

## 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	Drove Primary School
Number of pupils in school	619
Proportion (%) of pupil premium eligible pupils	14.1%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	Third year of 3 year plan
Date this statement was published	November 2023
Date on which it will be reviewed	November 2024
Statement authorised by	Bryony Bardwell
Pupil premium lead	Craig Roberts
Governor / Trustee lead	Mark Powell

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£134,195
Recovery premium funding allocation this academic year	£13,340
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£147,535

# Part A: Pupil premium strategy plan

## Statement of intent

Our intent, underpinned by our 4 Golden Threads, is to provide all children with the experiences, opportunities and high-quality teaching and learning that advantages our disadvantaged children. We aim to offer an experiential curriculum that will develop the children's knowledge, skills, language and values that will enable them to become reflective learners, well-educated and good citizens ready for an ever-changing world.

Our overall aim is to advantage our disadvantaged pupils by improving our quality first teaching provision to motivate, challenge and create high expectations for all. We strive to support the promotion of independent, engaged learners who take responsibility of their own learning and development. We provide our children with a broad and balanced curriculum which is progressive and builds upon our children's knowledge and skills throughout the years. Throughout the curriculum we plan language rich activities to further enhance vocabulary understanding.

- *What are the key principles of your strategy plan?*

### **Key Principles:**

Throughout our Pupil Premium Strategy, we will use a range of strategies to help tackle that barriers that face our disadvantaged children. Our approach is to use a range of methods that are personalised to support our Pupil Premium children to reach the age-related expectations and beyond.

- At Drove Primary we acknowledge the vital importance the school has on all of the children's education and that our Pupil Premium and non-Pupil Premium children are all surrounded in a safe, calm, stimulating environment with an emphasis on high expectations.
- Developing high quality teaching, assessment and a curriculum which responds to the needs of all pupils. Evidence has suggested that high quality teaching is the most important lever schools have to improve attainment for Pupil Premium children.
- Supporting continuous and sustained professional development. Effective PD can build knowledge, motivate teachers, develop teacher techniques, and embed practise.
- Supporting pupils' social, emotional and behavioural needs support effective learning and are linked to positive outcomes in later life. Drove Primary's Learning Support Mentor and Family Support Worker will be made available to all children and families who require their specialised support.

- Creating interventions to support language development, literacy, numeracy, and activities to support the specific needs of disadvantaged children with and without SEND as well as small group school-led tuition programmes.
- Supporting attendance with a range of approaches. Parental communication approaches and targeted parental engagement interventions have shown promise in supporting the pupils' attendance.
- Providing an experiential curriculum involving extracurricular activities involving sports, outdoor activities, arts, culture and support with trips.

## Challenges

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

Challenge number	Detail of challenge
1	A high percentage of PP children identified as having EAL (66.7%%) 54/84. Drove Primary School is a large 3 form entry school in the centre of Swindon. We have 47 different languages, with 17 of these languages being spoken by only one child in the school. 14 out of 17 possible ethnic groups with the majority from an Indian background.
2	Poor speech and language skills on arrival
3	Lack of support from home needing intervention from the FSW
4	High mobility of children
5	Lack of external experiences / cultural capital
6	SEMH need limits our most vulnerable children's ability to be ready to learn
7	Maintenance of PP attendance

## 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
1. The attainment outcomes of children who are PP and have EAL to be in line with children who are EAL and not PP.	End of year results will show that PP children with EAL reach the same attainment level as our non-PP children with EAL. PP children with EAL will be identified in each year group, with strategies in place to move them towards the age-related expectations and beyond.
2. A teaching and learning focus on active engagement within the classroom will	Children will improve their confidence with speaking within active learning.

increase the likelihood of children to willingly engage and participate within lessons.	Children will continue to develop new learning behaviours in the classroom which will enable them to be more engage with their learning.
3. Our Family Support Worker will offer parents of our vulnerable pupils the guidance to use appropriate parenting strategies. Including: behaviour management advice, financial advice, food and healthy lifestyle advice.	Those parents needed support will be identified and given guidance. Greater support at home to help reduce the number of children being referred to the learning mentor. Families within the school community will feel supported and listened to producing an increased parental engagement.
4. Additional support is to be provided to new arrivals and children who join our school later in their primary education. Work will be put into place to ensure these children have a good mathematical foundation and the ability to read fluently.	New to school / EAL assessments take place for each child joining mid-year to identify strengths and weaknesses. Teachers, accompanied by senior staff, will undertake home visits to meet parents and children before they start at Drove.
5. Financial reasons will not prevent our children to attend and experience the wide range of school trip and experiences provided within our curriculum. The school will identify trips that increase cultural capital.	All children will attend all the school trips offered within their year group. Payments will be subsidised using PP funding. For any residential trip, families will be offered a subsidised rate using the PP funding.
6. Our most vulnerable children will be given opportunities to develop their confidence, self-esteem, resilience and learning behaviours / strategies through support and activities led by our Learning Support Mentor.	The Learning Support Mentor will lead 1:1 and small group sessions to enable the development of social skills and self-confidence needed to improve individual outcomes. Children who are at most risk will be identified and offered support.
7. Attendance to remain at least in line for PP pupils compared to non-PP pupils. Previous years 2022/23: PP = 95.3% Non-PP = 93.6%  2021/22: PP = 93.8% Non-PP = 93.5%  2020/21 PP = 91.91% Non-PP = 94.5%	A clear and sustained approach to following the school attendance policy – phone calls, letters and meetings to those children attending less than 95%. Further support from the EWO if improvements are not clear to see. New incentives to support attendance include noticing clear improvements and celebrating these families. Weekly class attendance awards. Workshops and letters to support the importance of children attending school.

## 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: £ 40000

Activity	Evidence that supports this approach	Challenge number(s) addressed
All children are exposed to quality first teaching and learning.	Quality of teaching is one of the biggest drivers of pupil attainment, particularly for those from disadvantaged backgrounds. It is crucial, therefore, that schools focus all their resources on proven ways of improving teaching, such as tried and tested continuing professional development courses and effective feedback methods.	1, 2, 6
<i>Improving technology and other resources focussed on supporting high quality teaching and learning.</i>	In EYFS, there is some evidence that outdoor learning environments can change behaviour, for example, by increasing group interaction.	1, 2, 5
<i>Metacognition</i>	The potential impact of metacognition and self-regulation approaches is high (+7 months additional progress). EEF Toolkit.	6
<i>BSL</i>	Studies of communication and language approaches consistently show positive benefits for young children's learning, including their spoken language skills, their expressive vocabulary and their early reading skills. EEF Toolkit.	1, 2, 5
Teachers and Teaching Assistants to receive phonics training and resources to support the implementation of Rocket Phonics (SSP).	Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. (EEF)	1, 2, 3, 4, 6

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

Budgeted cost: £ 95000

Activity	Evidence that supports this approach	Challenge number(s) addressed
School-led National Tutoring Programme	Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. It has an average impact of four months additional progress over the course of a year. (EEF)	1,
<i>Learning Support Mentor</i>	Social and emotional learning approaches have a positive impact, on average, of 4 months additional progress in academic outcomes over the course of an academic year. (EEF)	1, 6, 7
<i>Family Support Worker</i> A specialist Family support advisor to work with our vulnerable families to develop parenting skills and ensure families gain access to housing, benefits and health care they are entitled to.	Parental engagement has a positive impact on average of 4 months additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps. (EEF, 2021)	1, 3, 4
<i>Dyslexia Support Teacher</i> <i>Specialist dyslexia teaching enables quick and effective early diagnosis of dyslexia and other related learning difficulties and enables children to benefit from 1:1 specialist teaching interventions.</i>	Strategies, support and guidance will aid children identified with dyslexia and other learning difficulties to access the curriculum.  On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having a low prior attainment of are struggling in particular areas. (EEF, 2021)	1, 4, 6
<i>Updating / Improving our school library book resources.</i> <i>Quality fiction and non-fiction books are required to create an environment to support reading for pleasure.</i> <i>KS2 Phonics reading books.</i>	Primary school libraries could be a key element in the academic recovery. The National Literacy Trust found that 73% of the children and young people who use the school library have higher literacy engagement scores than the average child who doesn't use the space.	1, 5

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

Budgeted cost: £ 12535

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<p>Increase attendance to greater than last year and towards 96%. Monitor attendance frequently ensuring prompt action is taken to meet with parents to address issues and celebrate significant improvements led by attendance staffing and Attendance Lead.</p>	<p>Each day of individual pupil absence results in around 0.3-0.4% of a standard deviation reduction in achievement. Therefore, it is important that the children are in school as much as possible.</p>	<p>7</p>
<p>Staff will run before and after school clubs for identified Pupil Premium children and their parents to give them the experience and build upon skills both physically and socially. Pupil Premium children will have a subsidised access to clubs.</p>	<p>There is a small positive impact of physical activity on academic attainment (+1 month). (EEF)</p>	<p>5, 6</p>
<p>Providing support to vulnerable children and their families with financial difficulties enabling children to go on school visits and trips.</p>	<p>Successful Primary School curriculums are enriched by first-hand experiences, including visits locally and further afield, contributions from adults with knowledge and skills that could enhance pupils' learning.</p>	<p>5, 6</p>
<p>Children will be supported in developing their independence in the classroom through the resources they have access to.</p>	<p>There is wide-ranging benefits to be gleaned from encouraging independent learning in children from a young age. Some of them include: Boosting time management skills, the ability to work with versatility, increasing initiative and creative thinking.</p>	<p>1, 2, 4, 6</p>
<p>Children with very poor English which is impacting on their access of the curriculum will be able to attend interventions with our bilingual staff to support them with their ongoing acquisition of language.</p>	<p>Children who do not have sufficient English language skills to access the curriculum will not be able to make expected progress. Students who were taught stories in their native language were shown to have better outcomes in case studies in Upper Primary.</p>	<p>1, 4</p>

**Total budgeted cost: £ 147,535**



## 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.

#### **Attainment**

Year 6 end of Key Stage 2 assessments 2023:

Reading = 52.9% (9 out of 17 pupils)

Writing = 58.8% (10 out of 17 pupils)

Maths = 52.9% (9 out of 17 pupils)

SPaG = 64.7 % (11 out of 17 pupils)

#### **Experiences**

All year groups took children to a variety of school trips to extend the culture capital of all the children. PP funding helped to support those vulnerable families to join on the trip. Places included: Lego Land, Windsor Castle, Western-Super-Mare beach, Birdland, The Roman Corinium, Cotswold Wildlife Park, The Steam Museum.

Clubs were led by our staff before and after school to provide experience and skill building opportunities for our children with PP children having a president over non-pp children.

An art club was led throughout the year by our arts teacher providing the opportunity to build artistic skills, explore important artists and to give them the chance to publish their own art work.

Prime Theatre led PPA sessions throughout the year giving children drama and visual arts teaching.

#### **Welfare**

Throughout the year, our Learning Mentor and Family Support Worker worked with our most vulnerable children and families, supporting their mental wellbeing and providing strategies to improve behaviours both at school and at home. Our staff met with children and parents regularly to monitor their improvement and support when needed to ensure our most vulnerable were assisted.

Our Dyslexia Teacher completed two sessions each day with our children with dyslexia tendencies. The teacher conducted small group interventions with 2/3 in each of the sessions and met with the children regularly to support their progress.

#### **Attendance**

Our pupil premium funding influenced our Attendance figures positively compared to the previous year.

	PP	Non-PP
2022/23	95.3%	93.6%
2021/22	93.8%	93.5%
2020/21	91.91%	94.5%

Attendance of our more vulnerable students has now improved to be better than non-PP children.

## 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*

<b>Programme</b>	<b>Provider</b>
Rocket Phonics	Rising Stars
Discovery RE	Discovery RE
Jigsaw PSHE	Jigsaw PSHE
Can Do Maths	Can Do