Pupil premium strategy statement – Drayton CE VC Junior School

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	329
Proportion (%) of pupil premium eligible pupils	13.7% (45 Pupils)
Academic year/years that our current pupil premium strategy plan covers	2025/2026
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Mr John Neenan Headteacher
Pupil premium lead	Mr John Neenan Headteacher
Governor / Trustee lead	Mrs Kay Swann Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£80,510
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£80,510

Part A: Pupil premium strategy plan

Statement of intent

At Drayton CE VC Junior School, our approach to Pupil Premium funding is deeply rooted in our Christian vision:
"In whatever you do, don't let selfishness or pride be your guide. Don't be interested only in your own life, but care about the lives of others too." – Philippians 2:3-4

Cherishing each individual | Aiming for everyone to flourish | Relationships rooted in care and respect | Embracing collaboration and compassion

We believe every child deserves the opportunity to flourish academically, socially, and emotionally. Guided by our values, we use Pupil Premium funding to overcome barriers faced by disadvantaged pupils, whether social, economic, or environmental. Our strategy is informed by evidence-based approaches, including those recommended by the Education Endowment Foundation and the DfE, ensuring that resources and support are targeted effectively to narrow attainment gaps.

Our Pupil Premium Lead regularly monitors pupil progress and needs through robust data analysis, pupil voice, and staff feedback, adapting provision as necessary. We prioritise emotional wellbeing, recognising that self-esteem, independence, and communication skills are crucial for lifelong success. We also engage parents actively through workshops and communication to support learning at home.

Attendance, behaviour, and SEMH challenges are addressed in a supportive environment, recognising their impact on learning. Quality-first teaching is a collective responsibility across all classes, ensuring that every pupil benefits from high standards. The impact of our strategies is reviewed regularly, with adjustments made to maximise effectiveness and ensure every disadvantaged pupil thrives.

<u>Key Priorities:</u>

• Informed assessment of need drives the Pupil Premium strategy.

• Non-academic barriers (attendance, behaviour, SEMH, parental engagement) are addressed in a supportive environment.

• Collective responsibility ensures 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 where necessary.

Challenges

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

Challenge number	Detail of challenge
1	Academic & Attainment Challenges The core issue is the attainment gap, where disadvantaged pupils, on average, perform worse than their peers. Specific academic challenges include: a. Low Literacy Skills: This is consistently cited as one of the biggest barriers, impacting a pupil's ability to access the full curriculum as they progress through school. b. Existing Learning Gaps: Many disadvantaged children start school already behind their peers in development and vocabulary, and this gap often widens over time. c. Limited Access to Resources: A lack of essential educational materials at home, such as books, computers, and a quiet space for homework, can hinder academic progress. d. Low Academic Confidence and Resilience: Teachers often report that disadvantaged pupils lack self-belief and struggle to show resilience when facing difficulties in their learning.
2	Engagement & Attendance Issues Pupils cannot learn effectively if they are not in school, or if they are unable to fully engage. a. Poor Attendance/School Absence: Disadvantaged pupils are more likely to have poor or persistent non-attendance, which is a major barrier to achievement and often cited as a key issue by schools. In 2024–2025, attendance was 92.9% for PP children and 96.16% for non-PP children. This has been a consistent picture over the past three years, with PP children attending less than their peers. b. Passive or Reluctant Learning: Some pupils may become passive learners, less likely to take academic risks, participate in class, or voluntarily attend extra-curricular/after-school revision sessions. c. Limited Enrichment and Experiences: Lower participation in school trips, extra-curricular activities, and sports clubs can limit a child's wider experience of life, which impacts their cultural capital and subject context.

3	Social, Emotional, and Mental Health (SEMH) External factors significantly affect a child's readiness and ability to learn. a. Mental Health and Wellbeing Needs: High rates of social, emotional, and mental health challenges among disadvantaged pupils are frequently identified as key barriers, affecting concentration, engagement, and behaviour. Safeguarding records on CPOMs show that a significant number of PP children have experienced adverse childhood experiences. Because of this, children's social, emotional and mental health may be more significantly affected. It is evident from working alongside PP families and looking at records on CPOMS more PP children have parents or carers that suffer with poor mental health than non PP children. b. Lack of Parental Engagement: While not always the case, limited family engagement in education or a lack of role models at home can make it difficult to create a home environment conducive to studying. c. Challenging Behaviour: The emotional stress and difficulties a vulnerable child is experiencing can manifest as challenging behaviour in the classroom, potentially leading to suspensions or exclusions if underlying needs are not addressed.

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
Enhance children's social, emotional, and mental health to build confidence, self-esteem, and resilience. This foundation will enable them to engage more fully in lessons, leading to improved progress and achievement.	Children use lesson time efficiently, applying self-help strategies to maintain focus and positive learning behaviours. They demonstrate increased resilience and perseverance when faced with challenges. **Measure:** Pupil voice, classroom drop-ins, and observations.
Close the language gap by developing children's conversational skills and expanding their vocabulary, enabling them to participate in learning discussions more fully and confidently..	Monitoring shows that children contribute more frequently in lessons, using extended oral responses and a broader vocabulary. Access to the curriculum improves across all subjects. **Measure:** Pupil voice, classroom drop-ins/observations, and evidence of writing across the curriculum.
Reduce the attainment and progress gap in Maths, with a particular focus on reasoning and calculation, so that	Attainment and progress data in Maths indicates that the gap between disadvantaged pupils and their peers

children can confidently apply their skills in a range of contexts.	has narrowed. Outcomes for these pupils are in line with national expectations. **Measure:** Statutory test results, internal progress data, and evidence from book looks and senior leadership monitoring.
Reduce the attainment and progress gap in Reading by equipping pupils with the skills needed to read confidently for both information and enjoyment.	Attainment and progress data in Reading indicates that the gap between disadvantaged pupils and their peers has narrowed. Outcomes for these pupils are in line with national expectations. **Measure:** Statutory test results, internal progress data, observations and reading records, and senior leadership monitoring.
Reduce the attainment and progress gap in Writing by supporting children to develop more complex sentence structures and broaden their vocabulary, raising expectations and improving overall standards. This will be achieved through strategies such as distanced marking and high-quality feedback to support struggling learners.	Attainment and progress data in Writing indicates that the gap between disadvantaged pupils and their peers has narrowed. Outcomes for these pupils are in line with national expectations. **Measure:** Statutory writing moderation, internal progress data, and evidence from book looks and senior leadership monitoring.
Maximise learning time through regular attendance and by reducing lateness and persistent absence. Children arrive at school on time, ready and prepared to learn. Robust attendance systems challenge and address persistent absence and lateness.	The attendance/lateness gap between disadvantaged and their peers is reduced.

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. Note - Some of the spending spans different areas.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 9102.31

Activity	Evidence that supports this approach	Challenge number(s) addressed

Closer monitoring of progress of lowest 20% of readers (including QLA analysis, phonics assessments) to enable more bespoke approaches for individuals and groups	Individualised instruction has a moderate impact on outcomes – EEF Individualised Instruction "Interventions are more effective if they are targeted to a specific skill, than as part of a comprehensive intervention program that addressed multiple skills" - Meta-analysis of targeted small-group reading interventions	1 a & b 2 b
Ongoing CPD& PD delivered in house by SLT backed up by current thinking and practice.	EEF: Pupil premium funding should be used to 'improve teacher training and professional development so that all school leaders and classroom teachers understand how to use data and research effectively.' Professional Development	1 a & d
Subject leaders regularly share their professional expertise, develop their subject across the school, and monitor the progress pupils make within it. Staff meeting time is used for sharing information gained from CPD training.	"Collaboration allows teachers to capture each other's fund of collective intelligence." – (Mike Schmoker 1999)	1 a & d
Purchase of standardised diagnostic and formative assessment tools to help teaching staff identify and teach gaps in skills and knowledge.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction.	1 b
Deputy head and TA to attend STEPS training and deliver STEPS training to all staff so they are better placed to support the SEMH needs of pupils.	Metacognition and self-regulation have a very high impact on outcomes – EEF Learning Toolkit Improving Behaviour In Schools	3 c

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

Budgeted cost: £39,453

Activity	Evidence that supports this approach	Challenge number(s) addressed
% of salary of teaching assistants for class based support	"Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress." – **EEF**	1 a & b 2 b
Employ and deploy high-quality teaching support staff effectively to accelerate learning by delivery of targeted interventions across the school.	EEF teaching and learning toolkit. 'Access to high quality teaching is the most important lever schools have to improve outcomes for their pupils. It is particularly important to ensure that when pupils are receiving support from a teaching assistant, this supplements teaching but does not reduce the amount of high-quality interactions they have with their classroom teacher both in and out-of-class.' Teaching Assistant Interventions - EEF Toolkit	1 a, b & d
Sensory Circuits sessions will be delivered by trained teaching assistants to support pupils' regulation and develop social and emotional literacy. All necessary resources will be sourced and provided for these sessions.	Social and Emotional Learning The average impact of successful SEL interventions is an additional three months' progress over the course of a year. Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school.	
Homework: Provision is in place for online learning, enabling pupils to access activities linked to class learning through educational apps and online platforms.	The average impact of homework is positive across both primary and secondary school. Evidence suggests that how homework relates to learning during normal school time is important. In the most effective examples homework was an integral part of learning, rather than an add-on.	

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

Budgeted cost: £35,313.55

Activity	Evidence that supports this approach	Challenge number(s) addressed
% of salary of full-time pastoral worker	Behaviour intervention has a moderate impact on outcomes – **EEF Learning Toolkit** Improving Behaviour In Schools	1 d, 2 b & 3 a
Pastoral Lead employment and additional pastoral support, including appropriate CPD and supervision	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. Social and Emotional Learning	3 a & b
EHAP CPD & support leading/attending meetings, completing actions and administration time	Provide early help support tailored to a family's individual needs, enabling children to better access their learning and make progress. Social and Emotional Learning Increased parental engagement can add up to four month's progress per year.	3 b
Embedding principles of good practice set out in the DfE's Improving School Attendance advice.	The DfE guidance has been informed by engagement with cluster schools that have significantly reduced levels of absence and persistent absence.	2 a 3 b
ELSA nurture sessions led by trained TAs, with supervision in place for them, plus resources & monitoring/support by SENCO	Social and 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.	3 a
Free/reduced access to school visits and residential visits and additional	'Outdoor Adventure Learning' & 'Arts Participation' Enabling all pupils to access a wide range of experiences, environments, widening their understanding of the	2 c

opportunities for children.	world and their aspirations for the future.	
Increased SMSA supervision/support at lunchtimes making use of TAs working in school to support lunch times.	See EEF 'Making the Best Use of TAs' Teaching assistants play a vital role in schools and colleges. This guidance celebrates their contributions while acknowledging the complexities of maximizing their impact. It highlights research on effective teaching assistant deployment, high-quality teaching, and inclusive learning environments, offering school and college leaders insights into overcoming barriers and making leadership decisions that unlock the full potential of this workforce.	3 c

Total budgeted cost: £83,868.86

(Overspend of £3358.86 due to a reduction in allocated budget)

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 2024/25:

- Quality nurture provision has been available for all children who require it. Pupils eligible for PP funding have benefited from substantial, ongoing SEMH support provided by teachers and teaching assistants, with regular communication and collaboration taking place both in school and with families. Feedback from parents/carers and pupils has been overwhelmingly positive.

- Pastoral support from the Pastoral Lead and SLT has significantly strengthened home–school relationships, with tailored provision in place for individual pupils. Vulnerable families have received regular contact, ensuring that concerns are identified and addressed promptly. Guidance and signposting from the Pastoral Lead and SLT have enabled families to access appropriate services while promoting parent/carer well-being. This approach has also freed teachers to focus on teaching and learning, driving progress in core subjects.

- Record-keeping and communication have ensured consistent practice for logging and sharing contacts and concerns via CPOMS, with follow-up actions clearly detailed and monitored by the DSL team. This approach has strengthened communication between relevant professionals, enabling the Safeguarding team to access historical information quickly and accurately. Additional work has focused on developing a more collaborative approach with feeder schools to ensure timely and effective information sharing.

- Bespoke, high-quality support has been provided for vulnerable pupils and their families by highly trained Emotional Literacy Support Assistants (ELSAs). Pupils have been taught strategies to self-manage their behaviour and emotions, with opportunities to express feelings, identify emotions, and explore ways to cope with challenging situations. This approach strengthens home–school communication and targets SEMH needs, enabling pupils to be in a better position to access learning. ELSAs have received external support, with dedicated time and opportunities to share experiences, seek advice, and maintain their own well-being. Families have also been well supported by the school's SENCo through regular meetings, tailored provision, and signposting to appropriate services.

- Interventions have been implemented based on assessed needs, including Sounds Discovery and IDL. Assessments have identified gaps in learning,

enabling targeted support through 1:1 and small-group work. The Assessment Lead has closely monitored progress to ensure interventions are impact-driven, with adaptations made as required to meet individual 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 been provided for children to develop progressive sentence structure and apply writing skills.

- The White Rose Maths scheme is fully embedded across the school, providing consistent and progressive planning and resources for both teachers and pupils. Monitoring has confirmed clear teaching sequences, with regular opportunities for pupils to use and apply mathematical skills in a variety of contexts. Engagement and progress in multiplication and division have been actively promoted, resulting in improved attainment in last year's Year 4 Multiplication Tables Check. All pupils also benefit from access to Times Tables Rockstars, an

interactive online platform designed to develop multiplication skills in a fun and engaging way.

- Continued access to Step On and Step Up CPD has supported and sustained whole-school behaviour management strategies, ensuring consistency and providing pupils with opportunities for de-escalation. Staff members are trained to deliver in-school Step On and Step Up training, enabling timely reminders and updates to be shared as required.

- All pupils have benefited from equal access to an engaging and well-rounded curriculum, including educational visits and residential experiences for every child. Participation and engagement among vulnerable pupils have been high, supporting confidence-building as well as the development of resilience and teamwork skills. Despite rising living costs, equal access to arts and sporting events has been maintained. This has had a positive impact on pupils' sense of belonging and overall 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
Times Table Rockstars	Maths Circle Ltd
Boxhall Profile	Nurture U
Jigsaw	Jigsaw PSHE Ltd

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.