

# Pupil premium strategy statement for Dry Drayton C of E Primary School 2021-2022



This statement details our school's use of pupil premium funding (and recovery premium for the 2021 to 2022 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	56
Proportion (%) of pupil premium eligible pupils	14%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Sonia Hegan Headteacher
Pupil premium lead	Sonia Hegan Headteacher
Governor / Trustee lead	Sue Wyatt Lead for disadvantaged pupils

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£12,100
Recovery premium funding allocation this academic year	£3142.50
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£15,242.50</b>

# 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 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 is 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 education recovery, notably in its targeted support through the National Tutoring and School Led Tutoring Programmes for pupils whose education has been worst affected, including non-disadvantaged pupils.

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 under-developed oral language skills and vocabulary gaps among some disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
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.
3	Internal and external (where available) assessments indicate that maths attainment 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>This has resulted in knowledge gaps leading to pupils falling further behind age-related expectations, especially in writing and maths.</p>
5	<p>Our assessments (including wellbeing survey), observations and discussions with pupils and families have 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 affect disadvantaged pupils, including their attainment.</p> <p>We have spent more time supporting emotional needs of children including behaviour issues across the school, with more than 50% of the support going to disadvantaged pupils.</p>
6	<p>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.</p> <p>None of our pupils has been 'persistently absent'.</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 among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2021/2022 show that more than 75% of disadvantaged pupils met the expected standard.
Improved maths progress for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2021/2022 show that 100% of disadvantaged pupils made 6 or more levels of progress.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2021/2022 demonstrated by: <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2021/2022 demonstrated by: <ul style="list-style-type: none"> <li>• 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.</li> <li>• We continue to have no persistent absence</li> </ul>

## 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: £7000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments.</p> <p>(Young's Parallel spelling test)</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><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p>	1, 2, 3, 4
<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><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1
<p>Purchase of a <a href="#">DfE validated Systematic Synthetic Phonics programme</a> to secure stronger phonics teaching for all pupils. (Phonic Bug)</p> <p>We will fund ongoing teacher and TA training and release time.</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><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	2
<p>Purchase of support from Bookmark Reading to improve attitude to, and progress and attainment in reading.</p> <p>We will purchase a further 4 ipads so that we can loan</p>	<p>Our own evidence last year showed that pupils who took part in the reading programme made greater progress than their peers. (more than 5 months more progress)</p>	2

<p>our old ipads for children to use at home to complete Accelerated Reader quizzes.</p>		
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund time for our Maths Lead to research and run Mastery sessions for teachers and TAs.</p> <p>We will fund teacher release time to embed key elements of this training and guidance in school and to access Maths Hub resources (including Teaching for Mastery training).</p> <p>We will purchase a further 4 ipads so that we can loan our old ipads for children to use at home to use Sumdog at home.</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:  <a href="https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/612216/Maths_guidance_KS_1_and_2.pdf">Maths guidance KS 1 and 2.pdf</a>  <a href="https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/612216/Maths_guidance_KS_1_and_2.pdf">publishing.service.gov.uk</a></p> <p>The EEF guidance is based on a range of the best available evidence:  <a href="https://www.eef.org.uk/~/media/EEF/EEF%20Guidance/Improving%20Mathematics%20in%20Key%20Stages%202%20and%203.pdf">Improving Mathematics in Key Stages 2 and 3</a></p>	<p>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>We will fund our PSHE Lead to attend courses for her to support the staff team in social and emotional learning.</p> <p>We will fund a TA to lead the Peer Mediator programme.</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):  <a href="https://www.educationendowmentfoundation.org.uk/~/media/EEF/EEF%20Guidance/EEF%20Social%20and%20Emotional%20Learning.pdf">EEF Social and Emotional Learning.pdf</a>  <a href="https://www.educationendowmentfoundation.org.uk/~/media/EEF/EEF%20Guidance/EEF%20Social%20and%20Emotional%20Learning.pdf">educationendowmentfoundation.org.uk</a></p>	<p>All</p>

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

Budgeted cost: £3242.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	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: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	2
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and 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.	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: <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a> And in small groups: <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	4

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

Budgeted cost: £5000

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

This will involve the Headteacher reviewing data weekly (no cost)		
Encourage all children to attend a weekly club funded by the school or have financial support for learning an instrument. Contribute towards school trips.	Offering a wide range of high-quality extracurricular activities is shown to boost wellbeing, behaviour, attendance, and aspiration. The activities we will provide will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.	5, 6
Contingency fund for acute issues.	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.	All

**Total budgeted cost: £15,242.50**

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

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils has remained similar to the previous 3 years in Maths, writing and reading. Comparing PP and non-PP children working below, on track or higher than expected for the last three years:

Maths data has remained similar with approximately 20% less PP on track than non-pp

Writing data has remained similar with between 1 and 20% less PP on track than non-pp

Reading data has remained similar with approximately 20% **more** PP on track than non-pp

There appeared to be a slight dip at the end of 2019/2020, but the outcomes we aimed to achieve in our previous strategy by the end of 2020/21 appear to have been realised. We hope to improve on these this year, closing the gaps in Maths and writing further still.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure. This was aided by a full timetable of live lessons and excellent attendance to these lessons, use of White Rose maths workbooks, diligent use of See-saw as a platform for setting and marking work regularly and some interventions for those children struggling with being at home.

Our overall attendance in 2020/21 good averaging at 98%, which is our target. PP were only 1% lower than non-PP. this contrasts with the previous year where although Pp attendance was 3% higher than non-PP, the average for the school was in the low 80%.We will continue to monitor attendance to ensure it remains well above the national average.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were impacted last year, primarily due to COVID-19-related issues. The impact was greater for some of our disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

<b>How the funding was spent in 2020/2021</b>	<b>Intended Impact</b>	<b>Impact</b>
Spelling support in small groups	To improve working knowledge of statutory spelling lists.	As evidenced in teacher assessments of children's writing, general spelling is improving. We have identified that tricky words need to be a focus for practice in class.
Times table learning in small groups	To improve fluency in multiplication and prepare for the Year 4 summer statutory assessment.	We were unable to run these sessions during lockdown and on our return. As a result 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. Children made 6 months progress over the 3 months of the programme.
Reading interventions and 1-1 Reading support	Children develop and make progress in line with peers locally and nationally, but also develop a love of reading and books. Parents are engaged and know how best to support their children in their literacy development. Good levels of reading comprehension.	We purchased My-On reading which could be accessed at home during lockdown to provide reading support. PP children made more than 6 levels of progress last year. Our data shows the gap between PP and non-PP narrowed last year.
In class support in all curriculum areas	Pupils are able to access the curriculum with increased confidence and motivation and hence make accelerated progress	PP children made on average, more than 6 levels of progress across M, Wr and R which was about half a level less than non-PP.

	<p>in order to diminish the difference with non PP children</p> <p>Higher attaining PP children have challenge and support to reach highest possible levels in their learning e.g. target for greater depth</p>	
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 about 50% of our children to read regularly.
IT equipment setting up costs	IT equipment will be available for use at home for remote learning if required due to isolation or Lockdown	We had 100% PP children participating in remote learning for most of the sessions
Sandwell numeracy test	To aid with assessment and to provide bespoke support in maths	Used to identify gaps to support interventions
Financial support for children to take part in residential and school trips, extra-curricular clubs, swimming and music lessons and breakfast club	<p>Pupils gain wider, out of school experiences which contribute to their spiritual, moral, social and cultural development.</p> <p>Pupils develop meaningful relationships with their peers through social interaction and learn new skills.</p> <p>Pupils have the opportunity to learn a musical instrument and to perform in our music concert.</p>	<p>100% of PP children participated in a school club or music lesson.</p> <p>67% of PP children had support towards the residential.</p>

## Further information

### **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](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- following mental health first aid training, our mental health will support staff to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and provide activities to promote daily mindfulness activities.
- 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. This has helped us to plan more specific and suitable activities for this year.

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.

It is difficult to plan for three years ahead as our numbers are small and vary each year, however, we will endeavour to include all the support planned in this statement and adjust depending on future funding.