Pupil premium strategy statement – Drayton CE Junior

This statement details our school's use of pupil premium 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	325
Proportion (%) of pupil premium eligible pupils	15.7%
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	December 2024
Date on which it will be reviewed	June 2025
Statement authorised by	Mrs Alison Read Headteacher
Pupil premium lead	Mrs Alison Read Headteacher
Governor / Trustee lead	Mrs Kay Swann Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£89,710
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£48,360
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	£138,070

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 funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £62,500

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. £20,000	**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 £1500	**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. £5000	**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. £2500	**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 £2000	**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 £3000	**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 £3000	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 £18,000	**See EEF 'Arts Participation**	1
Catch up swimming for PP pupils focused on swimming 25m by the end of KS2 £4000	**See EEF 'Sports Participation'**	1
Lunchtime and After school sports clubs focussed on teamwork, collaboration and resilience £3500	**See EEF 'Sports Participation'**	1

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

Budgeted cost: £40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group/1:1 TA led English and Maths interventions – Sounds Discovery, IDL, etc… £20,000	**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 £20,000	**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: £36,300

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 £2000	**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. £3500	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
SENCO Lead time liaising with external agencies and parents, signposting & completion of paperwork £5,000	Bespoke early help support for families, signposting and supporting completion of forms, including working with the new Schools & Communities Team See EEF 'Social and Emotional Learning' Increased parental engagement can add up to four month's progress per year.	1,5,6
Pastoral Lead (x2) employment, including appropriate CPD and supervision £3500	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 £3000	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	**See EEF ' Parental Engagement'**	**1, 6**

contact with parents, building relationship with school and supporting barriers to regular attendance £3000	Building and maintaining the relationship between home and school is essential to support pupil progress.	
ELSA nurture sessions led by trained TAs, with supervision in place for them, plus resources & monitoring/support by SENCO £7500	**See EEF 'Social & Emotional Learning'** 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.	1
Breakfast/snack provision £300	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 £3500	**See EEF 'Making the Best Use of TAs'**	1

Total budgeted cost: £138,800

Part B: Review of outcomes in the previous academic year

Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

Impact of PP 2023/24:

- Daily high quality nurture provision has been in place for all children, recognised and praised by OFSTED (October 2023). Pupils eligible for PP funding received considerable ongoing SEHM support from teachers and teaching assistants, with regular communication and support provided both in school and with families. Feedback has been overwhelmingly positive from parents/carers as well as pupils themselves.

- Pastoral Lead support has strengthened and enhanced home/school links with bespoke support in place for individuals. Regular contact has been in place for vulnerable families, with concerns shared and addressed quickly. Advice and signposting from the Pastoral Lead has helped families to access appropriate support as well as supported parent/carer well-being. SLT and teacher time has been freed up to focus on teaching and learning, driving pupil progress in core areas. The delivering of the Working on Worries project by the Pastoral Lead has been highly praised by participants, with a positive impact on pupil anxiety praised. Ofsted 2023 recognised the positive impact that the creation of the Pastoral Lead had had on vulnerable families and teacher time direction.

- Record keeping and communication have delivered consistent practice for logging and sharing contact/concerns on CPOMS, with follow up actions detailed and followed up by the DSL team. This provided enhanced communication between relevant professionals, with the Safeguarding team able to access historic information quickly and accurately.

- Bespoke, high quality support has been in place for vulnerable pupils and their families delivered by highly trained Emotional Literacy Support Assistants (ELSA). Pupils have been taughts strategies to self-manage their behaviour and emotions, 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. ELSA have received external support with time and opportunity in place for them to share experiences, receive advice and have their own well-being supported.

- Interventions based on assessment needs – Sounds Discovery & IDL. Assessments have been 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 has been available too, as well as second hand uniform and breakfast when required. The school has retained a supply of food items for pupils in need.

- Library reading resources have been updated, providing 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. There have continued to be increased 1:1 reading opportunities for vulnerable learners delivered by TAs and/or volunteers. Timetable and space have been fully utilised to maximise reading opportunities across the school. Enjoyment and confidence in reading has grown, with a passionate, enthusiastic Reading Lead who has promoted pupil led reading initiatives to promote reading for pleasure.

- Strong links have been established and maintained with local bookshops, leading to invitations to host authors who have delivered whole school workshops in school, promoting reading for pleasure. Book purchases from events have been high, with the school able to purchase resources for the library to enable fair access for all.

- English CPD has led to text driven English planning. Monitoring has evidenced increased engagement in texts and writing. Frequent opportunities have bee provided for children to develop progressive sentence structure and apply SPAG writing skills. Vocabulary development has been high on the whole school curriculum 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 is now 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. Engagement and progression in multiplication and division has been promoted, leading to increased attainment in the Y4 Multiplication Tables Check. All pupils benefit from access to Times Tables Rockstars online to improve their multiplication skills in a fun, interactive way.

- Continued access to Step On and Step Up CPD has facilitated and maintained whole school behaviour management strategies, providing pupils with consistency and de-escalation opportunities. Members of staff are trained to deliver in school Step On and Step Up training, with reminders and updates easily delivered if required.

- All pupils have benefitted from equal access to an engaging, rounded curriculum, including visits and residential visits for all pupils. Participation and engagement by vulnerable pupils has been high and supported confidence building, as well as resilience and team work skills. With an increase in living costs, equal access to the arts and sporting events has been maintained. This has had a beneficial on pupils' sense of belonging and well-being.

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	Talking and Drawing Ltd
Times Table Rockstars	Maths Circle Ltd
Boxhall Profile	Nurture U

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year**
• Additional academic support in the classroom. • Support access to extra-curricular opportunities, including participation in sporting events.
The impact of that spending on service pupil premium eligible pupils
• Increased engagement in classroom learning, supporting pupil progress in English and Maths. • Increased access to wider curriculum opportunities, supporting enhanced sense of belonging and developing teamwork skills, whilst widening their view of the world around them.

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.