

REVIEW Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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 | Drake's C of E Primary School |
| Number of pupils in school | 54 |
| Proportion (%) of pupil premium eligible pupils | 8 (14.8%) |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2022-2023 |
| Date this statement was published | December 2022 |
| Date on which it will be reviewed | November 2023 |
| Statement authorised by | Peter Halford Academy Head |
| Pupil premium lead | Rebecca Humphreys Inclusion Hub Lead |
| Governor / Trustee lead | |

Funding overview

| Detail | Amount |
|---|----------|
| Pupil premium funding allocation this academic year | £11,080 |
| Service Children | £640 |
| 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 | £ 11,720 |

Part A: Pupil premium strategy plan

Statement of intent

At Drake's C of E Primary School, our decision-making is driven by our school vision and ethos:

Our Vision is built around the strong Christian beliefs of **Wisdom**, **Dignity**, **Community** and **Hope**

How we will achieve this.

We aim to achieve our vision, Growing Stronger Together, through:

Our school Values which are -

Hope, Compassion, Thankfulness, Respect, Trust and Courage.

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Key Principles:

By following the key principles below, we believe we can maximise the impact of our pupil premium spending.

Building Belief

We will provide a culture where:

- staff believe that there are “no limits” to what our children can achieve
- there are “no excuses” made for underperformance · staff adopt a “solution-focused” approach to overcoming barriers
- staff support children to develop “growth” mindsets towards learning

Analysing Data

We will ensure that:

- All staff are involved in the analysis of data so that they are fully aware of strengths and weaknesses across the academy
- We use research (e.g. Education Endowment Foundation Toolkit) to support us in determining the strategies that will be most effective

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | <i>PP children enter EYFS with a baseline below the national average across the board</i> Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers. |
| 2 | <i>PP children are achieving lower than the national average in writing and maths at the end of KS2</i> |

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| | Internal and external (where available) assessments indicate that writing and maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. |
| 3 | Some pupils may have SEMH needs which will impact attainment and progress. |
| 4 | <i>PP pupils achieving below the national average in reading and writing at the end of KS1</i> Internal and external (where available) assessments indicate that writing and reading attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. |
| 5 | Very complex challenges faced by some pupil premium children which may include: SEND, EAL, Trauma, ill health of parent, difficulties in securing adequate housing, vulnerable to witnessing and suffering from anti-social behaviour or domestic violence. Pupils have a narrower range of experiences which affect their culture capital, confidence and aspiration. |

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 |
|--|--|
| <i>Improved achievement for pupils in EYFS. PP pupils to achieve in line with their peers for progress and attainment.</i> | <ul style="list-style-type: none"> Children eligible for PP in EYFS make rapid progress by the end of the year so that all pupils eligible for PP achieve good level of development or exceeding (progress monitored in Pupil Progress meetings) Quality of teaching and learning, including interventions, will be excellent. |
| <i>Pupils eligible for PP to be achieving in line with the national average in writing and maths at the end of KS2</i> | <ul style="list-style-type: none"> Pupils eligible for PP to attain ARE in line with non-eligible peers in writing and maths across the school. The progress of eligible pupils in writing and maths is at least in line with National at the end of KS2 Lead indicators are monitored and acted upon weekly |
| <i>Improved attainment for Disadvantaged pupils in KS1 phonics screening check</i> | <ul style="list-style-type: none"> All children to be taught phonics through quality lessons in ability groups |

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| | <ul style="list-style-type: none"> • Regular assessments identify gaps in learning which are then plugged through daily interventions • All interventions are high quality and focus on the child's gaps/needs • Parents are clear on how to support phonics learning at home • Progress is monitored by the Academy Head |
| <p><i>Pupils eligible for PP to be achieving in line with the national average in reading and writing at the end of KS1</i></p> | <ul style="list-style-type: none"> • Pupils eligible for PP to attain ARE in line with non-eligible peers in reading and writing across the school. • The progress of eligible pupils in reading and writing is at least in line with National at the end of KS1 • Lead indicators are monitored and acted upon weekly |
| <p><i>Pupils will have access to support and counselling. Referrals will be made where deemed necessary. Pupils will have opportunities to be present in the community and have cultural and aspirational experiences. Including pupils with parents in the armed forces.</i></p> | <ul style="list-style-type: none"> • Pupils will be identified through Boxall profiling whom need SEMH support. • Pupils will access IIH, School Counsellor. Early help, Play Therapy, SEMH interventions e.g. Lego therapy, Therapeutic Play etc |

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: £943.13

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| <i>EYFS children are taught in mixed classes. Adults to support smaller group work</i> | Quality teaching in smaller class size groups to provide targeted individual attention, challenge and feedback to children. | 1,3 |
| <i>EYFS teacher to attend Academy Hub meetings with all EYFS teachers from across the hub to share best practice and ensure quality first teaching.</i> | The Teacher Development Trust (TDT) states that high quality CPD opens the door to raising student achievement. John Hattie's synthesis of 800 meta-analyses puts CPD as a large effect size on pupil achievement. CPD has the potential to raise the bar and close the gap in pupil attainment. Therefore, it is of extremely high importance that our teachers and teaching assistants are able to access high quality training and development which is tailored to their needs | 1,3 |
| <i>EYFS staff to attend CPD where available to maximise learning opportunities for the children.</i> | The Teacher Development Trust (TDT) states that high quality CPD opens the door to raising student achievement. John Hattie's synthesis of 800 meta-analyses puts CPD as a large effect size on pupil achievement. CPD has the potential to raise the bar and close the gap in pupil attainment. Therefore, it is of extremely high importance that our teachers and teaching assistants are able to access high quality training and development which is tailored to their needs | 1,3 |
| <i>Thorough assessment of speech, language and communication</i> | Bug Club Phonics is a government recommended programme. There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: | 1 |

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| <p><i>on for early identification using SpeechLink. Nessy and IDP software Bug Club Phonics</i></p> | <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p> | |
| <p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p> | <p>Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</p> | <p>3,4</p> |
| <p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p> | <p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Maths_guidance_KS_1_and_2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p> | <p>2,4</p> |
| <p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and</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> <p>EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk)</p> <p>Embed the use of JIGSAW for PSHE/RSHE across the academy</p> | <p>5</p> |

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| supported by professional development and training for staff. | | |
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 2,829.37

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p>Small group and individuals targeted with additional interventions delivered through continuous provision</p> <p>Including: Precision Teaching TRUGs Pre-teaching and same day conferencing Targeted use of Accelerated Reader Bug Club etc</p> | <p>Children needing targeted support to catch up 1:1 with highly qualified staff have shown to be effective, as shown from the research from John Hattie.</p> <p>EYFS children learn best through an enriched continuous provision. Ongoing research group activities within LINK schools supported by SLE to enrich continuous provision activities for Reading, Writing and PSED</p> <p>Precision Teaching: "Literally hundreds of thousands of charted instructional projects have demonstrated the effectiveness of this approach" Carl Binder, Cathy Watkins (1990)</p> <p>EEF research into the teaching of English at KS1 and KS2 shows that extensive progress in writing follows from high quality reading provision. Good readers will develop an authorial voice</p> | 1,2,3,4,5 |
| <p>1:1 and small group social skills interventions by highly skilled teaching assistant or the class teacher</p> <p>Including: Lego therapy Therapeutic Play etc</p> | <p>Children needing targeted support to catch up 1:1 with highly qualified staff have shown to be effective, as shown from the research from John Hattie.</p> | 1 |
| <p>Purchase of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.</p> <p>(SpeechLink)</p> | <p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p> | 1,2,4 |

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| <p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</p> <p>(Phonics Bug)</p> | <p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p> | <p>3</p> |
|---|--|----------|

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

Budgeted cost: £3,772.50

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| <p>Inclusion and Improvement Hub – access SEMH support (SEMH courses for children & outdoor forest school sessions including special events for pupils with parents in the armed forces)</p> | <p>Feedback from previously participating schools report a positive change in a child’s ability to self-regulate, which has enabled them to access curricular learning more effectively.</p> <p>Our Inclusion Hub offers weekly courses for children, designed to address an element of SEMH (such as anxiety, anger management). For children with high levels of emotional need (particularly those at risk of exclusion) a longer, outdoor session is offered where children have the opportunity to engage in forest school activities, whilst exploring ways of managing their emotions</p> | <p>5</p> |

Total budgeted cost: £ 8070

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 2022 to 2023 academic year.

Improved achievement for pupils in EYFS. PP pupils to achieve in line with their peers for progress and attainment.

National data: 65.2%

Drakes data: 100%

PP data: NA

Pupils eligible for PP to be achieving in line with the national average in writing and maths at the end of KS2

National data

Writing 71%

Maths 73%

Drake's data:

Writing - 75%

Maths – 75%

PP data:

Writing - 100%

Maths – 100%

Improved attainment for Disadvantaged pupils in KS1 phonics screening check

National data: 75%

Drakes PP data: NA

Pupils eligible for PP to be achieving in line with the national average in reading and writing at the end of KS1

National:

Reading 67%

Writing 58%

Drakes

Reading 50%

Writing 50%

PP

Reading NA

Writing NA

Pupils will have access to support and counselling. Referrals will be made where deemed necessary. Pupils will have opportunities to be present in the community and have cultural and aspirational experiences. Including pupils with parents in the armed forces.

Several pupils and families supported by the IIH

Trust Forces Day with the IIH

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

| Programme | Provider |
|-----------|----------|
| | |
| | |

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? | |
| What was the impact of that spending on service pupil premium eligible pupils? | |

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.