

Pupil premium strategy statement 2025-2026 and review of outcomes in the previous academic year for Dry Drayton C of E Primary School, and Pre-school



This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	65
Proportion (%) of pupil premium eligible pupils	13.8
Academic year/years that our current pupil premium strategy plan covers	2025 to 2026
Date this statement was published	December 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Sonia Hegan, Headteacher
Pupil premium lead	Sonia Hegan, Headteacher
Governor / Trustee lead	Sue Wyatt/Tina Carver- Mead Lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£13,635
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£13,635

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, attend school regularly and have equal access to all activities available at school. It is also that all pupils make good or accelerated progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve these goals, including those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker, and young carers. The activities we have outlined in this statement are also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to both common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they are set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Beyond the academic, we use this funding to enrich the educational experiences of our disadvantaged pupils by offering support for them to partake in breakfast and school clubs, trips, residential and music lessons.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate poorer oral language skills and vocabulary gaps among some disadvantaged pupils. These are evident from Reception through to KS2.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers and writers.
3	Assessments, observations, and discussions with pupils suggest disadvantaged pupils can have less support with reading at home than their peers. This negatively impacts their development as readers and progress throughout most of the rest of their academic studies.
4	<p>Internal and external (where available) assessments indicate that maths attainment among some disadvantaged pupils is below that of non-disadvantaged pupils. With the MTC, the percentage of non-PP children scoring 22/25 or above was nearly twice that of the percentage of PP children. The percentage of PP children scoring less than 22/25 was nearly twice that of non-PP.</p> <p>KS2 Maths SATs, 100% of the PP children scored >100 whereas, 88% of the non-PP children scored > 100.</p> <p>There is nothing to report from the KS1 SATs results.</p>
5	<p>Our assessments (including wellbeing survey), observations and discussions with pupils and families identified social and emotional issues for some pupils, due to a lack of enrichment opportunities. These challenges particularly affected disadvantaged pupils, including their attainment.</p> <p>Teacher referrals to the SENDCos for support remain relatively high. A small number of pupils (some of whom are disadvantaged) currently require additional 1-1 support with social and emotional needs.</p>
6	<p>Our attendance data over the last 3 years indicates that disadvantaged children's attendance continues to be slightly above again (2.2%) that of non-disadvantaged pupils, whereas nationally, PP children are nearly 4% below that of non-PP.</p> <p>Persistence absence figures of PP children have been decreasing over the past 3 years (attendance below 90%) and is now lower than PA in non-PP children. However, our assessments and observations indicate that absenteeism is negatively impacting progress in those disadvantaged pupils who have an attendance below 90%.</p>

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
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language and a wider vocabulary among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including more confident engagement in lessons, book scrutiny of writing (across core and foundation subjects) and ongoing formative assessment.
Improved reading attainment among disadvantaged pupils.	Reading outcomes in 2025/2026 show that 100% of disadvantaged pupils meet the expected standard and an equivalent percentage to their non-disadvantaged peers are working at greater depth.
Improved maths attainment for disadvantaged pupils at the end of KS2.	Maths outcomes in 2025/2026 show that 100% of disadvantaged pupils meet the expected standard and an equivalent percentage to their non-disadvantaged peers are working at greater depth. MTC scores are equivalent to non-disadvantaged pupils.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing by 2025/2026 demonstrated by: <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • continued zero incidents of bullying • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance by 2025/2026 demonstrated by: <ul style="list-style-type: none"> • the overall attendance rate for all pupils being at least 98%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being negligible. • we reduce the number of disadvantaged pupils with attendance lower than 90% (persistent absence) to equivalent to non-disadvantaged children.

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: £7,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Developing high-quality teaching, assessment and a broad and balanced, knowledge-based curriculum which responds to the needs of pupils, through mentoring and coaching for teachers and visits to similar school to observe lessons. Participating in maths mastery workshops and the Oracy project.</p>		1, 2, 3
<p>Supporting the recruitment and retention of teaching staff by providing CPD opportunities eg to undertake professional development such as National Professional Qualifications (NPQs), specific SEND course eg autism, EY courses, Maths mastery, Oracy and subject specific leadership time.</p>		1, 2, 3, 4, 5
<p>Employ TAs to support the high-quality provision within the classroom and to work with small groups of children to consolidate learning and also to move their learning on.</p> <p>TAs will also deliver much of the targeted interventions throughout school in speech and language, spelling, reading, writing and maths.</p>		1, 2, 3
<p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p> <p>Cover for training time.</p>	<p>When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups:</p> <p>Diagnostic assessment EEF</p> <p>They can provide reliable insights into the specific strengths and weaknesses of each pupil to help</p>	1, 2, 3

	<p>ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will purchase resources and fund ongoing teacher training and release time.</p> <p>English Lead will review and continue to roll out practises from the Oracy Project to support Oracy development throughout the school.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Teaching and Learning Toolkit EEF</p>	1, 2, 3, 4, 5
<p>Purchase additional 'keep-up' materials from 'Little Wandle' our DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</p> <p>Refresher training for whole staff to support their teaching of the SSP programme</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils:</p> <p>Phonics Teaching and Learning Toolkit EEF</p>	2, 4
<p>English Lead will continue to support staff to embed the Reading Fluency training to support reading development throughout the school.</p>		1, 2
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including embedding Mastery and Number Fluency training across the school).</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Mathematics guidance: key stages 1 and 2</p> <p>The EEF guidance is based on a range of the best available evidence:</p>	3

	Improving Mathematics in Key Stages 2 and 3	
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>Improving Social and Emotional Learning in Primary Schools EEF</p>	5
<p>Office support and head to monitor attendance and Late register and to meet with Attendance officer regularly to ensure early intervention and support for parents to improve attendance and on time arrival at school</p>		6

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

Budgeted cost: **£4,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional phonics sessions (2/3 a week) targeted at pupils (disadvantaged and non-disadvantaged) who require further phonics support.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	2
<p>Additional reading sessions targeted at disadvantaged pupils who require further support to improve fluency and comprehension.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p>	1, 2

	Small group tuition Toolkit Strand Education Endowment Foundation EEF	
Additional maths sessions targeted at disadvantaged pupils who require further maths support in fluency, reasoning and problem solving, in Year 6, and also in preparation for the MTC in Year 4 and support for those that did not pass the MTC	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	3

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

Budgeted cost: £2,635

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in the DfE's guidance on working together to improve school attendance</p> <p>This will involve training and support from the Attendance Improvement Officer for admin staff to develop and implement new procedures, monitoring and support for families to improve attendance.</p> <p>Offer breakfast club to reduce late arrival to school.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	5
<p>Supporting pupils' social, emotional and behavioural needs by funding extracurricular activities including an afterschool club or music lesson and contributing towards school trips.</p>	<p>The EEF Toolkit has a strand on arts participation. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p>	4
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small</p>	All

	amount of funding aside to respond quickly to needs that have not yet been identified.	
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Total budgeted cost: £13,635



Part B: Review of the previous academic year 2024-2025

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

The data demonstrated that:

Reading:

83% of disadvantaged pupils working at age-related expectation compared to 84% of non-disadvantaged pupils

Progress was 4% above non disadvantaged pupils

Writing: 83% of disadvantaged pupils working at age-related expectation compared to 71% of non-disadvantaged pupils

Progress was 6% below non disadvantaged pupils

Maths: 92% of disadvantaged pupils working at age-related expectation compared to 74% of non-disadvantaged pupils

Progress was 10% above non disadvantaged pupils

Combined: 83% of disadvantaged pupils working at age-related expectation compared to 67% of non-disadvantaged pupils

Progress was 4% above non disadvantaged pupils

Based on all the information above, the performance of our disadvantaged pupils exceeded expectations, and we are at present on course to achieve the outcomes we set out to achieve by 2024/25, as stated in the Intended Outcomes section above.

We have also drawn on school data and observations to assess wider issues impacting our disadvantaged pupils:

Our attendance data over the last 3 years indicates that attendance in 2019/2020 for disadvantaged pupils was 3% above non-disadvantaged children and in 2020/2021 and 2021/2022 it was 1% below, and it was 1.5% below in 2022/2023, hence this is a focus for our support for 2023-2024.

44% of disadvantaged pupils have been 'persistently absent' (attendance below 90%) compared to 0% of their peers during 2020-2022. In 2022-2023, 25% PP were 'persistently absent' compared to 0% of their peers. Our assessments and

observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.

Our evaluation of the approaches delivered last academic year indicates that good quality classroom teaching supported by able and well prepared TAs combined with effective assessment to identify children needing targeted support were found to be particularly effective in supporting the needs of disadvantaged children in our school during the previous academic year.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year by providing opportunities for CPD for teachers and TAs, purchasing resources to aid in teaching and providing targeted support for small groups and one-to-one interventions as mentioned in the information above.

Externally provided programmes

Programme	Provider
We have no used any externally provided programmes	

Service pupil premium funding (optional)

How our service pupil premium allocation was spent last academic year
We do not have any service children
The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence on feedback](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.
- offering weekly Forest School sessions and a half termly afternoon of outdoor learning. Activities will focus on building life skills such as confidence, resilience, and socialising.
- Enrichment activities including visits, visitors, sports competitions and activities such as Dry Drayton's Got Talent

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected, and which activities had been effective.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils.

We looked at several reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our approach and will adjust our plan over time to secure better outcomes for pupils.