

Pupil premium strategy statement – Dorothy Barley Junior Academy

Before completing this template, read the Education Endowment Foundation's [guide to the pupil premium](#) and DfE's [pupil premium guidance for school leaders](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium on, within the framework set out by the menu.

All schools that receive pupil premium are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

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	327 2024-2025 307 2025-2026
Proportion (%) of pupil premium eligible pupils	Funded on 116 pupils 35% PPG 2024-2025 Funded on 100 pupils 33% PPG 2025-2026
Date this statement was published	24 th October 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Cathy Leicester
Pupil premium lead	Lauren Fieldsend
Governor / Trustee lead	Carole Webb CoG

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£171, 680
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£171, 680 NB 2025-2026 £151, 500

Part A: Pupil premium strategy plan

Statement of intent

Our overarching aim and intention is to use a holistic approach which considers the needs of all disadvantaged pupils at DBJA to ensure the best possible outcomes for them across all subject areas. The focus of our strategy is to support disadvantaged pupils achieve this, including our more able pupils.

Dorothy Barley Junior Academy is larger than the average-sized primary school in Dagenham. A falling pupil roll means that numbers of mid-phase arrivals are high and pupil mobility is significant. According to the October 2025 census 33% of primary pupils are eligible for the Pupil Premium Grant. 43% of pupils have English as a first language. There are 39 languages other than English spoken by the children at the school. The largest language group is English, 43%, followed by Romanian 8%, Urdu 8%, and Bengali 8%.

The school has a 12 place Additional Resource Provision called the Learning Centre (currently over subscribed) which serves Complex and Multiple Learning Difficulties. 22% of children have Special Educational Needs. SEMH, MLD and SLCN are the main areas of need. The school has seen an increase in the % of SEND children over the last five years (historically usually around 10% of the school population). 19 children have an EHCP in place. The school has also seen an increase in overall mobility in the last four years and deprivation remains high.

We have high aspirations and ambition for all of our children, and we are determined to ensure that they are given every chance to realise their full potential. We believe that ensuring all children receive a daily diet of at least good teaching is at the heart of our approach with a focus on our disadvantaged pupils, while sustaining our non- disadvantaged pupils' attainment.

The Pupil Premium Grant has been ring-fenced and will be used to benefit all pupil premium pupils and pupils that have been identified in need of 'recovery' through targeted support. Our approach will be based on the findings from robust ongoing, evidence-based, data analysis.

We have established clear lines of responsibility with a member of the senior leadership team and a link governor taking responsibility for Pupil Premium. To ensure effective practice we will:

- Provide short term intervention programmes for underachieving pupils and those with SEND, this can include academic and pastoral support.
- Provide additional adult support for pupils in Year 6.
- Provide bespoke and precision targeted intervention for all children who we class as vulnerable.
- Provide new resources that will support learning and teaching in and out of the classroom.
- Provide consistent Pupil Welfare support.
- Provide part time Therapeutic Counselling support for pupils.
- Provide online learning materials for Reading and Mathematics (available 24/7) from outside the school network.

- Make sure that all children have full access to a daily diet of at least good teaching.
- Ensure adults are deployed effectively to support those children most ‘in need’.
- Provide relevant CPD in a carefully planned INSET schedule
- Develop strategies to target poor attendance and encourage at least good attendance.
- Target the PPG pupils that are persistent absentees (PA) year-on-year
- Target PPG pupils and their families that are in need of food from our community fridge, clothes from our ‘pre-loved’ donations and other donations we source e.g the Kindness Offensive and provide them with relevant resources.

Challenges

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

Challenge number	Detail of challenge																																			
1	<p><u>Attendance</u></p> <p>Over the past two years, our attendance data has consistently shown that disadvantaged pupils attend school 2.7% to 2.9% less than their non-disadvantaged peers. Recognising this as a key area for improvement, we have prioritised targeted attendance strategies aimed at closing this gap and supporting disadvantaged pupils to attend more regularly.</p>																																			
2	<p>Assessments indicate that combined attainment among disadvantaged pupils is below that of non-disadvantaged pupils. There is also high variability year on year in how PPG children perform in Reading, Writing, Maths & Combined compared to non PPG in different cohorts.</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Reading</th> <th>Writing</th> <th>Maths</th> <th>Combined</th> </tr> </thead> <tbody> <tr> <td>2025 Dis</td> <td>70%</td> <td>75%</td> <td>55%</td> <td>50%</td> </tr> <tr> <td>2025 Non- Dis</td> <td>67%</td> <td>74%</td> <td>70%</td> <td>60%</td> </tr> <tr> <td>2024 Dis</td> <td>70%</td> <td>76%</td> <td>70%</td> <td>64%</td> </tr> <tr> <td>2024 Non- Dis</td> <td>79%</td> <td>71%</td> <td>69%</td> <td>60%</td> </tr> <tr> <td>2023 Dis</td> <td>55%</td> <td>67%</td> <td>52%</td> <td>48%</td> </tr> <tr> <td>2023 Non- Dis</td> <td>67%</td> <td>68%</td> <td>71%</td> <td>61%</td> </tr> </tbody> </table>	Year	Reading	Writing	Maths	Combined	2025 Dis	70%	75%	55%	50%	2025 Non- Dis	67%	74%	70%	60%	2024 Dis	70%	76%	70%	64%	2024 Non- Dis	79%	71%	69%	60%	2023 Dis	55%	67%	52%	48%	2023 Non- Dis	67%	68%	71%	61%
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3	<p>We serve a deprived community with many families struggling financially. There is a lack of enrichment opportunities for many pupils, particularly those who qualify for FSM.</p> <p>Barking and Dagenham had the 21st highest deprivation score of the 317 English local authorities measured on the Index of Multiple Deprivation (IMD) 2019. It also had the highest IMD score of all London boroughs 7 5 LBBW wards are amongst the 10% most deprived wards in England and 11 LBBW wards are amongst the 20% most deprived wards in England</p> <p><i>Source: Barking & Dagenham Joint Needs Assessment 2024-2027</i></p> <p>DBJA's definition of disadvantage and vulnerable extends beyond the Pupil Premium Eligible definition with an ever-increasing number of children on our vulnerability register who have been exposed to multiple adverse childhood experiences.</p>
4	<p>Complex family situations, deprivation and poor parental engagement make it difficult for parents to give their children support with home learning and to support their basic needs (food, clothing, opportunity)</p> <p>In the 2021 Census, 46,100 households in Barking and Dagenham (62.4%) were deprived in at least 1 of the four dimensions of deprivation (education, employment, health and housing). This is the highest proportion of deprived households within local authorities in England.</p> <p><i>Source: Barking & Dagenham Joint Needs Assessment 2024-2027</i></p>
5	<p>Mental health needs have always been significant in the borough but have increased since the pandemic and as a result of recent financial instability.</p> <p>More than 1 in 5 residents aged 16 and over are estimated to have a common mental disorder, compared to 1 in 6 nationally.</p> <p>National data indicates that in children aged 7 to 16 years, rates of probable mental disorder rose from 1 in 9 (12.1%) in 2017 to 1 in 6 (16.7%) in 2020, then remained stable between 2020, 2021 and 2022. In young people aged 17 to 19 years, rates of a probable mental disorder rose from 1 in 10 (10.1%) in 2017 to 1 in 6 (17.7%) in 2020. Rates were stable between 2020 and 2021, but then increased from 1 in 6 (17.4%) in 2021 to 1 in 4 (25.7%) in 2022. Rates of probable mental disorder were more likely in those experiencing financial hardship.</p> <p><i>Source: Barking & Dagenham Joint Needs Assessment 2024-2027</i></p>

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
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<ul style="list-style-type: none"> Attendance of Pupil Premium children to be at least 0.2% better

	<p>than in 2024-25, and closer to being in line with that of non-PP children.</p> <ul style="list-style-type: none"> • Daily absence calls and home visits (where required) are having an impact on attendance and any PA PP children. • PP attendance is tracked, and issues addressed robustly <p>Use EEF’s Supporting School Attendance to Supporting attendance EEF</p> <ul style="list-style-type: none"> • Build a holistic understanding of pupils and families, and diagnose specific needs • Build a culture of community and belonging for pupils • Communicate effectively with families • Improve universal provision for all pupils • Deliver targeted interventions to supplement universal provision • Monitor the impact of approaches
<p>Close the attainment gap in individual cohorts, in the MTC and at end of Key Stage 2 in RWMC</p>	<ul style="list-style-type: none"> • Robust evidence (TA & Test scores) show that gaps are closing year on year in Y3-5 in RWMC, in Year 4 in MTC and at the end of KS2 in RWMC in 2025-2026 data • All monitoring, evaluation and pupil voice shows that adaptive teaching strategies are having impact and that foundational knowledge issues are being addressed and that this is having a positive impact on progress and outcomes
<p>Increase cultural capital by giving PP children access to a variety of opportunities and experiences.</p>	<ul style="list-style-type: none"> • Sustained high levels of wellbeing by 2025-2026 demonstrated by: • qualitative data from student voice, student and parent surveys and teacher observations • a significant reduction in bullying • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils. • School engagement with the Cultural Champions Programme

<p>All teachers' expectations are consistently high and reflect explicit adaptation and challenge, the large number (5) of ECTs are successfully inducted and supported to achieve the best possible pupil outcomes and all staff have an increased awareness of the need to have a forensic approach to data analysis to support accelerated progress for PPG</p>	<ul style="list-style-type: none"> • Target children identified • Foundational knowledge gaps are addressed so that ARE is secure • PPG and non gaps are reduced • Emphasis on keep up not catch up • Robust PPM systems in place • Accurate triangulation of teacher assessment and tests ensure robust assessment of children's needs, and this informs future planning and provision
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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: £99, 106

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Carefully planned programme of CPD linked to outcomes, and whole school teaching approaches such as</p> <ul style="list-style-type: none"> • White Rose • Destination Reader & Little Wandle • Foundational knowledge focus • Great Reading Strategy Adaptive teaching 	<p>EEF blog: Moving from 'differentiation' to 'adaptive teaching' EEF</p> <p>Phonics Teaching and Learning Toolkit EEF</p> <p>EEF Assessing and Monitoring Pupil Progress</p> <p>EEF Effective Professional Development</p> <p>Lesson observations and book looks demonstrate high expectations from staff for all pupils, with a focus on PPG</p>	<p>2</p>

	<p>pupils and any pupils identified for 'recovery'.</p> <p>Pupil Progress Meetings have a section dedicated to PPG pupils and children identified for 'recovery' and how their needs are going to be addressed through differentiation and challenge.</p> <p>PPG pupils and children that are identified for 'recovery' are engaged in their learning (using Pupil and Parent voice to capture)</p> <p>Lesson planning demonstrates that all the needs of PPG children are being met</p> <p>Trust support for foundational knowledge and staff training/curriculum/timetabling amendments.</p>	
<p>Purchase and use of standardised diagnostic assessments e.g. Reading Assessments x, PiXL, White Rose resources and pupil books, Little Wandle, First Class @ Number, Testbase</p> <p>Training for staff to ensure assessments are interpreted and administered correctly, that work is moderated and data is triangulated</p>	<p>When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups:</p> <p>Diagnostic assessment EEF Phonics Teaching and Learning Toolkit EEF</p>	2

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

Budgeted cost: £58, 745

Activity	Evidence that supports this approach	Challenge number(s) addressed
Interventions groups are kept small to allow for	One to one tuition Teaching and Learning Toolkit EEF	2

<p>individualised learning plans (use PLCs from PIXL)</p> <p>Intervention plans are shown to address the individual pupils needs.</p> <p>Pupils identified for interventions make good progress based on their starting points (using TA and Test outcomes)</p> <p>Online resources are used to support learning to engage pupils.</p> <p>Additional Y6 boosters are in place and having impact</p>	<p>Small group tuition Teaching and Learning Toolkit EEF</p> <p>EEF Teaching Assistants Interventions</p> <p>EEF Making Best Use of Teaching Assistants</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £13,829

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.</p> <p>Includes staff CPD in positive behaviour/skills development approaches such as the Accelerator Skills Builder 8 Key Skills (listening, speaking, problem solving creativity, staying positive, aiming high, leadership & teamwork)</p>	<p>Improving Social and Emotional Learning in Primary Schools EEF</p> <p>EEF Parental Engagement</p> <p>Behaviour interventions Teaching and Learning Toolkit EEF</p> <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers).</p>	1, 3,4 & 5
<p>To re-establish behaviour management</p>	<p>EEF Behaviour Interventions</p>	1, 3,4 & 5

systems/pastoral support strategies across the school		
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Total budgeted cost: £171, 680

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outline of the performance of our disadvantaged pupils in the previous academic year:

	2024	2025																		
MTC (Gap closed)	<table border="1"> <thead> <tr> <th colspan="3">MTC</th> </tr> <tr> <th>% Non Disadvantaged</th> <th>% Disadvantaged</th> <th>Gap (percentage points)</th> </tr> </thead> <tbody> <tr> <td>59%</td> <td>29%</td> <td>-30</td> </tr> </tbody> </table>	MTC			% Non Disadvantaged	% Disadvantaged	Gap (percentage points)	59%	29%	-30	<table border="1"> <thead> <tr> <th colspan="3">MTC</th> </tr> <tr> <th>% Non Disadvantaged</th> <th>% Disadvantaged</th> <th>Gap (percentage points)</th> </tr> </thead> <tbody> <tr> <td>56%</td> <td>54%</td> <td>-2</td> </tr> </tbody> </table>	MTC			% Non Disadvantaged	% Disadvantaged	Gap (percentage points)	56%	54%	-2
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Maths (A targeted focus on mathematics has been established to drive improvements for next academic year)	<table border="1"> <thead> <tr> <th colspan="3">% Maths passed</th> </tr> <tr> <th>% Non Disadvantaged</th> <th>% Disadvantaged</th> <th>Gap (percentage points)</th> </tr> </thead> <tbody> <tr> <td>69%</td> <td>70%</td> <td>1</td> </tr> </tbody> </table>	% Maths passed			% Non Disadvantaged	% Disadvantaged	Gap (percentage points)	69%	70%	1	<table border="1"> <thead> <tr> <th colspan="3">% Maths passed</th> </tr> <tr> <th>% Non Disadvantaged</th> <th>% Disadvantaged</th> <th>Gap (percentage points)</th> </tr> </thead> <tbody> <tr> <td>70%</td> <td>55%</td> <td>-15</td> </tr> </tbody> </table>	% Maths passed			% Non Disadvantaged	% Disadvantaged	Gap (percentage points)	70%	55%	-15
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Combined (Gap widened due to maths results – focus for next academic year)	<table border="1"> <thead> <tr> <th colspan="3">% RWM Passed</th> </tr> <tr> <th>% Non Disadvantaged</th> <th>% Disadvantaged</th> <th>Gap (percentage points)</th> </tr> </thead> <tbody> <tr> <td>60%</td> <td>64%</td> <td>4</td> </tr> </tbody> </table>	% RWM Passed			% Non Disadvantaged	% Disadvantaged	Gap (percentage points)	60%	64%	4	<table border="1"> <thead> <tr> <th colspan="3">% RWM Passed</th> </tr> <tr> <th>% Non Disadvantaged</th> <th>% Disadvantaged</th> <th>Gap (percentage points)</th> </tr> </thead> <tbody> <tr> <td>60%</td> <td>50%</td> <td>-10</td> </tr> </tbody> </table>	% RWM Passed			% Non Disadvantaged	% Disadvantaged	Gap (percentage points)	60%	50%	-10
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Comparison to local and national averages and outcomes achieved by our school's disadvantaged pupils:



Disadvantaged attainment KS2		
	National	DBJA
2022	43%	60%
2023	44%	48%
2024	46%	64%
2025	47%	50%

School data and observations used to assess wider issues impacting disadvantaged pupils' performance:

Disadvantaged Attendance:	91%
Non- Disadvantaged Attendance:	95.2%
Overall:	93.8%

Overall, disadvantaged pupils, not attending school as often as non-disadvantaged pupils, impacting on their attainment. Attendance over time (post pandemic), 1.26% increase last year from previous year. NB Spring term 2025 nationally PPG absence rate was 10.7%, for DBJA it was 7.41%

PPG Attendance tracker 2023-2025

2022- 2023	91.41%
2023 – 2024	91.33%
2024 – 2025	92.59%

Other wider strategies data:

- 19/26 (76%) children who accessed the school counsellor in 2024-2025 were PPG
- 22% of all clubs places were funded through the PPG.

- 98% of PPG children took advantage of not paying for 1 or more club or trip last academic year.
- Behaviour incidents were lower for disadvantaged pupils compared to their non-disadvantaged peers. Due to the targeted pastoral support, behaviour incidents were lower for our disadvantaged pupils:



Behaviour Incident Summary

Group	Total Incidents	Percentage of Total
Disadvantaged	542	36.8%
Non-Disadvantaged	930	63.2%
Overall Total	1,472	100%

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
None	

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year**

Not applicable

The impact of that spending on service pupil premium eligible pupils

NA