

Drybrook Primary School 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	Drybrook Primary School
Number of pupils in school	108
Proportion (%) of pupil premium eligible pupils	25% = 27 pupils
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22 2022/23 2023/24
Date this statement was published	December 2021
Date on which it will be reviewed	December 2021
Statement authorised by	Thomas Henesey
Pupil premium lead	Donna Hull
Governor / Trustee lead	Denise Hargreaves

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ £32,280
Recovery premium funding allocation this academic year	£145 per eligible child £ 3,915
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£ 36,195

Part A: Pupil premium strategy plan

Statement of intent

At Drybrook our vision is to dream big and achieve together with all children irrespective of their background or challenges they face making good progress and experience success so that they can reach their goals and shine.

We aim to spend the Pupil Premium Grant on a variety of strategies aimed at raising academic achievement, improving interactive and social skills, and building cultural capital.

Our strategies are informed by evidence, are rigorously monitored, and evaluated to determine the effectiveness in breaking down the barriers to success.

At Drybrook our Pupil Premium is overseen by our Headteacher, Community Champion and Pupil Premium Governor. However, it is every member of staff commitment that is needed to close the gap and wave support model of intervention it is the quality first teaching that will have the most impact.

Challenges

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

Challenge number	Detail of challenge
1	<i>Poor Attendance ability, desire or skills to attend school.</i>
2	Self-confidence and aspirations lack of confidence to achieve highly, feel included within school community, and aspire to high expectations and positive role models.
3	Limited literacy and numeracy poor basic entry literacy and numeracy skills, poor literacy and numeracy in the home.
4	Emotional irrational, conflicting, immature, or complex emotional development, affecting engagement with school/peers/teachers/curriculum/parents.
5	Equipment nature of being Pupil Premium eligible affects ability to engage with the full curriculum due to lacking essential tools for learning; also includes completion of acceptable Information Learning Technology, and potential lack of cultural capital.
6	Impact of school closure due to COVID-19 inflated gaps in knowledge and skills, emotional and social impact on students and families, mental health concerns, access to remote learning.

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
Increased attendance across all PP students	PP student overall average attendance meets or exceeds school target
Improved attainment for disadvantaged children	Internal and National data shows the difference between PP and non-PP pupils reduced and then eradicated.
Build cultural capital in order to enhance classroom engagement	Every trip and educational experience achieves 20% pupil premium attendance in line with overall school pupil premium proportion
Improved Reading ages at KS2	Accerated Read data and Read Write Inc data to show improvement.

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: £ 20,195

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Pupil Premium Focused CPD Whole School and department specific</i>	EEF Effective Professional Development Guidance Report 2021 High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children's outcomes in the classroom. Staff are encouraged to source CPD that will help to advantage the teaching of PP students, and then apply for PP funding to facilitate the CPD.	2/3/4/6
<i>Staffing PP Champion Lead, HLTA/TAs, staff costs</i>	The Wave/Tiered Support Model of intervention explains how the first intervention should be good quality teaching in the classroom, for all students, with focus on those in need, including the Pupil Premium students. This focus is consistently monitored, challenged and evaluated by holding staff to account, and encouraging collaborative strategies such as coaching and sharing of ideas. The EEF explains, "quality of teaching is one of the biggest drivers of pupil attainment, particularly for those from disadvantaged backgrounds. It is crucial, therefore, that schools focus all their resources (not just the Pupil Premium) on proven ways of improving teaching, such as tried and tested continuing professional development courses and feedback methods."	1/2/3/4/5/6

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

Budgeted cost: £ 11,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Accelerated Reader</i>	AR helps students develop literacy in order to access rest of curriculum,	3/6

	improve vocabulary and build cultural capital. Results from AR data analysis will inform certain interventions such as Reading Buddies, handwriting support and book purchases.	
<i>1:1 and Small Group</i>	<i>EEF research shows that small group tuition can Interventions boost student progress by up to 4 months, and 1:1 tuition can accelerate learning by up to 5 months. The priority is that the quality of teaching in the sessions is high.</i>	1/2/3/4/5/6

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

Budgeted cost: £ 5000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Child and family support worker actively promoting school attendance</i>	EEF (+4) Parental engagement Children need to be in school to learn	1
<i>Nurture Group</i>	ESTYN (the education and training inspectorate for Wales) published a report providing advice to school to improve attendance in secondary schools. They found that in Welsh schools “Pupil support centres and nurture groups are used to good effect and have enabled pupils to attend school more often. These vulnerable pupils receive high levels of support.”	1/2/3/4/5/6
<i>Educational Visits and Enrichment Opportunities (20% quota on all trips)</i>	Evidence from the Sutton Trust and SecEd explains how the building of cultural capital can have impact upon a students' skills and world knowledge and awareness that disadvantaged students can lack.	1/2/4/5/6

Total budgeted cost: £ 36,195

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.

Our internal assessments during 2020/21 shows that the performance of disadvantaged was lower and the gaps between disadvantaged and not has grown wider than in the previous years in reading, writing, mathematics and phonics. Despite a steady closing of the gap over the previous years the outcomes we aimed to achieve in 2020/21 were not met.

Our end of Key stage 2 Internal teacher assessed demonstrate this.

Reading		
	PP	Non PP
WTS	5	2
EXS	4	8
GDS	1	1

Writing		
	PP	Non PP
WTS	3	
EXS	3	10
GDS	4	2

Maths		
	PP	Non PP
WTS	6	1
EXS	4	9
GDS	2	1

Our online provision whilst school lockdowns were in place was thoroughly planned and in place before lockdowns were announced, and blended learning using Google Classroom and Meet ensured that students did not miss out on high quality teaching; this is something that will be continued this academic year. In order to ensure PP students can access this, the school distributed laptops to those who needed them thanks to the government's COVID laptop scheme.

Through relentless work of all staff, issues were identified early and dealt with effectively and empathetically. One area of development for the school is in the provision for those students who have experienced severe trauma (who often tend to be pupil premium), and this will be a focus for the coming year.

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
N/A	N/A

