

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Drayton CE Junior School
Number of pupils in school	340
Proportion (%) of pupil premium eligible pupils	15%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	
Date this statement was published	09/12/2021
Date on which it will be reviewed	09/03/2022
Statement authorised by	
Pupil premium lead	Mrs Alison Read
Governor / Trustee lead	Mrs Rachel Ward

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£63,800
Recovery premium funding allocation this academic year	£18,103
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£30,880
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£112,783

Part A: Pupil premium strategy plan

Statement of intent

It is our core belief that all children should be equipped with the social and academic skills to achieve their full potential. Using the pupil premium funding, we target identified barriers to learning experienced by disadvantaged pupils, providing the support required. (These may be social, economic or environmental.)

We provide a rich curriculum that provides the resources, support and experiences to narrow the gap for disadvantaged pupils. Our pupil premium champion regularly reviews the progress and needs of vulnerable learners, adapting provision when required.

We invest both time and effort into developing close, supportive relationships across the school. We have a collective responsibility to meet the needs of disadvantaged pupils, investing highly in emotional support to enable children to thrive. We believe that it is of vital importance to develop children's self-esteem and self-worth and their oral communication skills, building the confidence and independence required to succeed in the next stage of their learning journey.

Key Priorities:

- Informed assessment of need informs and drives the Pupil Premium strategy
- Non-academic barriers to learning are addressed (eg.attendance, behaviour, SEMH, parental engagement, etc...) in a supportive environment.
- Collective responsibility to provide quality first teaching for all classes.
- Narrow the attainment and progress gap between disadvantaged pupils and their peers.
- Impact of strategies is reviewed periodically with changes made if required.

Challenges

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

Challenge number	Detail of challenge
1	Support children's varying social, emotional and mental health barriers to learning, raising self-esteem and reduce anxieties.
2	Close the language gap, widening children's conversation skills and vocabulary usage to be able to engage in learning discussions more fully and confidently.
3	Reduce the attainment and progress gap in Maths, specifically in Number and Calculation, to enable children to better apply skills in different contexts.
4	Reduce the attainment and progress gap in Reading, equipping readers with the required skills to read texts for information and enjoyment.

5	Reduce the attainment and progress gap in Writing, supporting children to extend their sentence structure and vocabulary use, raising standards of expectation.
---	---

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
Improve children’s social, emotional and mental health so that their confidence, self-esteem and resilience increases. This will enable them to better access lessons, improving their progress and achievement.	Children use time efficiently in lessons. They know and use self-help strategies to maintain focus and good learning behaviour. They show increased resilience. <u>Measure:</u> pupil voice, drop ins/observations
Close the language gap, widening children’s conversation skills and vocabulary usage to be able to engage in learning discussions more fully and confidently.	Monitoring identifies that children contribute more frequently in lessons, using expanded oral responses and a wider vocabulary. Curriculum access is higher in all subjects. <u>Measure:</u> pupil voice, drops in/observations; writing in books across the curriculum
Reduce the attainment and progress gap in Maths, specifically in Number and Calculation, to enable children to better apply skills in different contexts.	Attainment and progress data in Maths shows that the gap between disadvantaged and their peers has narrowed. The progress and attainment of children is in line with national expectation. <u>Measure:</u> Statutory test results; internal progress data; book looks/SL monitoring
Reduce the attainment and progress gap in Reading, equipping readers with the required skills to read texts for information and enjoyment.	Attainment and progress data in Reading shows that the gap between disadvantaged and their peers has narrowed. The progress and attainment of children is in line with national expectation. <u>Measure:</u> Statutory test results; internal progress data; observations/reading records; SL monitoring
Reduce the attainment and progress gap in Writing, supporting children to extend their sentence structure and vocabulary use, raising standards of expectation.	Attainment and progress data in Writing shows that the gap between disadvantaged and their peers has narrowed. The progress and attainment of children is in line with national expectation. <u>Measure:</u> Statutory writing moderation; internal progress data; book looks/SL monitoring

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: £38,250

Activity	Evidence that supports this approach	Challenge number(s) addressed
VNET Disadvantaged Project (action planning) £1250	Senior Leaders to access CPD targeted on identifying most effective strategies to support pupils to ensure funding impacts on learning. Recommended reading/resources purchased and information disseminated as part of SIDP.	1-5
TA ELSA training £1500	See EEF 'Social and Emotional Learning' Use of a specialised programme to target and support the needs of individual pupils with specific needs in order to improve engagement in learning. ELSA CPD to be accessed by TA with release time to set up and review progress.	1
Family Matters, YMCA support £5000	Bespoke package of support for pupils and their families targeted at supporting SEMH needs to promote positive experience of learning, reducing barriers, increasing parent engagement	1, 2
Assessment of SEMH needs using Boxall Profile – CPD required £1750	Purchase assessment tool for identifying specific social, emotional and behavioural needs and deliver training to staff on its use. This will enable targeted support to be put into place to maximise impact of learning.	1
Norfolk Step On CPD & dissemination £750	See EEF 'Behaviour Interventions' Promote and support a consistent whole school approach to managing discipline, also supporting specific behavioural issues through the use of de-escalation strategies. Steps training to be accessed by DH then disseminated across the staff team.	1
English/Reading CPD and resources to enhance vocabulary, discussion and reading	See EEF 'Reading Comprehension Strategies' & VNET 'Disadvantaged Project' Importance of promoting a 'A language collaborative' where every teacher is a	2, 4, 5

comprehension strategies £5000	teacher of the English language (Teacher Standards 2012)	
Phonics CPD & decodeable reading books plus release time for TAs £3500	See EEF ‘Phonics’ & DISS study Ensure CPD in place to ensure that all teaching staff have a secure understanding of how children learn to read and how best to support them using phonics.	2, 4, 5
Focus on oral language development across the school, including book discussion, targeted questioning and use of specific curriculum dialogue/vocabulary, subject leader release time £2500	See EEF ‘Oral Language Interventions’ & VNET ‘Disadvantaged Project’ Focus on increased pupil understanding and use of language in a variety of contexts. Reduced teacher talk with a focus on vocabulary development across the curriculum.	2, 4
Maths CPD, with purchase of manipulatives for all classes. Dedicated release time for the Maths SL to support/monitor £3000	DISS study Ensure CPD in place to ensure that all teaching staff have a secure understanding of children’s building blocks in developing reasoning in maths.	2, 3
SEND CPD, including visit for SENCO & TAs to ASD school £1500	DISS study Highlights impact of dedicated SEND CPD for TAs to support needs of learners with SEND	1-5
Feedback CPD and monitoring by DH £2500	See EEF ‘Feedback’ DH to access VNET training on effective feedback, followed by action planning, dissemination to staff and monitoring of impact on pupil progress	3, 4, 5
SLT monitoring of pupil progress £3000	See VNET ‘Disadvantage Project’ Leadership stability and collective responsibility a priority – Combined SLT monitoring of the impact teaching/ interventions, holding others to account and planning appropriate CPD and support to ensure progress in place	3,4,5
Retention of experienced, skilled teaching assistant £7000	See EEF report ‘Making the Best Use of TAs’ Importance of targeted support from TAs and their impact on pupil progress is highlighted.	1-5

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

Budgeted cost: £35,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group/1:1 TA led English and Maths interventions – Sounds Discovery, IDL, etc... £22,000	See EEF ‘Making the Best Use of TAs’ Provides additional pre/post learning, supporting confidence, reducing anxieties & enabling focused targeted support at specific identified needs	1-5
KS2 Talk Boost intervention £3000	See EEF ‘Oral Language Interventions’ & VNET ‘Disadvantaged Project’ Specific oral intervention support for identified pupils delivered by a TA	1, 2
Regular release time for Class Teacher to provide feedback/1:1 or group support £10,000	See EEF ‘Feedback’/‘One to One tuition’ & VNET ‘Closing the Gap’ conference (Dylan Williams) Focus on timely, focused feedback where the relationship is key with guidance on how to improve a focus.	1,3,4,5

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

Budgeted cost: £11,350

Activity	Evidence that supports this approach	Challenge number(s) addressed
TA led Nurture Group with CPD, resources & monitoring/support by SENCO £1500	See EEF ‘Social & Emotional Learning’ Weekly small group bespoke intervention to support management of emerging feelings, focused on self management strategies of emotions. Reducing anxiety, raising self esteem is cited by the Mentally Health School’s website as having significant impact on learning.	1, 2
Breakfast/snack provision £100	Government report School Food in England. Basic nutritional needs met enables pupils to better concentrate and learn.	1 – impacts on 2-5 too
Free/reduced access to school visits and residential visits £2000	See EEF ‘Outdoor Adventure Learning’ & ‘Arts Participation’ Enabling all pupils to access a wide range of experiences, environments,	1-5

	widening their understanding of the world and their aspirations for the future	
Access to specialist music teacher plus reduced peripatetic music tuition £7500	See EEF ‘Arts Participation See above	1
SLT attendance monitoring, including regular contact with parents, building relationship with school and supporting barriers to regular attendance £250	See EEF ‘ Parental Engagement’ Building and maintaining the relationship between home and school is essential to support pupil progress. Communication is more difficult due to Covid, therefore keeping in touch with home is critical, with remote learning being accessible to all a priority.	1-5

Total budgeted cost: £84,600

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.

Easter 2021 New Headteacher; September 2021 New Deputy & New SENCO

Impact of PP 2020/21:

- High quality nurture provision in place for all children during the national lockdown and while pupils were transitioning back to school. Pupils eligible for PP funding received considerable SEHM support from teaching staff, regular communication and support with access to remote learning. Feedback has been overwhelmingly positive from parents/carers as well as pupils themselves. Vulnerable families were prioritised for phone calls, provision of learning packs if required and attendance in school if appropriate. Contact/concerns was logged on CPOMS for shared communication with the Safeguarding team.
- Equality of access to remote learning in place with provision of laptops, tablets, etc...as well as online subscription access for all pupils to educational apps to support core subject learning.
- Using Google classroom, teachers and teaching assistants provided recorded/live lessons to maintain contact with pupils and support continued learning. Resources to support learning were provided for vulnerable families by the school. Teachers provided quizzes and stories that led to increased engagement from pupils. Each class had a daily Zoom meeting where they could connect with their classmates and teachers, highly supporting well-being.
- White Rose Maths scheme introduced to provide consistent, progressive planning and resources for teachers and pupils. Monitoring has identified clear teaching sequences in place with regular opportunities to use and apply maths skills in a range of ways.
- Interventions based on assessment needs reintroduced – Sounds Discovery & IDL. Assessments completed to identify gaps in learning. Targeted support has been provided through 1:1/small group work. Progress evident with learning needs clearly identified going forward.

- Food parcels provided to vulnerable families by the local community church with the school acting as the communication hub. Access to Foodbank vouchers available too, as well as second hand uniform.
- Library refurbishment has provided equal access to a wide range of books across the curriculum for all pupils. Opportunities to use the library, borrow books and share in class have increased reading opportunities for all. Increased 1:1 reading opportunities for vulnerable learners by TAs and/or volunteers. Enjoyment and confidence in reading growing.
- English CPD has led to text driven English planning. Monitoring has evidenced increased engagement in texts and writing, with higher expectations in place. Planning is increasingly progressive, with frequent opportunities to apply SPAG writing skills. Vocabulary development is high on the whole school agenda with all teaching staff seizing opportunities to introduce higher level terminology. Ensuring a balance of teacher/pupil talk is widely understood with lessons providing more time for pupils to talk about their learning together.
- Introduction of TA led Nurture Groups to support identified pupils self manage their behaviour has provided opportunities to express feelings, identify emotions and explore ways to deal with difficult situations. Behaviour in the school has been good for the vast majority of pupils.
- Equal access to engaging curriculum, including visits and residential visits for all pupils. Participation and engagement by vulnerable pupils was high and supported confidence building, as well as resilience and team work skills.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
White Rose Maths	Trinity Mat
Sound Discovery	Synthetic Phonics
IDL – dyslexia specific intervention	IDL / Ascentis

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Additional TA 1:1 support; increased time for teacher feedback
What was the impact of that spending on service pupil premium eligible pupils?	Fully aware of next steps in learning to enable progress to continue; supported through difficult emotional conversations/experiences