

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	711
Proportion (%) of pupil premium eligible pupils	13.2%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	First year of 3 year plan
Date this statement was published	October 2021
Date on which it will be reviewed	October 2022
Statement authorised by	Nick Capstick
Pupil premium lead	Hollie Phillips
Governor / Trustee lead	Mark Powell

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 104,910
Recovery premium funding allocation this academic year	£ 11,310
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	£116,220

# Part A: Pupil premium strategy plan

## Statement of intent

Our intent is to provide all children with experiences, opportunities and high-quality teaching and learning, that closes the gap between disadvantaged and non-disadvantage children. We want our children to develop the knowledge, skills and attitudes that enable them to become reflective learners and grow to be stable, educated and civilised adults.

Our overall aim for our Pupil Premium children is to provide them with quality first teaching to motivate and challenge pupils whilst setting high expectations for all. This in hand, promotes independent, engaged learners and empowering children to take responsibility of their own learning and development. We provide our children with a broad and balanced curriculum using subject content progression maps which highlights the key learning concepts and knowledge across the subject. In addition to this, we promote our school values throughout our curriculum to ensure the children have the skills and values they need to become positive, contributing members of society.

### **Key Principles:**

Throughout our Pupil Premium Strategy, we will use a range of strategies to help tackle the barriers facing our disadvantaged children. Our approach is to use a range of methods and interventions to help support those Pupil Premium children to reach ARE/GD.

- At Drove Primary School we acknowledge the vital importance the school has on all children's education and it is important to us that our PP and non-PP children are surrounded in a safe, calm, stimulation and through provoking environment.
- High quality teaching, interventions, extra-curricular activities, Dyslexia Support as well as access to our Learning Mentor and Family Support Worker will be made available to those children who need it. We understand that each family and child is unique, therefore it is important that we, as a school, highlight any barriers that could prevent the children from thriving and put in place support that is most suitable.
- Termly PP meetings will be held to discuss those Disadvantage children. Having professional conversations to determine barriers and next steps to promote progress and development.
- Children will be highlighted through Pupil Premium and Pupil Progress Meetings and will be apart of interventions that best suit their need. These will be carried out in small groups or on a 1:1 basis.

## 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 (79%) 74/94. Drove Primary School is a large 3 form entry school in the centre of Swindon. We have 45 different languages and cultures across the school.
2	Poor oral language skills. With a high percentage of our Pupil Premium children being EAL (79%), this has an impact on their basic English skills which can affect other areas of their schooling such as e.g. reading, literacy and Maths: oral reasoning. Children speak their home language at home, with majority of our parents speaking poor English, therefore the role modelling of English is poor.
3	Maintain attendance of PP children. Our attendance data over the last 3 years highlights the attendance amongst out disadvantage children has been between 1.31%-1.38% lower than our non-disadvantage children.
4	Our most vulnerable children are not ready to learn due to ongoing SEMH issues. 30 children (17 of which are disadvantage children- 18%) are currently seeking additional emotional and social support from our Learning Mentor.
5	Lack of support from home needing intervention by the FSW. 35 children (6 of which are disadvantage) are seeking support from our Family Support Worker for reason such as: behaviour support, financial support and housing. Our disadvantage children take priority over our non-disadvantage children with referrals and will be made priority.
6	Ability of parents to fund their children going on school trips and residential. For our families, parents do not have any additional income to spend on trips and live in social deprivation with very limited access to travel and the wider community.
7	Lack of 'external experiences' with family such as going to farms, the beach, museums – cultural capital For our families, parents do not have any additional income to spend on trips and live in social deprivation with very limited access to travel and the wider community.
8	High mobility of children The majority of our families who join us at Drove, come to us on a work visa, therefore when this ends, the families go back to their home country leading to a high mobility of children.

## Intended outcomes

Intended outcome	Success criteria
<p>1. The attainment outcomes of children who are PP and have EAL to be in line with children who are EAL and not PP.</p>	<p>Data will show that PP with EAL children will be identified in each year group to support them in reaching ARE/GD.</p> <p>End of year results will show that PP children with EAL reach the same attainment level as those non-PP children with EAL.</p>
<p>2. All children in KS1 and KS2 will have the opportunity to participate in active learning – linked to SDP target (21/22)</p> <p>KS2 children will participate in Talk Boost which in turn will develop their oral language skills, these can be transferred into their reading and writing. <i>(Recovery Funding allocated for this action)</i></p>	<p>Children will improve their language acquisition and strengthen their use of vocabulary and confidence in speaking through active learning.</p> <p>Children will develop new learning behaviours in the classroom which will enable them to be more involved in their learning and therefore make more progress. This should be evident through lesson observations, book looks and through Pupil Progress Meetings.</p> <p>All children that participate in Talk Boost will make at least good progress and will be able to transfer their skills into their reading and writing.</p>
<p>3. Attendance remains at least in line for PP pupils compared to Non-PP pupils.</p> <p>Year 2020/2021:</p> <ul style="list-style-type: none"> <li>- PP Pupils – 91.91%</li> <li>- All Pupils – 94.5%</li> </ul>	<p>Attendance for individual targeted PP and most vulnerable children will improve due to:</p> <ul style="list-style-type: none"> <li>- PP children targeted to attend before school and after school clubs.</li> <li>- Clear and sustained approach to following school policy – phone calls and letters from less than 95%.</li> <li>- Further support from EWO if less than 90%.</li> <li>- New incentives introduced across the school to encourage 100% attendance (Attendance trophy each week, end of term rewards, letters home, certificates)</li> <li>- Parental surveys and letters to emphasise the importance of school attendance.</li> </ul>
<p>4. Our most vulnerable children will be given opportunities to develop their confidence, self-esteem, resilience and learning behaviour / strategies through support from out Learning Mentor.</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>

	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.
5. 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"> <li>- Reduced number of referrals to FSW and Swindon MASH team.</li> <li>- Communicate with parents about the FSW role and advice available through the newsletter including how to self-refer.</li> <li>- Those parents needing help will be identified and supported.</li> <li>- Reduced number of children being referred to the learning mentor.</li> </ul>
6 and 7. 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"> <li>- All children will attend all the school trips offered for their year group. Payments for these will be subsidised by the school using Pupil Premium funding.</li> <li>For residential trips, all families will be offered a subsidised rate using Pupil Premium funding.</li> <li>The range of experiences offered will be wide and varied between year groups and additional activities will be tracked.</li> </ul>
8. Due to the high mobility of children across the school, additional support is required for those children who join us mid-year. Many children joining the school mid-year have moved from abroad.	<ul style="list-style-type: none"> <li>- New to school/EAL assessments take place for each child joining mid-year to identify key strengths and areas for development to allow for a plan to be put into place to either maintain or accelerate their progress to ensure they are inline with their non-PP peers.</li> </ul>

## Activity in this academic year

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

Budgeted cost: £ 31,802 (PP)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>All children, regardless of variability, are exposed to quality first teaching and learning.</p> <p><b><u>Actions and Approach:</u></b> A relentless approach to achieving and maintaining consistent quality first teaching across the school by:</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</p>	1,2 and 8

<ul style="list-style-type: none"> <li>- Regularly reviewing teaching and learning</li> <li>- learning walks, lesson observations</li> <li>- Providing targeted training and CPD both in house and externally for teachers and TA's.</li> <li>- Evaluating and reviewing targets for teachers regularly.</li> <li>- Regular progress meetings and targeted interventions for those students that are not making expected progress and to extend children identified as having the potential to reach GD.</li> <li>- Meetings held with PP lead to discuss childrens progress and next steps.</li> </ul>	<p>courses and effective feedback methods". (Education Endowment Foundation 2018)</p>	
<p>Interventions specifically designed to meet the needs of our PP children put into place either on a 1:1 basis or in a small groups.</p> <p><b><u>Actions and Approach:</u></b></p> <ul style="list-style-type: none"> <li>- PP in need of additional support highlighted through Pupil Progress Meetings, PP Meetings, 100 day plans and data drops.</li> <li>- Interventions planned for and delivered based on the individual needs of the children.</li> <li>- Intervention trackers used to track progress and impact.</li> <li>- Talk Boost to be carried out in small groups of 6.</li> </ul>	<p>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 low prior attainment or are struggling in particular areas. (EEF- 2021)</p> <p>Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support. (EEF- 2021)</p>	1,2 and 8
<p>Children are exposed to a broad and balanced curriculum taught by subject specialists and given wider opportunities for exploring arts and culture.</p> <p><b><u>Actions and Approach:</u></b></p> <p>HLTAs / Specialist Teachers with subject specialisms (in French, Art, Cooking and Drama) will deliver an enrichment programme during 1.5 hours of curriculum time each week across the school to ensure</p>	<p>Arts-based approaches may offer a route to re-engage older pupils in learning, though this does not always translate into better attainment. It is important to consider how you will use increased engagement to improve teaching and learning for these pupils. (EEF- 2021)</p>	1,2 and 8

that foundation subjects are taught each week by skilled practitioners and give children extended opportunities for the arts and cooking.		
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 62,573 (PP) £3500 (R PP) (We should receive an extra £8910 from School Led Tutoring Funds)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Increase confidence, resilience and coping strategies for our most vulnerable children.</p> <p><b>Actions and Approach:</b> 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>The evidence indicates that there is particular promise for approaches that focus on improving social interaction between pupils. (EEF- 2021)</p>	4
<p>Employing a specialist Family 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.</p> <p><b>Actions and Approach:</b> 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 positive impact on the academic achievement of pupils involved. (Louise Casey CB December 2012)</p> <p>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)</p>	5
<p>Many of our most vulnerable pupils have complex special educational needs (15/94). The desired outcome is that by acting upon the advice of the</p>	<p>Buying specialist advice from an educational psychologist will help us to identify these needs at the earliest opportunity and ensure that specialist</p>	4

<p>educational Psychologist specialist support is put in place to ensure these children reach their full potential.</p> <p><b>Actions and Approach:</b> Educational Psychologist (traded Service) observations, reports and suggested approaches.</p>	<p>support is put into place to ensure these children reach their full potential.</p> <p>On average, individualised instruction approaches have an impact of 4 months' additional progress. (EEF- 2021)</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><b>Actions and Approach:</b> 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>On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress. (EEF- 2021)</p>	4
<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 intervention both inside and outside the classroom.</p> <p><b>Actions and Approach:</b> 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>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 low prior attainment or are struggling in particular areas. (EEF- 2021)</p>	4
<p>School led Tutoring.</p> <p>In order to better support our children who have not made as much progress as expected due to school closures. We will facilitate a tutoring programme to take place before/after school to enable children to work on specific targets to reach ARE/GD.</p> <p><b>Actions and Approach:</b></p> <ul style="list-style-type: none"> <li>- Sessions to take place before/after school</li> <li>- Outside tutors/School staff will come into school to provide children with small groups sessions</li> <li>- These children will be identified and monitored through: Pupil Progress Meetings, PP</li> </ul>	<p>One to one tuition and small group tuition are both effective interventions. However, the cost effectiveness of teaching in small groups indicates that greater use of this approach may be worthwhile. (EEF- 2021)</p>	1, 2 and 8



Meetings, 100 day plans and Data drops. <i>(Recovery Funding allocated for this action)</i>		
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 10,535 (PP) £7810 (R PP)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<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><b>Actions and Approach:</b> Attendance lead closely monitors attendance of all children including PP children and will follow the school's policy to ensure attendance is as high as possible. Support of employed WHF EWO used when required.</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>	3
<p>Staff will run a before and after school clubs for identified Pupil Premium children and their parents to develop social skills.</p> <p><b>Actions and Approach:</b> Pupil premium children will have subsidised access to morning sports clubs and after school clubs.</p>	<p>There is a small positive impact of physical activity on academic attainment (+1 month). While this evidence summary focuses on the link between physical activity and academic performance, it is crucial to ensure that pupils access to high quality physical activity for the other benefits and opportunities it provides. (EEF- 2021)</p>	7
<p>Providing support to vulnerable children and their families with financial difficulties enabling their children to go on school visits and trips.</p>	<p>within successful Primary Schools curriculums are enriched by first-hand experiences, including visits locally and further afield, contributions from adults</p>	6 and 7

<p><b>Actions and Approach:</b> 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>with knowledge and skills that could enhance pupils' learning, and an extensive range of extra-curricular activities. <a href="https://educationbusinessuk.net/features/school-trips-help-schools-succeed">https://educationbusinessuk.net/features/school-trips-help-schools-succeed</a></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><b>Actions and Approach:</b> 1-1 and group teaching where appropriate. Support within lessons. Talk Boost interventions will take place to support oral language for all children in KS1/KS2. <i>(Recovery Funding allocated for this action)</i></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>Narrow the Gap: Helps children with their speaking and understanding, enabling many to catch up with their peers. (ICAN- 2021)</p>	8
<p>Children will be supported in developing their independence in the classroom through the resources they have access to.</p> <p><b>Actions and Approach:</b> - Classroom audits will take place by phase leaders to identify resources required to enable independent learning. - Subject Leaders to quality assure resources required by phase leaders. <i>(Recovery Funding allocated for this action)</i></p>	<p>There are wide-ranging benefits to be gleaned from encouraging independent learning in children from a young age. Some of them include:</p> <p>Boosting time management and organisational skills. The ability to work with versatility. Increasing initiative and creative thinking. Helping reading and writing proficiency. (Twinkl- 2021)</p>	1, 2, 7 and 8
<p>Teachers and Teaching Assistants to receive phonics resources to support the new Phonics SSP target and to boost oral and written communication.</p> <p><b>Actions and Approach:</b> - Phonics resources needed to better support the children, identified by Phase Leaders.</p>	<p>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- 2021)</p>	1, 2 and 8

<ul style="list-style-type: none"> <li>- Orders for relevant resources put in to ensure delivery in a timely manner to be used to support the children.</li> <li>- Impact of resources analysed through lesson observations, book looks and Pupil Progress Meetings. <i>(Recovery Funding allocated for this action)</i></li> </ul>		
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**Total budgeted cost: £ 104,910 (PP) £11,310 (R PP)**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

Impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year:

<u>Desired Outcome</u>	<u>Actual Impact</u>
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.	100% of children have received an enhanced curriculum and broadened experiences of The Arts and Culture. <b>Due to School Closure – all children experienced an aspect but not the full range.</b>
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.	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
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 impact on the academic achievement of pupils involved.	22% of PP children have accessed some level of support through 1:1 parental support or group parental session/parental workshops. <b>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.</b>
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.	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. <b>Adapted work sent home for children during lockdown to enable them to access the curriculum at their level while at home.</b>
In order to better support our children with speech and language difficulties, we access additional support from the speech and language therapy service	Support in Talk boost Interventions Additional Clinic time (6/88 PP children)
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	6 PP children have been given Educational Psychologist time supporting teachers with strategies to enable improving outcomes

<p>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>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>34 children have had some level of input from the EWO which has proved successful. <b>PP attendance has improved and is higher than the non PP children</b></p>
<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>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>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>16% 30/180 children accessing extra support for English and maths following TEFL style teaching. <b>Not continued due to lack of impact being identified.</b></p>

## Externally provided programmes

Programme	Provider
Toe by Toe	Toe by Two
Power of Two	1 2 3 Learning
Talk Boost (EYFS, KS1 and KS2)	ICAN

## Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A