

# Pupil premium strategy statement (primary)

1. Summary information					
School	Drayton Junior School				
Academic Year	2019 - 20	Total PP budget	£63742	Date of most recent PP Review	Oct 2019
Total number of pupils	339	Number of pupils eligible for PP	53	Date for next internal review of this strategy	Oct 2020

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths	64%	69%
Progress in reading	- 1.1	- 0.4
Progress in writing	-2.1	- 0.5
Progress in maths	- 0.5	0

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A.	Poor reading comprehension skills
B.	Engagement in writing
C.	Recall of key mathematical concepts

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improve outcomes in reading	Internal and external data shows gaps between PP pupils and non-PP diminishing
B.	Improve outcomes in writing	Internal and external data shows gaps between PP pupils and non-PP diminishing
C.	To continue to improve progress in mathematics	Use of Rapid Recall Propeller Boards
D.	Develop teamwork, application and resilience skills	Provide opportunities for all PP children to attend residential visits
E.	Increase opportunities for disadvantaged children to learn a musical instrument	Percentage of PP pupils learning a musical instrument is in line with non-PP

5. Planned expenditure							
Academic year							
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.							
Targeted support							
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	Cost	
Improve outcomes in reading	Small group reading intervention using guided reading strategies Update reading resources	Whilst end of KS progress is not significantly low for PP ch - -0.7- and internal progress is strong - +0.8 – this still needs embedding as improved progress is not yet secure  LSA TRAINIG	Senco to observe all interventions Progress tracked Weekly guided reading sessions and fortnightly use of Reading Buddies Half termly assessments	M Richards  H Hone	Summer 2020	£23500	
Improve outcomes in writing	Small group intervention Engaging writing topics through Cornerstones Curriculum Use of STAR approach	End of KS2 data and shows small inconsistencies in outcomes between PP and non-PP pupils (PP = -2.1, non-PP = -0.5) both are below national expectations	Senco to observe all interventions Progress tracked Topic coverage to be tracked across the school. Termly assessments used to assess impact	M Richards	Summer 2020	£13000	
To continue to improve progress in mathematics	Maths intervention delivered by a leading teacher (Senco/ Deputy headteacher)	To address gaps and misconceptions in mathematics in order for confidence and outcomes to improve Daily reinforcement of key maths skills	Progress is tracked and intervention adjusted as a result of on-going assessment.	D Oldham	Summer 2020	£20500	
<b>Total budgeted cost</b>							
Other approaches							
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	Cost	
To improve outcomes in reading	Small group intervention Whole class reading weekly Purchase whole class texts	End of KS2 progress below national expectation - -1.1. Whole school trend over 3 years is below national (FFT)	English lead to monitor External advisor to train all staff on how to implement whole class reading	H Hone	Autumn 2020	£3000	
Develop teamwork, application and resilience skills	School to pay 50% of costs towards any residential trips	PP pupils to experience benefits of being away from home and partaking in the challenges set	All PP pupils will attend residential visits	P Lovett	All PP pupils will attend residential visits	£2300	

All pp children to be discussed at pupil progress meetings	Release time for termly meetings with SLT and class teachers	A need to look at the issues facing pp children above what assessment data is telling us	Termly meetings with Headteacher and Deputy Headteacher. Staff will be released from class for these meetings	D Oldham M Richards	Termly	£1500
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## 6. Review of expenditure

<b>Previous Academic Year</b>	<b>2019 - 20</b>
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### i. Quality of teaching for all

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Improve outcomes in reading	Small group reading intervention using guided reading strategies Update reading resource	Whilst end of KS progress is not significantly low for PP ch - -0.7- and internal progress is strong - +0.8 – this still needs embedding as improved progress is not yet secure	Small group intervention for reading to continue as gaps still remain. Due to covid restrictions pp groups are being run in bubbles meaning that it is taking longer to cover groups as children cannot mix. This in turn has a financial implication so will use DFE catch up funding to give further support Whole school training delivered	See expenditure 2020 -21

### ii. Targeted support

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

Improve outcomes in writing	Small group intervention Engaging writing topics through Cornerstones Curriculum Use of STAR approach	Spring term 2020 assessments – unable to undertake end of year due to covid – show gap has closed internally with non-disadvantaged making .4-point progress above pp children. However lack of end of year KS2 data means this could be misleading as attainment in spring was still wider than national for writing – pp:42% non-dis: 69%	Small group writing intervention to continue and providing opportunities for children to write at length was a whole school performance management target. Whole school training delivered but unable to fully complete due to summer term lockdown. This will remain a priority in 2020 – 21 SDIP Early assessments are showing that widest gaps for PP children are in SPAG post lockdown so writing intervention will focus on developing those skills	See expenditure 2020 -21
To continue to improve progress in mathematics	Maths intervention delivered by a leading teacher (Senco/ Deputy headteacher)	Gaps in mathematics are closing as pp childnr emove through the school: Y3 = -1.1, Y4 = -1, Y5 = -0.9, Y6 =-0.8	Whilst gaps were beginning to close last year the impact of lockdown has put pp ch back ( -0.9) when compared to other children. This support will remain in place as well as additional Catch Up funding.	£20500
<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Develop teamwork, application and resilience skills	School to pay 50% of costs towards any residential trips	PP pupils to experience benefits of being away from home and partaking in the challenges set	School will continue to support this although there is some doubt as to how residential visits will look in 2020 – 21 due to covid restrictions	£2300

All pp children to be discussed at pupil progress meetings	Release time for termly meetings with SLT and class teachers	Every pp child's progress will be shared with SLT and additional support or classroom strategies which can accelerate progress will be reviewed	This has really helped class teacher and leadership to focus on wider issues that can impact on pp children's progress. As a result, a variety of strategies –over and above additional teaching groups – can be considered Unable to complete summer term meetings due to lockdown. These will resume again 2020 - 21	£1500
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