# Pupil premium strategy statement – Drove Primary School

This statement details our school’s use of pupil 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

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| Detail | Data |
| Number of pupils in school | 608 |
| Proportion (%) of pupil premium eligible pupils | 13.5% |
| Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended – you must still publish an updated statement each academic year)** | 2024-2027 |
| Date this statement was published | December 2024 |
| Date on which it will be reviewed | September 2025 |
| Statement authorised by | Bryony Bardwell |
| Pupil premium lead | Craig Roberts |
| Governor / Trustee lead | Julia Dickenson |

## Funding overview

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £121,360 |
| Pupil premium funding carried forward from previous years *(enter £0 if not applicable)* | £0 |
| **Total budget for this academic year***If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year* | £121,360 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| 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 raise the standards for all pupils at Drove Primary School. We strive to support the promotion of independent, engaged learners who take responsibility of their own learning and development; we ensure that 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; and plan language rich activities to further enhance vocabulary understanding and use.  |

## Challenges

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

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| Challenge number | Detail of challenge  |
| 1 | EAL. 80% of our pupils across the school have English as an additional language. This challenges their ability to settle into school, read and write fluently, especially with vocabulary understanding. |
| 2 | Poor Speech and Language on arrival. 65% of our reception achieved GLD. In KS1, 75% of our children passed the phonics check. 73% of our SEND children have their SEN need as Language and Communication. |
| 3 | Lack of external experiences. Many of our families struggle to give their children the opportunity to visit a range of experiences to further their knowledge about the world. |
| 4 | Attendance. 2023-24 attendance figure for the whole school was at 94% |
| 5 | SEMH need limits our most vulnerable children’s ability to be ready to learn. 10% of our SEND children have their need as SEMH.  |
| 6 | High Mobility of children moving in and out of school within term time.  |
| 7 | Increase of number of students and families that have No English and are Asylum Seekers needing support |

## 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.

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| Intended outcome | Success criteria |
| 1. *Continue to maintain and develop attainment outcomes of all children.*
 | End of Key Stage 2 results are above national scores and are progressive compared to previous years. |
| 1. Reading fluency to improve with a focus on early reading up to end of Key Stage 2.
 | EYFS and Key Stage 1 children are making accelerated progress with their decoding, fluency and comprehension moving towards national averages and beyond. |
| 1. Parents to be offered advice and support for behaviour management, financial advice, food and healthy lifestyles.
 | School and family relationships are improved. Parents feel more capable to ask for support and understand how we can help them. Parents engage with the support offered supporting their home and school experience. |
| 1. Financial reasons will not prevent our children to attend and experience the wide range of school trips and experiences provided within our curriculum, The school will identify trips that increase cultural capital.
 | All children attend the school trips offered within their year groups. Payments for our most vulnerable families are subsidised using PP funding.  |
| 1. Additional support to be provided to children and families that are new arrivals to the country and have joined our school later in their primary education,
 | EAL assessments are undertaken for all new children to identify strengths and weaknesses within their first few weeks and identify specific interventions needed. Teachers, accompanied by senior staff, visit the homes of all new children before they start at Drove. |
| 1. Our most vulnerable pupils will be given opportunities to develop their confidence, self-esteem, resilience and learning behaviours improving their readiness to learn within the classroom.
 | Our learning support mentor leads 1:1 and small group sessions which enable the development of social skills and self-confidence. |
| 1. Attendance of all pupils to be in line with national attendance figures with a focus on our most vulnerable pupils.
 | Our attendance lead follows a clear and sustained approach to improve school attendance – phone calls, letters, meetings, regular contact with persistent absentees.  |

## Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ *91020*

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| 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 |
| Implementation of EnRich Curriculum. Teachers help develop and are supplied with sequences of learning for core subjects. | The benefits of a shared curriculum within a MAT are multi-faceted and impactful. From reduced workload and improved collaboration to enhanced recruitment and better pupil outcomes, it's a strategy many MATs across the country are exploring when seeking to build a brighter future for their pupils and staff. With careful planning and a commitment to collaboration, shared curriculums can become powerful tools for shaping a vibrant and successful learning landscape. | 1, 2 |
| Improving technology and other resources focussed on supporting high quality teaching and learning.  | Technology can be used to improve the quality of explanations and modelling. EEF | 1, 2 |
| Children will be supported in developing their independence in the classroom through the resources they have access to.  | 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.  | 5 |
| Curriculum Subject management time and support. | Well designed schedule of support and subject leadership time helps to reduce teacher workload and gives the leader the dedicated time to monitor, review and improve their subject. | 1 |
| Rocket Phonics Subscription. Ongoing phonics training, support and resourcing through whole school implementation, monitoring and interventions*.* | 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 disadvantages backgrounds. | 1, 2, 6 |
| Can Do Maths Subscription. Ongoing subscription to sequential maths resources, planning and assessment activities. | The impact of mastery learning approaches is an additional five months progress, on average, over the course of a year. | 1, 4, 6, 7 |
| Creation of communal library area | Primary school libraries are an important part of pupils’ learning environments, providing access not only to a diverse range of books and resources but also to a quiet and safe place to read. National Literacy Trust | 1, 2, 3 |

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

Budgeted cost: £ *12840*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Targeted interventions are used and mapped out to support the children who require ‘keep up and catch up’. | Small group support has an average of 4+ months additional progress over the course of a year (EEF) | 1, 2, 6 |
| Learning Support Mentor to lead 1:1 and small group support to children readying them to achieve in class. LSM to attend courses to further her knowledge.  | 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)  | 5, 7 |
| Dyslexia Support Teacher 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.  | 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, 2, 6 |

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

Budgeted cost: £ *17500*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| *Family Support Worker* 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)  | 4, 5, 7 |
| Attendance Lead. Monitor attendance frequently ensuring prompt action is taken to meet with parents to address issues and celebrate significant improvements.  | 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.  | 4, 6, 7 |
| 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.  | There is a small positive impact of physical activity on academic attainment (+1 month). (EEF)  | 3, 4, 5 |
| Providing support to vulnerable children and their families with financial difficulties enabling children to go on school visits and trips.  | 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. Sutton Trust Outdoor adventure learning +4 months | 3, 4, 7 |
| 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.  | 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.  | 1, 2 ,6, 7 |

**Total budgeted cost: £** £121,360

# Part B: Review of the previous academic year

## Outcomes for disadvantaged pupils

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| **Attainment****Year 6 end of Key Stage 2 assessments 2024 for disadvantaged students:**Maths – National 73% EXS, 24% GDS14 out of 18 (77.8%) PP children achieved EXS 4 out 18 (22.2%) PP children achieved GDSReading – National 74% EXS, 28% GDS14 out of 18 (77.8%) PP children achieved EXS1 out of 18 (5.6%) PP children achieved GDSWriting – National 72% EXS, 13% GDS14 out 18 (77.8%) PP children achieved EXS0 out of 18 0% PP children achieved GDSCombined – National 61% EXS, 8% GDS – Disadvantaged average 45% EXS, 3% GDS13 out of 18 (72.2%) PP children achieved EXS**Whole School outcomes**

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| Maths | Reading | Writing | Combined (out of 91) |
| 85% | 82.1% | 77.6% | 63.7% |

**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: Paulton’s Park, Windsor Castle, Western-Super-Mare beach, Birdland, Tudor World, 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.**Welfare** Throughout the year, our Learning Mentor and Family Support Worker has worked with our most vulnerable children and families, supporting their mental wellbeing and providing strategies to improve behaviours both at school and at home. Teachers and senior staff have met families within their homes, this has increased the school-home relationship and increased our knowledge of our families, giving us the ability to assess children before they enter our classroom.This signals the end of the current strategy. The strategy has been successful with clear success stories with our disadvantaged children who spend a significant time within our school. Children has been clearly identified and targeted to help accelerate their attainment. Our most disadvantaged families have been supported  |

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.*

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| Programme | Provider |
| Rocket Phonics | Rising Stars |
| Jigsaw PSHE | Jigsaw Educational Group |
| Jigsaw RE | Jigsaw Educational Group |
| Can Do Maths | Buzzard Publishing |