

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

1. Summary information					
School	Drake Primary School				
Academic Year	19/20	Total PP budget	£45,000	Date of most recent PP Review	April 2020
Total number of pupils	405	Number of pupils eligible for PP	53 (13%)	Date for next internal review of this strategy	April 2021

2. Current attainment – using school progress measures.		
	<i>Pupils eligible for PP (9)</i>	<i>Pupils not eligible for PP (national average)</i>
% KS1 pupils achieving reading, writing and maths at the end of year 2 children)	60%	75%
% All pupils making expected progress in reading	69%	78%
% All pupils making expected progress in writing	67.2%	73%
% All pupils making expected progress in maths	70.7%	79%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Social Emotional barriers leading to negativity around learning and self-image.
B.	Increased engagement in reading
C.	Low confidence and self-esteem.
D.	Developing a whole school curriculum that develops on previous learning.
External barriers	
E.	Consistent attendance and punctuality.
F.	Lack of social experiences for some pupil premium children

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Children will become more confident in their abilities and develop greater resilience. Behaviour for learning improves and negative behaviours decrease.	Record of learning showing the children clear rewards and consequences evident in all classrooms. Teachers using strategies from their work with Shirley Clarke being implemented and impacting on learning. Clear use of the behaviour policy.

		PHSE curriculum and Boxall monitoring which will provide them with increased opportunities to be more confident in their learning.
B.	Children will spend more time reading for pleasure.	An increased number of books will be in the library for children to read. Children will have timetabled sessions in the school library to change books. Children will have timetabled sessions in class to read.
C.	Children will get a chance to show what they are good at, develop a sense of self-worth.	Forest schools weekly for all year groups for at least a term. ELSA sessions available for those that need it. PHSE curriculum that builds on previous learning. Introduction to Boxall for the children's well-being to be thought about and developed.
D.	A curriculum that will encourage children to love learning, build on previous knowledge and enjoy coming to school.	An engaging curriculum – Cornerstones/Maestro to support teachers in planning at appropriate levels Music service to engage children in learning a new instrument Support for staff from experts on how to plan etc.
E.	Continuous monitoring of attendance.	For attendance to increase. Meetings with parents of persistent non-attenders. PSA employed to look at attendance and working with families.
F.	Children will experience a range of trips and visits.	Staff organise a range of visits. Children will engage in new experiences. Key experiences shared across the school.

5. Planned expenditure					
Academic year	2019 - 2020				
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 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.	Teachers to be upskilled around classroom strategies. Children's self-esteem is low and they have little resilience when things are challenging. Still developing Drake as a Primary School and looking at strategies that will have an impact on the children's learning across their journey at Drake.	<ul style="list-style-type: none"> Learning walks Staff meetings Pupil voice. 	SLT	Termly.
Children will spend more time reading for pleasure.	Increase the use of the library.	More books available in the library. Timetables for classes to use the library space. Time for LSA to work in the library weekly to maintain books on shelves. Librarians from within school trained.	<ul style="list-style-type: none"> Timetable will be available. Classes will be using the library system to show usage of books being taken out Children sharing what books they like and which ones need to still be brought for the library. 	LS/LH	Termly
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	Children will get a deeper curriculum knowledge Staff need to be upskilled on expectations of vocabulary and knowledge for each year group A consistent overview of where the children's learning needs to be developed.	<ul style="list-style-type: none"> Monitoring of half termly planning Lesson observations Learning walks Feedback from children and parents 	SLT	Half termly
Total budgeted cost					£37000
ii. Targeted support –					
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?

LAC children to have appropriate provision for learning needs.	Assessments from Educational Psychologist looking at the gaps and approaches to learning.	Children were struggling in class and their well-being was being impacted. The children had underlying experiences that we were aware of but unsure how this had impacted on their abilities to retain information.	Report from Educational Psychologist shared with families, carers, social workers, class teachers. Monitoring of learning outcomes, learning experiences and interventions taking place.	MS/SH	Termly from report released to carers
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 able to experience instruments they have never tried before. Children to be able to perform as a class or year group. Children to learn how to read music.	Lesson observations and feedback from class teachers. Concert at Christmas and Summer to show the skills of groups of children.	EB/SLT	Termly monitoring.
Total budgeted cost					£6,000
iii. Other approaches					
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?
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.	Children's attainment will improve with improved attendance	<ul style="list-style-type: none"> Weekly Pastoral meetings discussing attendance and who is being spoken with, having letters etc. Attendance at training for PSA 	DK/SH	Weekly.
Total budgeted cost					£2000

6. Review of expenditure				
Previous Academic Year		18 - 19		
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
Reading and phonics gaps to diminish.	Training of staff on: Phonics – RWInc 2 teachers and 4 teaching assistants R/KS1 Whole class guided reading. All teachers.	Phonics scores in Year 1 improved to 86%.	Targeted support, and early pushing of non RWInc sound cards are essential Whole school training for RWInc is essential for all staff to know where the scheme is leading and the importance of assessment being accurate.	£38168 was spent towards these outcomes.
Children's attitudes towards learning improves.	New behaviour policy and pathway which is clear to all staff, children and parents.	Children's general behaviour had a marked improvement and lessons were interrupted less throughout the day. Teachers and families could see the impact of the policy and having a consistent approach across the school meant the children knew they had the same expectations as each other.	This needs to be maintained and we need to look at persistent disruption from some children. Look at the SEND impact on behaviour and if the pathway needs to be modified for individuals who are they and how do we inform all adults of this change.	
Children's well-being and resilience will improve.	Increase amount of Forest School provision.	Children have had more forest schools. It has given classes a time with less disruption and more focus from their class teacher.	Make planned use of the half class situation to build on the impact on learning for the children. Need to ensure we have enough staff/volunteers as there were times it had to be cancelled due to lack of staffing.	
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
For Children to not be hungry and able to concentrate on their work.	To offer toast time to invited children giving them time to talk before they go into class and have something to eat before they start their day in class.	Children came into school more calmly. Attendance for a child was also improved. Initially this had a positive impact on the way they transitioned into the classroom. There were other children that throughout the year entered school without breakfast, they were unable to join this as the session was full.	Need to be flexible on the children entering and exiting breakfast time. Ensuring that a fruit snack is available for some KS2 children who came into school hungry but didn't say anything until later in the morning.	£2500

To enable children to attend a wide range of experiences.	To support PP children with musical instrument lessons, residential visits, school trips.	There has been a minimal uptake from PP children with regards to music. Children were able to access trips and residential trip with the help of PP monies these gave them experiences they would never have had.	Next year make music available to all through musicians in the classroom. Continue supporting families with access to trips and residential.	
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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-attendeers. Letters and phone calls to families to discuss the difficulties they are having. Attending PSA training sessions.	PSA was appointed She has been contacting parents whose children have lower than 95%, 92% and then lower again with letters followed up with meetings of the families with the lowest attendance or who requested a meeting.	Need to ensure time is allocated to this role. Weekly meetings to feedback numbers and actions Need to look at ways to speed up processes like letters to parents as this can take weeks to complete.	£3632 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