaching can be an important source of support, particularly for early career teachers.</p>	1
Technology and other resources to support high quality teaching and learning	<p>The EEF Guide to Pupil Premium The EEF Guide to the Pupil Premium EEF</p> <p>To improve learning, schools should consider the specific barriers technology is addressing, particularly for disadvantaged students, and use technology in a way that is informed by effective pedagogy.</p>	1

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

Budgeted cost: £1000

Activity	Evidence that supports this approach	Challenge number(s) addressed
High quality small group or 1:1 interventions in English and Maths	<p>Improving Mathematics in the Early Years and Key Stage 1 EEF (educationendowmentfoundation.org.uk)</p> <p>High quality, targeted support can provide effective extra support for children. Small-group support is more likely to be effective when: children with the greatest needs are supported by the most experienced staff; training, support, and resources are provided for staff using targeted activities; sessions are brief and regular; and explicit connections are made between targeted support and everyday activities or teaching.</p> <p>Improving Literacy in KS1 Improving Literacy in Key Stage 1 EEF (educationendowmentfoundation.org.uk)</p>	1,2

	<p>Use one-to-one and small-group tutoring ideally involving structured interventions. There is consistent evidence the approach supports children struggling with aspects of literacy</p> <p>Special Education Needs in Mainstream Schools, recommendation 4 (https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send)</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £1000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Wellbeing, social and emotional activities including whole class approaches and more specific therapeutic interventions for small groups and individual children	<p>Improving Social and Emotional Learning in Primary Schools EEF (educationendowmentfoundation.org.uk)</p> <p>Use a range of strategies to teach key skills, both in dedicated time, and in everyday teaching.</p> <p>Self-awareness: expand children's emotional vocabulary and support them to express emotions.</p> <p>Self-regulation: teach children to use self-calming strategies and positive self-talk to help deal with intense emotions.</p> <p>Social awareness: use stories to discuss others' emotions and perspectives.</p> <p>Relationship skills: role play good communication and listening skills.</p> <p>Responsible decision-making: teach and practise problem solving strategies.</p> <p>Establish schoolwide norms, expectations and routines that support children's social and emotional development</p> <p>Establish a shared vision for SEL: ensure it is connected to rather than competing with other school priorities. Seek ideas and support from staff and pupils in how the school environment can be improved.</p>	1, 2, 3
Breakfast club, after school clubs and after school care	<p>We would like to offer children receiving pupil premium opportunities to access our breakfast club sessions to ensure they have a filling breakfast to start their day and a calm start to the morning.</p> <p>By providing some after school clubs free of charge, we give those pupils access to benefits and opportunities that might not otherwise be available to them. This in turn will support them in raising confidence and broadening experiences and aspirations.</p> <p>Evidence EEF https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p> <p>Extracurricular activities are an important part of education in their own right. These approaches may increase engagement in learning but it is important to consider how increased engagement will be translated into improved outcome</p>	1, 2, 3

	<p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast</p> <p>There is some evidence that providing free, universal, before-school breakfast clubs can benefit pupils by preparing them for learning or supporting behaviour and school attendance.</p>	
Additional support for school resources	Financial support for school trips, uniform and other school resources will be paid for where necessary.	3

Total budgeted cost: £3535

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 2024 to 2025 academic year.

Between 2024 to 2025, there was a low number of pupils eligible for pupil premium (1). A range of strategies including enrichment activities and extra academic support was provided.

The use of an adult to support interventions in phonics and reading, helped support progress in phonics and reading comprehension across the school.

Based on our internal assessments, positive academic progress was made over the course of the year, however continued support will be required for that child still at the school to achieve end of year expectations.

The wellbeing sessions, with our Wellbeing Lead have continued to have increase in overall wellbeing in the children. This in turn has had a positive impact on attitude to learning.

Externally provided programmes

Programme	Provider
n/a	

Service pupil premium funding (optional)

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

Further information (optional)

- Our Pupil Premium strategy has been supported by additional activities that we are not using Pupil Premium funding or Recovery Premium funding for.
- We are a small school. The number of children receiving pupil premium is low which makes us limited in implementing large programmes. We carefully plan how to spend this money so it has the most impact on our pupils based on their needs.