

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

1. Summary information					
School	Drake Primary School				
Academic Year	18/19	Total PP budget	46,800	Date of most recent PP Review	Jan 19
Total number of pupils	345	Number of pupils eligible for PP	32 (13.7%)	Date for next internal review of this strategy	July 19

2. Current attainment – using school progress measures.		
	<i>Pupils eligible for PP (31)</i>	<i>Pupils not eligible for PP (national average)</i>
% KS1 pupils achieving reading, writing and maths at the end of year 2 children)	43%	58%
% All pupils making expected progress in reading	71%	68%
% All pupils making expected progress in writing	43%	62%
% All pupils making expected progress in maths	71%	75%

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.	Communication skills including speech and language needs. This leads to social communication difficulties and issues with reading and writing.
B.	Lower reading and phonics levels, having a negative impact of wider curriculum access.
C.	Social Emotional barriers leading to negativity around learning and self-image.
D.	Low confidence and self esteem.
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 to be able to communicate their needs and improvements in reading and writing will be evident.	Reading and Writing progress for PP children is at expected or better. Reading and Writing attainment at the end of KS1 will be in line with National.
B.	Reading and phonics gap diminishes.	Identified children will make accelerated progress. Teaching of phonics in Reception, Year 1 and 2 will be a priority focus.

C.	Behaviour for learning improves and negative behaviours decrease.	<p>Pastoral team set up. New behaviour policy in place with clear structure and guidance. Record of learning showing the children clear rewards and consequences evident in all classrooms. Teachers using strategies from their research projects last year being implemented and impacting on learning.</p>
D.	Children will become more confident in their abilities and develop greater resilience.	<p>Forest schools weekly for key year groups. Forest schools weekly session for children with SEMH. Mental Health First Aid qualification for 2 members of staff.</p>
E.	Continuous monitoring of attendance.	<p>For attendance to increase. Meetings with parents of persistent non-attenders. PSA employed to look at attendance and working with families.</p>
F.	Children will experience a range of trips and visits.	<p>Staff organise a range of visits. Children will engage in new experiences. Key experiences shared across the school.</p>

5. Planned expenditure					
Academic year	2018 - 2019				
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?
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.	Teachers and teaching assistants to be upskilled. Teacher training will ensure sustainable improvement. Spelling Shed introduced to reinforce spelling patterns.	<ul style="list-style-type: none"> English lead to monitor sessions of RWInc and Guided reading to show impact of training Extra staff meetings to refocus work on closing gaps in phonics and reading. 	LH/LS	Termly.
Children's attitudes towards learning improves.	New behaviour policy and pathway which is clear to all staff, children and parents.	Improved behaviour in class has a positive impact on the learning within the class. Implementation of a school wide approach to behaviour including rewards and consequences enables all children and staff to understand the expectations in and out of the classroom. To get all learners back into the classroom and learning with their peers.	<ul style="list-style-type: none"> New Pastoral team to monitor and support with behaviour. Weekly pastoral meetings to discuss how things are going and what we need to do next. 	LR/SH	Weekly
Children's well-being and resilience will improve.	Increase amount of Forest School provision.	Evidence from past years has demonstrated that having the children outside improves their mental well-being and resilience. Activities linked to classroom topics enables learning in a different environment.	<ul style="list-style-type: none"> Observations of attendance at forest schools. Teachers assessment of children's well-being. 	SF/SF/DR	Half termly
Total budgeted cost					£37,668
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?

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 they eat before they start their day in class.	Children are more settled, they have a space to be open about what happened at home the previous night. The children are less hungry in class and able to focus on learning.	Provide resources required weekly. Monitor attendance each morning. Look at attitudes of children who have attended and monitor changes.	SC/DR	Pastoral team half termly
To enable children to attend a wide range of experiences.	To support PP children with musical instrument lessons, residential visits, school trips.	Children to be able to access a range of activities without families feeling unable to pay. E.g Kingswood, Trips and visits, Violins	Pay for resources required out of PP funding.	DR/Office	HT monitoring termly
Total budgeted cost					£5,500
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					£3632

6. Review of expenditure				
Previous Academic Year		17 - 18		
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
<ul style="list-style-type: none"> Improve learning skills for all children To know the gaps in children's learning and ensure they are being addressed	Action Research by all teachers	A few teachers undertook action research and this needs to be shared with the rest of the staff to enable them to upskill their teaching and learning environment. Feedback policy is in place and being used.	Need to ensure what has been shared is being implemented. Children understand the feedback in process. Need to make sure it is maintained with the high levels of new staff. Teachers are developing assessments but these are not consistent. To continue with relevant children next year.	£11,600
	Feedback and next steps used as in feedback policy			
	Refining the assessment system	Assessment system is still being adapted.		
	Pre – teaching of skills	Children have benefitted from this approach.		
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
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
Improved children's self-esteem and confidence	Forest Schools	A few children and their classes benefitted well from this.	We need to look into having increased access to Forest Schools.	£12,000
	Subsidised Music lessons Residential visit	Take up with Violins has been good. More children confidently attended the Residential in Year 4.	Conitnue but look at offering a wider range of lessons. To be repeated. Very valuable experience.	

	Nurture Group/Thrive	Children attended and their well-being improved but not always transferring skills back into classrooms.	Need to look into making this more sustainable.	
--	----------------------	--	---	--

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