

Pupil premium strategy statement (primary) - Detailed planned expenditure available upon request.

1. Summary information					
School	Drake Primary School				
Academic Year	20/21	Total PP budget	£58,690.00	Date of most recent PP Review	April 2020
Total number of pupils	418	Number of pupils eligible for PP	47 (11%)	Date for next internal review of this strategy	April 2021

2. Current attainment – using school progress measures.		
KS1	<i>Pupils eligible for PP (9)</i>	<i>Pupils not eligible for PP (national average) Last year's data as none available for this year.</i>
% KS1 pupils achieving reading, writing and maths at the end of year 2 children)	50%	75%
% All pupils making expected progress in reading	75%	78%
% All pupils making expected progress in writing	50%	73%
% All pupils making expected progress in maths	75%	79%
KS2	<i>Pupils eligible for PP (9)</i>	<i>Pupils not eligible for PP (national average)</i>
% KS2 pupils achieving reading, writing and maths at the end of year 6 children)	13%	69%
% All pupils making expected progress in reading	33%	76%
% All pupils making expected progress in writing	40%	82%
% All pupils making expected progress in maths	13%	82%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<i>In-school barriers (issues to be addressed in school, such as poor oral language skills)</i>	
A.	Developing a whole school curriculum that develops on previous learning and reflects the needs and interests of the children post Covid.
B.	Increased engagement and challenge in reading
C.	Lack of resilience in children to continue when things are challenging.

<b>D</b>	Language development	
<b>External barriers</b>		
<b>E</b>	Mental Health and well- being due to Covid 19 impact on children.	
<b>F</b>	Consistent attendance and punctuality.	
<b>4. Desired outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Children will have access to a curriculum that reflects the children’s starting points but is still aspirational for the end of the Easter Term, due to the impact of Covid 19 and school being partially closed. A completed curriculum map showing progression for children in Autumn and Spring Terms will be completed by Easter and finished in the Summer term.	Children will maintain and for some children improve their attainment and progress data. Children are excited and engaged with their learning Assessments are accurate and analysed to identify areas for development Individualised learning and One page profiles will evidence the journey the children have been on throughout the year.
<b>B.</b>	Children will spend more time reading for pleasure and be able to answer challenging questions. Children’s reading logs and homework marked will show impact of reading on their knowledge and other transferrable skills.	An increased number of books will be available for the children to access by using the schools’ library service and investment into new RWInc books that support the phonics programme and can be taken home. Guided reading sessions and reading homework will challenge children, especially in KS2 through the use of VIPERS.
<b>C.</b>	Children will be engaging in open ended tasks with increased confidence and for longer durations. This will be seen through lesson observations and through teachers’ feedback.	Children will be given age appropriate challenges. Children will spend time working out how to solve problems that arise. Children will be working more independently Children will look at ways of challenging their peers as their confidence grows.
<b>D.</b>	Children will be understanding and using more accurate language when discussing curriculum matters. Through observations and discussions with children their understanding of appropriate terminology will be monitored and increased use of subject vocabulary will be monitored by teachers.	Children will be using stem sentences when answering a question. Children will be using the correct grammatical terms as taught for their year group. Teachers and pupils will have a shared common language.
<b>E.</b>	Children will be more expressive about their feelings and mental health issues relating to Covid 19 and their own general health. Children will be able to talk to each other about how they feel – PHSE lessons and the School Mission Vision and Aims reflect through the language and behaviour of the children.	Boxall will be used to monitor children with low mental health and well being ELSA to be in place for children who are suffering and need support within school. Just One Norfolk used for children and families who are suffering with mental health and well being issues.
<b>F.</b>	Continuous monitoring of attendance and punctuality. – Weekly attendance tracking will show improvements throughout the year, depending on the global pandemic.	Whole school attendance will be at least 96% Families who are persistently late will have meetings with PSA around the impact of punctuality and their minutes lateness will drop significantly.

		<p>Attendance issues not relating to Covid 19 will be monitored weekly and timely interventions will be put in place. Attendance policy is followed by all members of the school.</p>
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## 5. Planned expenditure

Academic year

2020 - 2021

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

### i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Children will have access to a curriculum that reflects the children's starting points but is still aspirational for the end of the Easter Term, due to the impact of Covid 19 and school being partially closed. A completed curriculum map showing progression for children in Autumn and Spring Terms will be completed by Easter and finished in the Summer term.	Staff phase team meetings looking at Curriculum expectations Assessment training Progression maps Trips visits and visitors  Subject leaders compiling progression maps and building sequences for all year groups.	Teachers to look at what children missed during the partial lockdown and what was easily accessible for children on line.  Teachers and subject leaders understanding expectations for their year groups and what has been missed in previous year groups so they can close those gaps.  Teachers and subject leaders understanding and developing lesson sequences that relate to the National Curriculum and where their children need to be – High aspiration.	<ul style="list-style-type: none"> <li>Phase team meeting notes/ observations</li> <li>Planning documents</li> <li>Children's books/ work</li> <li>Subject leader action plans</li> <li>Engagement of all children</li> <li>Assessment and QLA being utilised to inform planning and groupings.</li> </ul>	SLT	Termly.
Children will spend more time reading for pleasure and be able to answer challenging questions. Children's reading logs and homework marked will show impact of reading on their knowledge and other transferrable skills.	Increasing the number of books available to the children. Ensuring guided reading sessions are taking place throughout the school. English Lead to ensure all staff are confident with whole class guided reading sessions.	More books available in the class rooms from different sources to ensure they are age appropriate. Planning for guided reading sessions showing progression of key skills.	<ul style="list-style-type: none"> <li>Books will be going home,</li> <li>Reading diaries will show how often children get new books</li> <li>Reading homework is set and appropriately marked/ responded to therefore informing the teacher of the next steps</li> <li>Guided reading sessions observed by Literacy and Phase Team leads.</li> </ul>	LS/LH/SM	Termly
Children will be engaging in open ended tasks with increased confidence and for longer durations. This will be seen through lesson observations and through teachers' feedback.	Children given challenges regularly to get them thinking/ working with others or independently appropriate to their age/stage.	A range of challenges through different subjects to aid children's perseverance. Continuation of challenges that are fun for the children to feel they have achieved something and make them want more (Child's voice/ engagement levels)	<ul style="list-style-type: none"> <li>Children on task</li> <li>Behaviour for learning in classrooms is very responsive and independent.</li> <li>Use of behaviour pathway will be increasingly more positive than negative.</li> </ul>	SLT	Termly

Children will be understanding and using more accurate language when discussing curriculum matters.	Upskilling the teachers about curriculum expectations for their year groups.	Lessons observed will clearly demonstrate the correct language for children in the year group. When talking to the children about their work they are using appropriate vocabulary to demonstrate their learning and understanding of the subjects.	<ul style="list-style-type: none"> <li>Classes will have 'topic' words displayed and referred to</li> <li>All staff will be using appropriate vocabulary to the subjects being taught</li> <li>Planning will identify new language/ expected language to be used.</li> </ul>	SLT	Termly
<b>Total budgeted cost</b>					£45000
<b>ii. Targeted support –</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Children will be more expressive about their feelings and mental health issues relating to Covid 19 and their own general health.	ELSA – currently 3 trained members of staff are practising. 6 – 10 week blocks	Assessments carried out before sessions start and then again at the end Use of Boxall to help identify areas that need to be worked on.	Feedback from children, families and class teacher Session observations Planning folders for individual children.	Pastoral Team	Half termly meeting looking at progress and new spaces/ cases
<b>Total budgeted cost</b>					£8407
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Continuous monitoring of attendance and punctuality. – Weekly attendance tracking will show improvements throughout the year, depending on the global pandemic.	Have protected time during the school day for PSA who can monitor attendance, meet with parents and chase persistent non-attendeers. Letters and phone calls to families to discuss the difficulties they are having. Attending PSA training sessions.	Children's attainment will improve with improved attendance School will be at 96%+ attendance figure	<ul style="list-style-type: none"> <li>Weekly Pastoral meetings discussing attendance and who is being spoken with, having letters etc.</li> <li>Revised letters to include the impact of lateness on children's learning.</li> <li>Parent voice</li> </ul>	DK/SH	Weekly.
<b>Total budgeted cost</b>					£5283

6. Review of expenditure				
Previous Academic Year		19 - 20		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Children will become more confident in their abilities and develop greater resilience. Behaviour for learning improves and negative behaviours decrease.	Training of teachers by Shirley Clarke looking at ways of learning and structuring classroom strategies.	There had been a marked increase in the number of teachers using a range of Shirley Clarke strategies. These were seen during lesson observations and classroom drop ins. Some of the children were talking about the different learning powers they had been introduced to.	This had a positive impact on children's engagement in lessons. During the partial lockdown on school these strategies were not in place due to remote/online learning and therefore needed to be re-established on the return to school.	£37000
Children will spend more time reading for pleasure.	Increase the use of the library.	Children were visiting the school library on a weekly basis. Books were being signed out and back in regularly.	Children enjoyed using the library. More books covering a greater range will be needed to continue with interest levels of the children.	
A curriculum that will encourage children to love learning, build on previous knowledge and enjoy coming to school.	Purchasing and monitoring the use of Cornerstones/Maestro	This had been started well and the children were beginning to develop their knowledge. Attendance of children was up (See attendance later) Corner stones helped teacher who were new to a year group or subject area.	Teachers need to take more ownership of their curriculum and although following the work provided meant they covered the curriculum it could be delivered with more interest. We need to develop more of a Drake Curriculum from this tool.	
ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
LAC children to have appropriate provision for learning needs.	Assessments from Educational Psychologist looking at the gaps and approaches to learning.	2 or the 3 LAC children had an EP report which supported both the teachers and families with how the children approach learning.	This needs to be a continued use of the LAC monies as it helped to support an EHCP application too.	£6000

To enable children to attend a wide range of experiences.	To increase PP children's experience of music and the arts by using music teachers within classes from Year 2 to Year 6.	Children who were struggling emotionally and found the academic side of school very challenging thrived having these lessons. It meant that they returned to class with a more positive attitude and helped them develop a greater sense of self-worth as they succeeded with different instruments.	Definitely worth continuing next year if we have the capacity within the music service to provide this.	
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### iii. Other approaches

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Attendance figures improve.	Appoint PSA who can monitor attendance, meet with parents and chase persistent non-attendees. Letters and phone calls to families to discuss the difficulties they are having. Attending PSA training sessions.	Attendance was monitored more closely A large number of families had contact with the PSA either through email or telephone conversation. Attendance for targeted families improved PSA was able to work with CME during the partial lockdown when we had families whom we were unable to make contact with and were not engaging in learning.	Ensure protected time for the role next year. Look at putting letters onto pupil asset so they are easier to send to parents (all data is on the system so will speed up the process.)	£2000 towards cost

## 7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.  
Our full strategy document can be found online at: [www.aschool.sch.uk](http://www.aschool.sch.uk)