

Pupil Premium Strategy Statement 2019-2022

I. Summary Information					
School	Drove Primary School				
Academic Year	2020-21	Total PP budget	£102960	Date of most recent PP Review	14/3/19
Total number of pupils	625	Number of pupils eligible for PP	77 – 12.5% (78 Funded – March 2020)	Date for next internal review of this strategy	Dec 2021



Attainment - Beginning of Year Data – Post Lockdown after high mobility of pupils		
	Pupils eligible for PP	Pupils not eligible for PP
EYFS – Reception – 5 Pupils		
% achieving GLD	Data to be added after Data Drop 1	Data to be added after Data Drop 1
Year 1 – 7 PP Pupils – data taken from EYFS		
% achieving in reading, writing and maths	N/A	N/A
% achieving expected attainment in reading	100%	74.4%
% achieving expected attainment in writing	100%	74.4%
% achieving expected attainment in maths	100%	77.1%
Year 2 – 10 Pupils		
% achieving in reading, writing and maths	60.0%	60.0%
% achieving expected attainment in reading	60.0%	68.8%
% achieving expected attainment in writing	60.0%	60.0%

% achieving expected attainment in maths	70.0%	66.3%
Year 3 – 16 pupils		
% achieving in reading, writing and maths	75.0%	63.0%
% achieving expected attainment in reading	75.0%	71.2%
% achieving expected attainment in writing	75.0%	64.4%
% achieving expected attainment in maths	81.3%	75.3%
Year 4 – 9 pupils		
% achieving in reading, writing and maths	66.7%	65.4%
% achieving expected attainment in reading	66.7%	69.2%
% achieving expected attainment in writing	66.7%	65.4%
% achieving expected attainment in maths	66.7%	73.1%
Year 5 -15 pupils		
% achieving in reading, writing and maths	73.3%	68.0%
% achieving expected attainment in reading	86.7%	74.7%
% achieving expected attainment in writing	73.3%	70.7%
% achieving expected attainment in maths	86.7%	77.3%
Year 6 – 16 Pupils		
% achieving in reading, writing and maths	81.3%	62.2%
% achieving expected attainment in reading	93.8%	67.6%
% achieving expected attainment in writing	87.5%	66.2%
% achieving expected attainment in maths	87.5%	75.7%

2. Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers (issues to be addressed in school)		
A.	A high percentage of PP children identified as having EAL (75%) 58/77	
B.	Poor oral language skills	
C.	Maintain attendance of PP children– Up until 23 rd March 2020 = PP Pupils - 95.37%	All Pupils – 94.77%

D.	Children are not ready to learn due to ongoing SEMH issues.
External barriers (issues which also require action outside school, such as low attendance rates)	
E	Lack of support from home needing intervention by the FSW
F	Ability of parents to fund their children going on school trips and residential
G	Lack of 'external experiences' with family such as going to farms, the beach, museums – cultural capital
H	High mobility of children

**Barriers are varied and there is no 'one size fits all'. Our approach to overcoming barriers is individual for the child and families we are supporting through targeted interventions.

3. Desired outcomes		
	Desired outcomes	Success Criteria
A.	The attainment outcomes of children who are PP and have EAL are in line with EAL children who have are not PP and EAL.	An increase in the number parents attending early reading workshops and linger and learn sessions. A sustained focus of the development of language throughout the curriculum e.g. word of the day / week and knowledge organiser.
B.	All children in KS2 will have the opportunity to perform through drama activities – linked to SDP target (20/21)	Children will improve their language acquisition and strengthening their use of vocabulary and confident in speaking through drama. Children will have the opportunity to perform in front of an audience and their success celebrated.
C.	Attendance remains at least in line for PP pupils compared to Non-PP pupils. Up until 23 rd March 2020: ➤ PP Pupils - 95.37% ➤ All Pupils – 94.77%	Attendance for individual targeted PP and most vulnerable children will improve after due to: ➤ PP children targeted to attend breakfast club and afterschool club as needed. ➤ Clear and sustained approach to following school policy – phone calls and letters from less than 95%. ➤ Further support from EWO if 90%.
D.	Our most vulnerable children will be given opportunities to develop their confidence, self-esteem, resilience and learning behaviour / strategies.	1:1 and small group sessions with the Learning Support Mentor, will enable children to develop the social skills and self-confidence needed to work independently and in group situations in class. Children who are identified as being most affected by circumstances arising from school closure due to Covid 19 will receive targeted support to share their experiences allowing them to transition back in to school successfully.

E.	Through our family support worker, parents will be offered and receive the guidance so that they can use appropriate parenting strategies thus helping the children to attend school ready to learn. Other support available includes: behaviour management advice, financial advice, general parenting advice etc.	<ul style="list-style-type: none"> ➤ Reduced number of referrals to FSW and Swindon MASH team. ➤ Communicate with parents about the FSW role and advice available through the newsletter including how to self-refer. ➤ Those parents needing help will be identified and supported. ➤ Reduced number of children being referred to the learning mentor. ➤ FSW ensured referral to early help as required
F and G	Financial reasons will not prevent our most vulnerable children attending the full range of school trips. The school will identify trips that increase the cultural capital experiences of children.	<ul style="list-style-type: none"> ➤ All children will attend all the school trips offered for their year group. For residential trips, all families will be offered a subsidised rate. The range of experiences offered will be wide and varied between year groups and track down the additional activities.
G	To ensure provision continues to support good progress against starting points for SEND and PP children	SEN assessment evidence shows good progress in RWM for all SEN/PP from their individual starting points.

4. Planned Expenditure					
Academic Year		2020-2021			
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?

<p>All children, regardless of variability, are exposed to quality first teaching and learning.</p>	<p>Whole School Approach A relentless approach to achieving and maintaining consistent quality first teaching across the school by: _ Regularly reviewing teaching and learning through book scrutinies, learning walks, lesson observations. _ Providing targeted training and CPD both in house and externally for teachers and TA's. _ Evaluating and reviewing targets for teachers regularly. _ Regular progress meeting and targeted interventions for those students that are not making expected progress and to extend children identified as having the potential to reach GD.</p>	<p>“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 (not just the Pupil Premium) on proven ways of improving teaching, such as tried-and-tested continuing professional development courses and effective feedback methods”. (Education Endowment Foundation 2018)</p>	<p>Through the whole school approach to drive for quality first teaching through regular monitoring, continuous review and intervention (both for pupils, TA's and teachers).</p>	<p>SLT and Subject Leaders</p>	<p>Ongoing</p>
<p>Children are exposed to a broad and balanced curriculum taught by subject</p>	<p>HLTAs / Specialist Teachers with subject specialisms (in French, Art, Cooking and Drama)</p>	<p>Children are exposed to a broad and balanced curriculum taught by subject specialists and given</p>	<p>A timetable is created for these sessions to ensure maximum exposure and impact with regular monitoring of teaching and</p>	<p>SLT £10,200 _ Prime Theatre, CN</p>	<p>Term 2, 4 and 6 Drama Performances at the end of each term.</p>

specialists and given wider opportunities for exploring arts and culture.	will deliver an enrichment programme during 1.5 hours of curriculum time each week across the school to ensure that foundation subjects are taught each week by skilled practitioners and give children extended opportunities for the arts and cooking.	wider opportunities for exploring arts and culture.	opportunities for G and T children to further develop their skills.	Art, BH French and LB cooking.	
Total budgeted cost					£10,200
Targeted support for children identified as having specific learning or emotional difficulties					
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?

<p>Increase confidence, resilience and coping strategies for our most vulnerable children.</p>	<p>Learning Mentor Support to work with children on a 1-1 basis or with a group.</p>	<p>Employing a specialist Learning Support Mentor enables the most vulnerable children in our school to discuss problems and issues in confidence enabling them to develop their confidence and build their self-esteem. Small groups such as Rainbow, Go-Zone, Tranquillity and Lego group help children to develop their social skills and emotional development.</p>	<p>Children will be targeted according to need on a term by term basis or as identified within a term. Children will be identified by their class teacher, in progress meetings, through conversations or concerns from parents or from the child's behaviours or conversations with the child.</p> <p>Meetings will be held between the learning support mentor, assistant principle and the safeguarding team as needed to discuss the impact of the sessions on the children.</p>	<p>JH</p>	<p>Term 2, 4 and 6 £20,462.00</p>
<p>Employing a specialist Family support advisor to work with our vulnerable families to develop parenting skills and ensure</p>	<p>Family Support worker to work with individual families using targeted support based on need.</p>	<p>Case studies show great impact on the families supported by the Parent Support Advisor in their individual circumstances. Evidence also shows a</p>	<p>Children will be targeted according to need on a term by term basis or as identified within a term. Children will be identified by their class teacher, in progress meetings, through conversations or concerns</p>	<p>KR</p>	<p>£14,754.00 Term 2, 4 and 6</p>
<p>families gain access to the housing, benefits and health care they are entitled to.</p>		<p>positive impact on the academic achievement of pupils involved. <i>(Louise Casey CB December 2012)</i></p>	<p>from parents or from the behaviours or conversations with staff.</p> <p>Meetings will be held between the family support advisor and assistant principle and the safeguarding team as needed to discuss the impact of the sessions on the children.</p>		

<p>Many of our most vulnerable pupils have complex special educational needs (20/77 PP pupils). The desired outcome is that by acting upon the advice of the educational Psychologist specialist support is put in place to ensure these children reach their full potential.</p>	<p>Educational Psychologist (traded Service) observations, reports and suggested approaches.</p>	<p>Buying specialist advice from an educational psychologist will help us to identify these needs at the earliest opportunity and ensure that specialist support is put into place to ensure these children reach their full potential.</p>	<p>Identified children will be observed by the educational psychologist and then in conjunction with the class teacher and SENCO the advice from the observations will be actioned. Reviews will take place during the regular TAC / CHiN meetings held for these children and their families as well as during regular progress meetings.</p>	<p>SENCO</p>	<p>Ongoing on individualized basis through TAC and CHiNs Progress meetings - termly From the traded services budget £29,662.00</p>
<p>In order to better support our children with speech and language difficulties, we access additional support from the speech and language therapy service.</p>	<p>Speech and Language (traded Service) observations, reports and suggested approaches.</p>	<p>Buying specialist advice from a speech and language specialist will help us to identify these needs at the earliest opportunity and ensure that specialist support is put in place to ensure these children reach their full potential.</p>	<p>Identified children will be observed by the speech and language specialist and then in conjunction with the class teacher and SENCO the advice from the observations will be actioned. Reviews will take place during the regular TAC / CHiN meetings held for these children and their families as well as during regular progress meetings.</p>	<p>SENCO</p>	<p>Ongoing on individualized basis through TAC and CHiNs Progress meetings - termly From the traded services budget £29,662.00</p>
<p>The employment of a specialist dyslexia teacher enables quick and effective early diagnosis of dyslexia and other related learning difficulties and</p>	<p>1-1 work with children to make maximum progress relative to starting points.</p>	<p>Strategies, support and guidance will aid children identified with dyslexia and other learning difficulties to access the curriculum.</p>	<p>Identified children will receive Individualised support on a 1-1 basis inside and outside the classroom to allow for transference of strategies.</p>	<p>SO £12,553</p>	<p>Termly – SO reviews and Progress Meetings</p>

enables children to benefit from 1:1 specialist teaching intervention both inside and outside the classroom.					
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Total budgeted cost **£76,972**

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?
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<p>Increase attendance to greater than last year. Monitoring attendance frequently ensures that prompt action is taken to meet with parents and address causes.</p>	<p>We have employed the services of a Legal Attendance Officer and an Educational Welfare officer, who work with families of children whose attendance falls below 85%.</p>	<p>Absenteeism due to children undertaking prolonged stays in their former home countries is a significant problem, which particularly impacts on the progress and attainment of our more vulnerable children.</p>	<p>Educational Welfare Officer will attend regular meetings (at least weekly) with our pupil SENCO and Pupil Services Administrator to identify parents to contact, advise and potentially fine. A consistent, strict message will be delivered by all members of staff (including office) conveying our holiday request procedures.</p> <p>All holiday requests are declined and parents are required to meet with the school attendance officer. Regular meeting with parents by the school attendance officer, EWO and the Legal Attendance Officer will increase the attendance of targeted children. Fines, court action and an extended October holiday are also used in an attempt to work positively with parents and also act as a deterrent to taking holidays in term time</p>	<p>EWO / BB / SCJ / HS £2,500</p>	<p>Ongoing – weekly discussing individual children and families.</p>
<p>Staff will run a Breakfast club for identified Pupil</p>	<p>Pupil premium children will have free access to the school's breakfast</p>	<p>The effects of breakfast on behaviour and academic</p>	<p>All Pupil Premium parents will be informed and offered breakfast club</p>	<p>SCJ £3,500</p>	<p>Term 2, 4 and 6</p>

<p>Premium children and their parents to develop social skills and ensure children eat breakfast and are therefore more ready to learn.</p>	<p>club 5 mornings each week all year round.</p>	<p>performance in children and adolescents Katie Adolphus,* Clare L. Lawton, and Louise Dye (2013): Increased frequency of habitual breakfast was consistently positively associated with academic performance</p>	<p>and be invited to take up this option in term 1.</p>		
<p>Providing support to vulnerable children and their families with financial difficulties enabling their children to go on school visits and trips.</p>	<p>To enhance the curriculum, ensure the children are able to participate and to give children the opportunity to experience new and challenging activities.</p>	<p>Children will have access to a broad and balanced curriculum and be given the opportunity to have a range of experiences not just limited to the classroom.</p>	<p>All eligible children will be given opportunities to partake in school trips and residential.</p>	<p>SCJ £3600</p>	<p>Term 2, 4, and 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>1-1 and group teaching where appropriate. Support within lessons.</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 last year.</p>	<p>78% of eligible children have English as an additional language and of these it is estimated 24% will benefit from additional EAL support from a specialist bilingual Teaching Assistant. Children will be identified on entry to the school. In addition to this regular embedded pre-teaching of texts will be provided for children who have Konkani as an additional language.</p>	<p>AS, SG and MU £5,127</p>	<p>Term 2,4 and 6</p>

Total budgeted cost

£14727

Quality of Teaching for All 2019-2020 update

Desired outcome	Chosen action/approach	Cost	Estimated impact	Lessons Learnt/Actual Impact
HLTAs / Specialist Teachers with subject specialisms will deliver an enrichment programme during 1.5 hours of curriculum time each week across the school ensuring that foundation subjects are taught each week by skilled practitioners and give children extended opportunities for the arts and cooking.	Key skills and areas in which HLTAs have obtained additional qualifications are utilised in these sessions.	£26,891	All PP children across the school from Nursery to Y6 will access this timetable for enrichment and foundation HLTA lessons will now be taught by qualified specialist teachers	100% of children have received an enhanced curriculum and broadened experiences of The Arts and Culture. Due to School Closure – all children experienced an aspect but not the full range of

Targeted Support

Desired outcome	Chosen action/approach	Cost	Estimated impact	Lessons Learnt/Actual Impact
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<p>Employing a specialist Learning Support Mentor enables the most vulnerable children in our school to discuss problems and issues in confidence and enables them to develop their confidence and build their self-esteem.</p>	<p>Small groups such as Rainbow, Nurture Group, Tranquillity and Lego group help children to develop their social skills and emotional development. Small groups also include targeted support for year 6 called 'Choices' based on transition.</p>	<p>£23,659</p>	<p>1:1 and small group sessions with the Learning Support Mentor will enable children to develop the social skills and self-confidence needed to work independently and in group situations in class.</p>	<p>25% of all PP children have accessed this resource on a 1:1 and group basis with SDQ's representing significant impact on emotional literacy and ability to access learning</p>
<p>Employing a specialist parent support advisor to work with our vulnerable families to develop parenting skills and ensure families gain access to the housing, benefits and health care they are entitled to. Case studies show great impact on the families supported by the Parent Support Advisor in their individual circumstances. Evidence also shows a positive</p>	<p>One-to-one sessions with identified families with a programme of support and review sessions offered.</p>	<p>£15,282</p>	<p>We expect 25% of pupil premium children to have support from the PSA during this academic year</p>	<p>22% of PP children have accessed some level of support through 1:1 parental support or group parental session/parental workshops Work continued throughout school closure with 1-1 phone calls for parents identified as needing or requesting as a result of home phone calls, information on social media platforms and private online groups being set up as a support mechanism and sharing of information.</p>
<p>impact on the academic achievement of pupils involved.</p>				

<p>The employment of a specialist dyslexia teacher enables quick and effective early diagnosis of dyslexia and other related learning difficulties and enables children to benefit from 1:1 specialist teaching.</p>	<p>Individualised support on a 1-1 basis for identified children.</p>	<p>£5,281</p>	<p>10% eligible children are expected to receive 1:1 support.</p>	<p>All children who have been identified as having an SEN need and PP have received input from DFS support and achieved accelerated progress based on Schonell and Stanford scores. Adapted work sent home for children during lockdown to enable them to access the curriculum at their level while at home.</p>
<p>In order to better support our children with speech and language difficulties, we access additional support from the speech and language therapy service</p>	<p>Individualised support on a 1-1 basis for identified children.</p>	<p>£6,600</p>	<p>This additional support will enable children with targeted speech and language intervention programmes to be seen more frequently and for Teaching Assistants to receive training in the delivery of speech and language intervention programmes.</p>	<p>Support in Talk boost Interventions Additional Clinic time (6/88 PP children)</p>

<p>Many of our eligible pupils have complex special educational needs. Buying specialist advice from an educational psychologist will help us to identify these needs at the earliest opportunity and ensure that specialist support is put in place to ensure these children reach their full potential. In house training sessions are also led by the educational psychologists, educating and empowering all staff working with SEN / PP children.</p>	<p>Individualised support on a 1-1 basis for identified children. Training for teachers to meet specific needs of children.</p>	<p>£9,750</p>	<p>Buying specialist advice from an educational psychologist will help us to identify these needs at the earliest opportunity and ensure that specialist support is put in place to ensure these children reach their full potential. In house training sessions are also led by the educational psychologists, educating and empowering all staff working with SEN children.</p>	<p>6 PP children have been given Educational Psychologist time supporting teachers with strategies to enable improving outcomes</p>
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Other Approaches

Desired outcome	Chosen action/approach	Cost	Estimated impact	Lessons Learnt/Actual Impact
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<p>Absenteeism due to children undertaking prolonged stays in their former home countries is a significant problem, which particularly impacts on the progress and attainment of our more vulnerable children. We tackled this by fortnightly monitoring of all attendance under 96% and sending letters home and arranging meetings with parents. No authorised absence is granted for absence over 2 days unless in extremely exceptional circumstances and fines and court orders are always issued. We have employed the services of a Legal Attendance Officer and an Educational Welfare officer, who work with families of children whose attendance falls below 85%.</p>	<p>We have employed the services of a Legal Attendance Officer and an Educational Welfare officer, who work with families of children whose attendance falls below 85%.</p>	<p>£2,220</p>	<p>Increase attendance to greater than last year. Monitoring attendance frequently ensures that prompt action is taken to meet with parents and address causes. All holiday requests are declined and parents are required to meet with school attendance officer. Regular meeting with parents by the school attendance officer, EWO and the Legal Attendance Officer will increase the attendance of targeted children. Fines, court action and an extended October holiday are also acting as a deterrent to taking holidays in term time</p>	<p>34 children have had some level of input from the EWO which has proved successful PP attendance has improved and is higher than the non PP children</p>
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<p>Staff will run a Breakfast club for selected Pupil Premium children and their parents to develop social skills and support parents with helping their children with homework and home learning. Pupil premium children will have free access to the school's breakfast club 5 mornings each week all year round.</p>	<p>Breakfast club will be offered to all pupil premium children in addition to general information sent out to all parents.</p>	<p>£3,432</p>	<p>10% of PP children will access this resource based on figures from 2016 2017</p>	<p>15 % of PP children accessed Breakfast club setting them up for learning.</p>
<p>To enhance the curriculum, ensure the children are able to participate and to give children the opportunity to experience new and challenging activities.</p>	<p>Providing some support to parents with financial difficulties for their children to go on school visits and trips.</p>	<p>£2500</p>	<p>All children will experience enhanced curriculum.</p>	<p>100% of identified children experienced this</p>
<p>67.4% of eligible children have English as an additional language and of these 14% benefit from additional EAL support from a specialist bilingual Teaching Assistant.</p>	<p>Individualised support on a 1-1 basis for identified children.</p>	<p>£4000</p>	<p>Children with very poor English which is impacting on their access of the curriculum will be able to attend interventions and 'Friday Language School' with our bilingual staff to support them with their acquisition of language. This impact can be measured at the end of the academic year following input as children's language scores can be compared to their baseline assessments.</p>	<p>16% 30/180 children accessing extra support for English and maths following TEFL style teaching Not continued due to lack of impact being identified.</p>

