Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	325
Proportion (%) of pupil premium eligible pupils	17.2%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	3 years 2021/22 to 2024/25
Date this statement was published	January 2024
Date on which it will be reviewed	December 2024
Statement authorised by	Mrs Alison Read Headteacher
Pupil premium lead	Mrs Alison Read Headteacher
Governor / Trustee lead	Mr Kevin Haylock Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£93,345
Recovery premium funding allocation this academic year	£10,441
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£11,160
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	£114,946

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.
6	Attendance of pupils is regularly monitored and absence challenged. Persistent absence/lateness can disrupt learning and impact on pupils' academic and social progress.

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. Measure: 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. Measure: 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. Measure: 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. Measure: 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. Measure: Statutory writing moderation; internal progress data; book looks/SL monitoring
Learning time is maximised upon through regular attendance and reduced	The attendance/lateness gap between disadvantaged and their peers is reduced.

lateness/persistent absence. Children arrive at school on time, ready and able to learn.	Pupils are supported to access their learning having had a healthy breakfast and emotional support to start the school day.

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: £43,250

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide TA support in all classes to ensure that pupils in receipt of PP can access continued support & challenges in core subjects. £18,000	**See EEF report 'Making the Best Use of TAs'** Importance of targeted support from appropriately qualified and trained TAs and their impact on pupil progress is highlighted.	1-5
CPD programme for Teaching Assistants, including release time to access and disseminate training £3000	**See EEF report 'Making the Best Use of TAs'** Highlights the importance of having experienced TAs who are appropriately qualified.	1-5
Dedicated release time for the Reading and Writing Subject Leaders: access CPD & disseminate, support & monitoring time and provide resources to progress in reading and writing. £2500	**See EEF 'Reading Comprehension Strategies'** Importance of promoting a 'A language collaborative' where every teacher is a teacher of the English language (Teacher Standards 2012) **See Communication Trust'** A child who struggles language at 5 years old is 6x less likely to make age related expectation in English (and Maths) by the end of KS2. **See EEF 'Reading Comprehension Strategies'** Importance of promoting a 'A language collaborative' where every teacher is a teacher of the English language (Teacher Standards 2012)	2,4,5

Dedicated release time for the Maths Subject Leader, access CPD & disseminate, support & monitoring time with SLT support. £1250	**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, resources & delivery sessions supporting PP and LAC pupils £1000	**DISS study** Highlights impact of dedicated SEND CPD for TAs to support needs of learners with SEND	1, 2
Standardised assessment materials used to monitor progress and identify areas for development NFER, IDL, Times Tables Rockstars, Twinkl £3500	**Systematic review of standardised measures of attainment in Literacy, Mathematics and Science (June 2021)** Identifies need to use standardised assessments to identify pupils needing targeted support, evaluate interventions and monitor progress of pupils.	3,4,5
SLT monitoring of pupil progress £3500	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
Access to specialist music teacher plus reduced peripatetic music tuition £8500	**See EEF 'Arts Participation**	1
Catch up swimming for PP pupils focused on swimming 25m by the end of KS2 £1000	**See EEF 'Sports Participation'**	1
Lunchtime and After school sports clubs focussed on teamwork, collaboration and resilience £1000	**See EEF 'Sports Participation'**	1

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

Budgeted cost: £45,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group/1:1 TA led English and Maths interventions – Sounds Discovery, IDL, etc… £27,000	**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	2,3,4,5
Consistent small group Teacher led English and Maths intervention based on ongoing assessment needs £18,000	**See EEF 'Feedback'/'One to One tuition'** Focus on timely, focused feedback where the relationship is key with guidance on how to improve a focus.	2,3,4,5

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

Budgeted cost: £27,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Access to online Norfolk Step On & Step Up CPD with dissemination & support for all teaching staff £3500	**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
SENCO Mental Health Lead time, including researching, sourcing and dissemination of training to parents/staff, plus purchasing SEMH resources to support at home and school. £1500	High number of requests from parents for support managing their child's emotional needs, which in turn impacts on their readiness to learn at school. See EEF 'Social and Emotional Learning' Increased parental engagement can add up to four month's progress per year.	1, 5, 6
Nurture Lead employment, including appropriate CPD and supervision £6500	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, 6
EHAP CPD & support leading/attending meetings, completing actions and administration time £750	Provide early help support tailored to a family's individual needs, enabling children to better access their learning and make progress. **See EEF 'Social and Emotional Learning'** Increased parental engagement can add up to four month's progress per year.	1, 6
HT & administrator attendance monitoring, including regular contact with parents, building relationship with school and supporting barriers to regular attendance £2500	**See EEF ' Parental Engagement'** Building and maintaining the relationship between home and school is essential to support pupil progress.	**1, 6**
ELSA nurture sessions led by trained TAs, with	**See EEF 'Social & Emotional Learning'**	1

supervision in place for them, plus resources & monitoring/support by SENCO £6500	Weekly 1:1 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.	
Breakfast/snack provision £250	Government report School Food in England. Basic nutritional needs met enables pupils to better concentrate and learn.	1 – impacts on readiness to learn supporting 2-5
Free/reduced access to school visits and residential visits £5000	**See EEF 'Outdoor Adventure Learning' & 'Arts Participation'** Enabling all pupils to access a wide range of experiences, environments, widening their understanding of the world and their aspirations for the future	1-5
Increased SMSA supervision/support at lunchtimes making use of TAs working in school £2000	**See EEF 'Making the Best Use of TAs'**	1

Total budgeted cost: £116,750

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 2022 to 2023 academic year.

Impact of PP 2022/23:

- High quality nurture provision in place for all children. Pupils eligible for PP funding received considerable SEHM support from teaching staff, regular communication and support. Feedback has been overwhelmingly positive from parents/carers as well as pupils themselves. Consistent practice in place for logging and sharing contact/concerns on CPOMS enhancing shared communication with and between the Safeguarding team.

- Enhanced provision of bespoke, high quality support in place for vulnerable pupils and their families delivered by highly trained staff (ELSA). Pupils learn strategies to self-manage their behaviour, with opportunities to express feelings, identify emotions and explore ways to deal with difficult situations. This supports strong communication between home and school, targeting SEMH needs to enable pupils to be a in a better place to access their learning.

- Interventions based on assessment needs – Sounds Discovery & IDL. Assessments completed to identify gaps in learning. Targeted support has been provided through 1:1/small group work. The assessment lead has closely monitored progress to ensure impact driven interventions are in place and adaptions are made when required to meet pupil needs.

- Robust, regular monitoring of attendance has taken place each term with vulnerable pupils' attendance closely tracked with actions put into place where required. Timely communication has been made with parents, as well as the LA Attendance Team whose support has been accessed. Clear policy and procedures are in place and pupil education entitlement has been at the forefront of actions taken.

- Edenred vouchers have been provided to vulnerable families with the school acting as the communication hub. Access to Foodbank vouchers available too, as well as second hand uniform and breakfast when required.

- Library refurbishment and updated reading resources 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 is growing with pupil led initiatives developing.

- English CPD has led to text driven English planning. Monitoring has evidenced increased engagement in texts and writing. Planning provides frequent opportunities to develop progressive sentence structure use and 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.

- White Rose Maths scheme embedded across the school, providing 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.

- Step On and Step Up CPD has been accessed and delivered to all staff, facilitating whole school upskilling in behaviour management strategies, providing pupils with consistency and de-escalation opportunities.

- All pupils have an equal access to an engaging, rounded 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
Talking and Drawing	Boxhall Profile

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