

Pupil premium strategy statement 2022-2023 and review of outcomes in the previous academic year for Dry Drayton C of E Primary School



This statement details our school's use of pupil premium funding (and recovery premium) for the 2022 to 2023 academic year 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	Dry Drayton C of E Primary School
Number of pupils in school	64
Proportion (%) of pupil premium eligible pupils	14%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/2023
Date this statement was published	November 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Sonia Hegan Headteacher
Pupil premium lead	Sonia Hegan Headteacher
Governor lead	Sue Wyatt Lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£9695
Recovery premium funding allocation this academic year	£1260
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£10955

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, 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 that goal, including progress for 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 strategy is also integral to wider school plans for continued education recovery, notably in its targeted support for pupils whose education has been worst affected, including non-disadvantaged pupils, through School Led Tutoring funded from the National Tutoring Programme.

Our approach will be responsive to 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

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	Internal and external (where available) assessments indicate that maths attainment (including MTC) among some disadvantaged pupils is below that of non-disadvantaged pupils.
4	<p>Our assessments and observations indicate that the education and well-being of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>The impact has continued into this academic year but to a lesser extent. Knowledge gaps are still evident, resulting in some disadvantaged pupils remaining behind age-related expectations, in reading, writing and maths.</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 during school closure and a lack of socialising with their friends. These challenges particularly affected disadvantaged pupils, including their attainment.</p> <p>We feel that this is no longer a major concern at our school, but we are mindful that it may not have gone away and so we ensure there is provision should a child require support.</p>
6	Our attendance data over the last 2 years indicates that attendance in 2019/2020 for disadvantaged pupils was 3% above non-disadvantaged children and in 2020/2021 it was 1% below, and again it was 1% below in 2021/2022

	None of our pupils have been 'persistently absent', but 30% of our disadvantaged pupils' attendance was below 90% compared with 17% non-disadvantaged pupils.
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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 engagement in lessons, book scrutiny of writing (across core and foundation subjects) and ongoing formative assessment.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2022/2023 show that more than 88% of disadvantaged pupils met the expected standard.
Improved maths progress for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2022/2023 show that 100% of disadvantaged pupils made 6 or more levels of progress and 88% are working at age related expectations and that their MTC score is 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 2022/2023 demonstrated by: <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • 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 2022/2023 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 continue to have no persistent absence and we reduce the number of disadvantaged pupils with attendance lower than 90% to equivalent to non-disadvantaged children.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 2,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help 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>	1, 2, 3, 4, 5
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will purchase resources and fund ongoing teacher training and release time.</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 Toolkit Strand Education Endowment Foundation EEF</p>	1
<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>Training for whole staff to enable them to use the new SSP programme</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	2
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</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>	3

<p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p>	<p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	
<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>EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)</p>	4, 5

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

Budgeted cost: £7,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional phonics sessions targeted at disadvantaged pupils 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>	1, 2

	<p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	
<p>Additional maths sessions targeted at disadvantaged pupils who require further maths support in fluency, reasoning and problem solving, and also in preparation for the MTC in Year 4 and support for those that did not pass the MTC</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> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	3
<p>Engaging with the National Tutoring Programme to provide school-led tutoring for pupils whose education has been most impacted by the pandemic. A proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</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> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	1, 2, 3,

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

Budgeted cost: £1,855

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in the DfE's</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	6

<p>Improving School Attendance advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures to improve attendance.</p>		
<p>Supporting pupils' social, emotional and behavioural needs by funding extracurricular activities including an afterschool club or music lesson and contributing towards school trips including the residential</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 amount of funding aside to respond quickly to needs that have not yet been identified.</p>	All

Total budgeted cost: £10,995

Part B: Review of outcomes in the previous academic year 2021-2022

Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

How the funding was spent in 2021/2022	Intended Impact	Impact
Spelling support in small groups. Purchased Spelling Shed.	To improve working knowledge of statutory spelling lists.	As evidenced in teacher assessments of children's writing, general spelling is improving. Teachers are spending more time in the week teaching spelling to embed spelling families and rules
Times table learning in small groups	To improve fluency in multiplication and prepare for the Year 4 summer statutory assessment.	The outcome was lower than we had hoped for. 100% PP children did not pass.
Writing intervention group	To improve the quality of all written work and to widen vocabulary and improve grammar and punctuation knowledge and their application.	Supported through the NTP to raise the level of PP and non-PP children. Teacher assessment showed the children made better than expected progress.
Maths support with particular emphasis on improving arithmetic and basic skills	Improved progress in basic skills. Pupils make accelerated progress. Pupil confidence and self-esteem increases, leading to a more positive attitude to learning. Focused opportunities to enrich and develop learning.	Supported through the NTP to raise the level of PP and non-PP children. They made good progress and the gap between disadvantaged and non-disadvantaged closed by 6% in maths reading and writing, however, they still made less progress than non-disadvantaged pupils.
Reading support	Children develop and make progress in line with peers locally and nationally, but also develop a love of reading and books.	Our data shows the gap between PP and non-PP narrowed by 2% last year.

	Parents are engaged and know how best to support their children in their literacy development. Good levels of reading comprehension.	
In class support in all curriculum areas	Pupils are able to access the curriculum with increased confidence and motivation and hence make accelerated progress in order to diminish the difference with non PP children Higher attaining PP children have challenge and support to reach highest possible levels in their learning e.g. target for greater depth	PP children made on average, the expected 5 levels of progress across M, Wr and R which was about half a level less than non-PP.
Purchase of both fiction and non-fiction books	To ensure suitable and quality texts are available to provide additional support for reading both at home and in school.	This contributed to a more positive attitude to reading. We need to continue to encourage our disadvantaged children to read regularly.
Financial support for children to take part in residential and school trips, extra-curricular clubs, swimming and music lessons and breakfast club	Pupils gain wider, out of school experiences which contribute to their spiritual, moral, social and cultural development. Pupils develop meaningful relationships with their peers through social interaction and learn new skills. Pupils have the opportunity to learn a musical instrument and to perform in our music concert.	100% of PP children participated in a school club or music lesson.

We have analysed the performance of our school's disadvantaged (or PP) pupils during the 2021/22 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

Schools are not required to publish their 2022 key stage 2 results as DfE is not publishing this data. This is because statutory assessments returned for the first time since 2019, without adaptations, after disruption caused by the pandemic. This is a

transitional arrangement for one year only, and DfE plans to publish key stage 2 school performance data for 2023.

DfE has shared our school's 2022 performance data with us, to help us better understand the impact of the pandemic on our pupils and how this varies between different groups of pupils. COVID-19 had a significant impact on the education system and this disruption affected schools and pupils differently, and because of this, it is more difficult to interpret why the results are as they are using the data alone.

To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils at a national and regional level (although these comparisons are to be considered with caution given the caveats stated above). We also looked at these comparisons using pre-pandemic scores for 2019, in order to assess how the performance of our disadvantaged pupils has changed during this period.

Data from tests and assessments suggest that, despite some strong individual performances, the attainment and progress of the school's disadvantaged pupils in 2021/22 was slightly below our expectations. Our analysis suggests that the reason for this is primarily the ongoing impact of COVID-19, although we also identified that some of the approaches we used to boost outcomes for disadvantaged pupils had less impact than anticipated.

However, 100% of disadvantaged children passed their Phonics screening check summer 2022

The attainment gap between disadvantaged pupils and non-disadvantaged pupils has grown nationally since the start of the pandemic. However, the gap between disadvantaged pupils and non-disadvantaged pupils in our school has reduced in maths, reading and writing.

Absence among disadvantaged pupils was 1% higher than their peers in 2021/22 and 13% higher for those whose attendance was below 90%. We would like to see this small gap diminish further, which is why raising the attendance of our disadvantaged pupils is a focus of our current plan.

Our observations and assessments demonstrated that pupil behaviour improved last year, but challenges in relation to wellbeing and mental health remain higher than before the pandemic. The impact on disadvantaged pupils has been comparable with non-disadvantaged pupils.

These results mean that we are at present on course to achieve the outcomes that we set out to achieve by the end of this academic year, as stated in the Intended Outcomes section above. We have reviewed our strategy plan and made changes to

how we intend to use some of our budget this academic year, as set out in the Activity in This Academic Year section above.

Due to COVID-19, performance measures have not been published for 2021 to 2022, and these results will not be used to hold schools to account

Externally provided programmes

Programme	Provider
We have no used any externally provided programmes	

Service pupil premium funding (optional)

Measure	Details
We do not have any service children	

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 during and after lessons. [EEF evidence](#) 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.

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 a number of 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.