

Pupil premium strategy statement – Drake Primary School

This statement details our school's use of pupil premium (and recovery 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	420
Proportion (%) of pupil premium eligible pupils	17.4% (73 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-26
Date this statement was published	December 2023
Date on which it will be reviewed	June 2024
Statement authorised by	Sarah Mulford
Pupil premium lead	Megan Stuart
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£88,810
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years	£0
Total budget for this academic year	£88,810

Part A: Pupil premium strategy plan

Statement of intent

At Drake Primary School, we wish to ensure that pupils subject to disadvantage are given the same opportunities to succeed as all children. We will proactively intervene to ensure that these children are given focus, spotlighted in pupil progress meetings and always given extra opportunities to achieve well. It is the responsibility of all staff to ensure that actions are always taken to counter any possible disadvantage to ensure children subject to disadvantage thrive.

We will particularly intervene in the core subjects to ensure children can access a broad curriculum and are able to experience as much of life beyond the school curriculum as possible so that their experience is enhanced.

We will always ensure that we judge outcomes and progress by empirical evidence from assessment and not from anecdotal evidence. We will ensure that our strategies to effect improvement are based on evidence. We will endeavour to make sure that any strategies employed are beneficial to the wider school population.

Challenges

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

Challenge number	Detail of challenge
1 Outcomes in Reading	Progress and attainment in reading is lower than national expectations
2 Outcomes in Maths	Progress and attainment in maths is lower than national expectations
3 Pastoral	Early childhood trauma, family difficulties or behaviour
4 SEND	Additional needs which present barriers to accessing the full school curriculum

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
Pupils with PP/D funding make good or better progress each year in reading	Data from NFER summative testing, SATs, phonics assessments and PM Benchmarking indicates good yearly progress against prior results
Pupils with PP/D funding make good or better progress each year in maths	Data from NFER summative testing, SATs and multiplication check, indicates good yearly progress against prior results
Pupils with PP/D have good behaviour for learning in school and good level of personal development	Reduced incidents of serious incident letters and no fixed-term exclusions. Pupils are represented in student councils, sports teams and responsibilities as prefects, etc. Pupils attendance is greater than 95%.
Pupils with PP/D and additional needs access the curriculum and are supported to make good or better progress	Adjustments and provision for all additional needs in place. Pupils with SEND make good progress against planned targets

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: £51,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Non-class based leadership in English and Maths	Enables improvements in the leadership, support and development of English and Maths	1, 2, 4
Literacy Lead project with Laudale Junior School with 85% PP	Enables improvements in the leadership of literacy	
Release time for mentoring and CPD for teachers in Maths and English	Enable teachers to improve their feedback, subject knowledge and planning.	1, 2, 4

Maths Consortiums for Maths Lead	Enables improvements in supporting the development of Maths	2, 4
Maths consultancy for curriculum, calculation policy, teaching, learning and assessment	Enables improvements in supporting the development of Maths curriculum, teaching and interventions	2, 4
Talk For Writing Training	Enables improvements in supporting the development of writing	1, 4
Y6 planning, feedback and assessment in Maths and English	Tailored support and scaffolding for children in Year 6, enabling quality first teaching and supporting specific feedback to pupils	1, 2, 4

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

Budgeted cost: £8,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Y6 Maths Intervention	Supporting mastery and enabling all children to access scaffolds for learning in maths in order to enable summative assessment results to reflect pupil knowledge	2, 4
Sum Dog / Times Table Rock Stars Maths Subscription	Supports family learning and spaced practice for metacognition of times tables using a toolkit for KS2 maths progression	2, 4
Reading Intervention from Literacy Lead (small group or 1:1)	Supports accurate assessment and feedback for pupils in reading	1, 4
Reading Resources	Supporting mastery and enabling all children to access reading and learning in writing	1, 4
CGP Year 6 Revision Guides in reading and maths	Supports family learning and attainment in reading and maths	1, 2, 4

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

Budgeted cost: £29,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Social, Emotional and Mental Health Interventions with non-class based SEMH Practitioner	Supports individual children, pupil cohorts, teachers and TAs in ensuring that children can access the curriculum and wider opportunities.	3, 4
Boxall Subscription and Profiling	Supports teacher and TA quality first teaching and inclusion	1, 2, 3, 4
Trips and visits, residential trips	Ensuring all children are able to access opportunities for wider participation beyond and supporting the curriculum	3
Playground/lunchtime resources (Crinkle Cragg and the Reception outdoor area)		3
After-school clubs		3
Musical instrument tuition	Evidence to suggest arts participation has a moderate impact on progression	3, 4

Total budgeted cost: £88,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Attainment – using school data July 2023		
	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP (national average) Last year's data as none available for this year.</i>
EYFS		
Reception pupils meeting GLD	38.5%	48.9%
KS1		
% KS1 pupils achieving reading, writing and maths at the end of year 2	18.8%	41.9%
% All pupils at expected in reading in KS1	50%	68.6%
% All pupils at expected in maths in KS1	50%	73.5%
KS2		
% KS2 pupils achieving reading, writing and maths at the end of year 6	18.6%	48%
% All pupils at expected in reading in KS2	41.9%	66.8%
% All pupils at expected in maths in KS2	34.9%	50.5%
% All pupils at expected in reading in Year 6	36.4%	72%
% All pupils at expected in maths in Year 6	27.3%	50%

Externally provided programmes

Programme	Provider