

Pupil premium strategy statement (primary)

1. Summary information					
School	Drayton Junior School				
Academic Year	2020 - 21	Total PP budget	£61110	Date of most recent PP Review	Oct 2020
Total number of pupils	344	Number of pupils eligible for PP	46	Date for next internal review of this strategy	Apr 2021

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	- 0.9	- 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.	Progress for disadvantage children has been impacted by covid lockdown far more than for non-disadvantaged
B.	Engagement in writing
C.	Outcomes for higher attaining children
External barriers	
	Attendance rates for pupils eligible for PP are 93% (below the target for all children of 96%). This reduces their school hours and causes them to fall behind on average

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Develop closer monitoring system of pupil premium children, including closer look at social/emotional support, special needs support and 1:1 catch-ups.	Pupils eligible for PP to close the attainment and progress gap from those not-eligible in every year group. Increased number of PP pupils making accelerated progress over the academic year.
B.	Improve outcomes in writing	Internal and external data shows gaps between PP pupils and non-PP diminishing
C.	Outcomes for HAP disadvantaged are in line with others	Monitoring shows opportunities for HAP children to deepen their learning. End of year progress measures show gaps closing

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?
Improved progress for all PP pupils	<p>Assessment of loss of learning in lockdown and effective plans put into place.</p> <p>Additional catch up support in place for PP children</p> <p>Termly pupil progress meetings to be reintroduced via Zoom</p> <p>Use ongoing assessment and catch up quizzes to monitor progress of PP children</p>	<p>Overall, evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Tuition in groups of two has a slightly higher impact than in groups of three, but a slightly lower impact than one to one tuition. Some studies suggest that greater feedback from the teacher, more sustained engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact. Once group size increases above six or seven there is a noticeable reduction in effectiveness. (EEF)</p>	<p>Teachers learning walk feedback and feedback from all learning walks, scrutinies.</p> <p>Use of data analysis identifies key gaps in learning of pupils and year teams work closely with SLT to improve outcomes.</p>	<p>Headteacher</p> <p>Deputy Headteacher</p>	<p>Termly from Autumn 2020</p>
Improve outcomes in writing	<p>Small group intervention</p> <p>Engaging writing topics through Cornerstones Curriculum</p> <p>Use of STAR approach</p>	<p>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</p>	<p>Senco to observe all interventions</p> <p>Progress tracked</p> <p>Topic coverage to be tracked across the school. Termly assessments used to assess impact</p>	<p>M Richards</p>	<p>Summer 2020</p>
Improved progress for higher attaining pupils and higher achieving pupils	<p>CPD on providing stretch for high attaining pupil as part of whole school approach to improving higher standard – this was booked for October INSET but covid restrictions have meant postponement to later in year</p>	<p>High ability pupils eligible for PP are making less progress than other higher attaining pupils across Key Stage 2</p>	<p>Training on improving writing at a higher standard</p> <p>Provide opportunities for children in class (Challenge approach) and outside of class to challenge themselves.i.e. Children's University</p>	<p>English & Maths leads</p> <p>Assessment lead</p>	<p>July 2021</p>

	Increase opportunities for use of writing skills Improve range of extended challenges set in maths.				
Total budgeted cost					See overleaf
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?
Increased attendance rates	Contact made when a pupils attendance drops below 94% to ensure parent's understand that under 90% means persistent absentee. Meeting/contact with parents if a child drops to 90% - subject to Covid restrictions	Link between good attendance and attainment has been well documented. Attendance considerations will need to be made in light of current concerns around covid -19 and the need for shielding	Headteacher, Office Manager and SLT to work closely together to improve attendance across the school, including pupil premium attendance.	Headteacher	End of year attendance figures for PP children are in line with national averages for this particular year
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	D Oldham	All PP pupils will attend residential visits
Total budgeted cost					£1000

Expenditure 2020 - 21			
Action	Desired outcome	Time	Cost
Delivery of Sound Discovery programme	To develop children's synthetic phonics skills	1hour	£500
Writing intervention	To address gaps and misconceptions in writing in order for confidence and outcomes to improve	16 hours	£5,000
Guided Reading – additional group support	To develop reading proficiency, understand text structures and dissect a variety of text types.	5 hours	£2,000
IDL – spelling programme	To address specific difficulties with spelling experienced by children with dyslexia.	2 hours	£7,500
Maths intervention – Catch up maths	To address gaps and misconceptions in mathematics in order for confidence and outcomes to improve		£5000
1:1 and small group in class support	To provide additional support within the classroom for targeted disadvantaged children, allowing them to spend more time within the class and to learn alongside their peers. Allotted time also includes time for liaison with class teacher.	47 hours	£16,000
Maths intervention delivered by a leading teacher (Senco/ Deputy headteacher)	Maths intervention informed by specific gaps in understanding. Progress is tracked and intervention adjusted as a result of on-going assessment.	13 hours	£19,500
Reading intervention delivered by a leading teachers	Reading intervention informed by specific gaps in understanding. Progress is tracked and intervention adjusted as a result of on-going assessment.	7 hours	£5,000

6. Review of expenditure				
Previous Academic Year		2019 - 20		
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	See expenditure
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
iii. Other approaches				
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
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	See expenditure