

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

Detail	Data
Number of pupils in school	617
Proportion (%) of pupil premium eligible pupils	14.4%
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 2 nd year of current plan
Date this statement was published	December 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Bryony Bardwell
Pupil premium lead	Craig Roberts
Governor / Trustee lead	Julia Dickenson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£134,835
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£134,835

Part A: Pupil premium strategy plan

Statement of intent

At Drove Primary School, our intent is to ensure that all pupils, particularly those who are disadvantaged, have access to high-quality teaching, enriching experiences, and targeted support that enables them to thrive academically and personally. Underpinned by our four Golden Threads, we aim to remove barriers to learning and provide an experiential, language-rich curriculum that builds knowledge, skills, and values.

Our strategy focuses on:

- Closing attainment gaps between disadvantaged pupils and their peers through evidence-based teaching and interventions.
- Developing reflective, independent learners who take ownership of their progress and are prepared for an ever-changing world.
- Embedding a progressive, broad, and balanced curriculum that enhances vocabulary, deepens understanding, and fosters cultural capital.

Ultimately, our ambition is to raise standards for all pupils while ensuring that disadvantage does not limit potential.

Challenges

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

Challenge number	Detail of challenge
1	EAL. 79.2% 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. 71% of our reception achieved GLD. In KS1, 65% of our children passed the phonics check. 79.4% 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. 2024-25 attendance figure for the whole school was at 94%
5	SEMH need limits our most vulnerable children's ability to be ready to learn. 11% 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 with no recourse for public funds.

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. <i>Continue to maintain and develop attainment outcomes of all children.</i>	Disadvantaged pupils' attainment in Reading, Writing and Maths is at least in line with national averages. Progress scores for disadvantaged pupils are positive and comparable to non-disadvantaged peers.
2. Reading fluency to improve with a focus on early reading up to end of Key Stage 2.	Percentage of pupils passing the Phonics Screening Check meets or exceeds national average. Disadvantaged pupils' reading ages improved by at least 12 months within an academic year. KS2 reading outcomes show improved scaled scores and reduced gap between disadvantaged and non-disadvantaged.
3. 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.
4. 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. Pupil voice indicates increased cultural capital and enjoyment of experiences. Payments for our most vulnerable families are subsidised using PP funding.
5. 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,	New arrivals make accelerated progress in English language acquisition. Attendance and engagement of new arrivals match school averages. Parents of new arrivals feel supported and informed.
6. 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.	Teacher observations and pupil voice indicate increased confidence and engagement. Reduction of incidents of withdrawal or refusal to participate in learning.
7. Attendance of all pupils to be in line with national attendance figures with a focus on our most vulnerable pupils.	Whole school attendance meets or exceeds national averages. Attendance gap between disadvantaged and non-disadvantaged pupils narrows.

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: £ 63651.55

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 for writing, reading and mathematics. Teachers help develop and are supplied with sequences of learning for core subjects using high-quality texts and mastery small manageable steps as a basis to develop from.	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. Improvements to smart boards within classrooms to improve engagement and ease of use.	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
Mentoring and Coaching. Time is given for ECT leadership to assess and develop teachers. ECT programme to implemented and designated time is planned for ECT teachers to develop.	Mentoring and coaching help ECTs develop core teaching competencies, such as behaviour management, planning and assessment. The structured nature of the government's Early Career Framework programme, which includes dedicated mentor support and time for feedback, has been shown to increase ECT self-efficacy and confidence in the classroom, leading to faster progress in their practice.	1, 2
Professional development. New use of Step-Lab to be implemented across the school staff. Creating a platform for reflection, learning and feedback, helping to organise professional development.	Steplab's methodology is built on the Education Endowment Foundation's research on effective professional development mechanisms, which highlights the importance of combining instruction, feedback, modelling, and deliberate practice.	1, 2
New phonics scheme implementation. Little Wandle subscription, training, support and resourcing through whole school. monitoring and interventions. Books and assessments.	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 and maintaining the communal library area. Updating high-quality books yearly and creation of loaning systems.	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: £ - £16967

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
1:1 and small group tuition interventions and regular support within core subjects – pre-teaching, reteaching and scaffolding within a lesson.	EEF research shows 1:1 tuition generally shows a significant impact, providing approximately five additional months' progress on average. Small group tuition also has a strong average impact of around four additional months' progress over a year.	1, 2, 5, 6, 7
Teacher Assistants are strategically deployed to support children most at need. Highly skilled Teaching Assistants lead specific interventions – for example Little Wandle catch up sessions.	When used in a focused way, Teaching Assistants can help pupils make an average of two to four additional months' progress, EEF. The EEF guidance emphasizes that TA support must supplement, but not replace the high-quality classroom teaching. EEF's Making best use of teaching assistants.	1, 2, 5, 6
SEND support. Resources and adults are deployed to support children with specific needs and high SEND needs. 5 a day approach to support all students within class. Rainbow room resourced and maintained.	Evidence from the EEF and the DfE guidance supports both strategic deployment of adults for high SEND needs and the use of the 5-a-day approach as part of high-quality, inclusive teaching. 5-a-day approach is detailed in the EEF's Special Educational Needs in Mainstream Schools guidance.	1, 2, 5

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

Budgeted cost: £ 54216.45

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Family Support Worker</i> A specialist Family support advisor to work with our vulnerable	Parental engagement has a positive impact on average of 4 months additional progress. It is crucial to consider how to	4, 5, 7

families to develop parenting skills and ensure families gain access to housing, benefits and health care they are entitled to.	engage with all parents to avoid widening attainment gaps. (EEF, 2021)	
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
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 on-going 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: £ £134,835

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Attainment

Year 6 end of Key Stage 2 assessments 2025 for disadvantaged students vs non-disadvantaged students 2024-2025:

Maths – National 74% EXS, 33% GDS

13 out of 19 (68.4%) PP children achieved EXS

3 out 19 (15.7%) PP children achieved GDS

Reading – National 75% EXS, 33% GDS

12 out of 19 (63.2%) PP children achieved EXS

4 out of 19 (21%) PP children achieved GDS

Writing – National 72% EXS, 27% GDS

14 out 19 (73.7%) PP children achieved EXS

2 out of 19 (10.5%) PP children achieved GDS

Combined – National 62% EXS, 8% GDS – Disadvantaged average 45% EXS, 3% GDS

11 out of 19 (57.9%) PP children achieved EXS

2 out of 19 (10.5%) PP children achieved GDS

Whole School outcomes

Maths	Reading	Writing	Combined
80%	75%	81%	71%

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.

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