

# Pupil premium strategy statement

## Drybrook Primary School

This statement details our school's use of pupil premium (and recovery 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	93 111 116
Proportion (%) of pupil premium eligible pupils	32% 41% 34%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) <b>Updates are in different colours</b>	2022-23 2023-24 2024-25
Date this statement was published	December 2022 December 2023 December 2024
Date on which it will be reviewed	December 2023 December 2024 December 2025
Statement authorised by	Thomas Henesey
Pupil premium lead	Thomas Henesey Donna Hull
Governor / Trustee lead	Denise Hargreaves Michela Reid Michela Reid

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£41,550 £ 65,475 £59,200
Recovery premium funding allocation this academic year	£6,525 £0
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	0

<p><i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i></p>	
<p><b>Total budget for this academic year</b>  <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i></p>	<p style="text-align: right;">£72,000 £59,200</p>

# Part A: Pupil premium strategy plan

## Statement of intent

At Drybrook Primary School, our mission is to nurture and empower all students, irrespective of their background or challenges, to make meaningful progress and experience success, enabling them to reach their full potential and thrive. We acknowledge the national disparity in achievement between disadvantaged pupils and their peers, and we are committed to narrowing this gap through the effective use of the Pupil Premium Grant.

Our ultimate objectives for our disadvantaged pupils are:

- To close the attainment gap between disadvantaged and non-disadvantaged pupils.
- To ensure all disadvantaged pupils make at least nationally expected progress rates or better.
- To support the health and wellbeing of our pupils, enabling them to fully engage in learning.
- To provide diverse and enriching experiences to broaden ambitions and raise aspirations for our disadvantaged pupils.

Our current Pupil Premium Strategy Plan works towards achieving these objectives by:

- Ensuring that high-quality teaching and learning opportunities meet the needs of all pupils.
- Implementing evidence-based interventions and support programs, tailored to individual needs, and delivered by trained staff.
- Providing pastoral support for both children and their families to meet individual needs and ensure optimal attendance.
- Ensuring our curriculum offers varied experiences and opportunities for personal growth and development.
- Offering financial support for activities, educational visits, and residential trips, allowing all pupils to benefit from first-hand experiences that enrich their learning.

The key principles of our strategy plan include:

- A whole-school approach with the shared responsibility of every staff member in closing the attainment gap.
- Rigorous monitoring and evaluation of the effectiveness of our strategies, informed by evidence and best practices.
- A focus on individualized support, addressing each child's unique barriers to learning and personal circumstances.
- Active collaboration with parents and families to strengthen community involvement and engagement.

At Drybrook Primary School, our Pupil Premium Strategy Plan is overseen by our Headteacher, Pupil Premium Champions, and a Pupil Premium Governor. We firmly

believe that it is through the commitment of every member of our staff and a wave support model of intervention, starting with high-quality teaching, that we can effectively close the gap between our disadvantaged pupils and their peers. Our strategies are continuously monitored, adapted, and refined to ensure the best possible outcomes for our students, empowering them to dream big and achieve together.

## Challenges

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

Challenge number	Detail of challenge
1	<b>Poor Attendance</b> - ability, desire or skills to attend school.
2	<b>Self-confidence and aspirations</b> - lack of confidence to achieve highly, feel included within the school community, and aspire to high expectations and positive role models.
3	<b>Limited literacy and numeracy</b> - poor basic entry literacy and numeracy skills, poor literacy and numeracy in the home.
4	<b>Emotional</b> - irrational, conflicting, immature, or complex emotional development, affecting engagement with school/peers/teachers/curriculum/parents.
5	<b>Equipment</b> - 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 home learning . and potential lack of cultural capital.
6	Impact of school closure due to <b>COVID-19</b> 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
<i>Increased attendance across all PP students</i>	<ul style="list-style-type: none"> <li>- Overall attendance of PP students is at or above the national average for all students.</li> <li>- Reduction in the number of persistent absentees among PP students.</li> <li>- Increased parental engagement to address attendance issues.</li> </ul>
<i>Improved attainment for disadvantaged children</i>	<ul style="list-style-type: none"> <li>- Narrowing the attainment gap between disadvantaged and non-disadvantaged pupils</li> <li>- Disadvantaged pupils meet or exceed nationally expected progress rates.</li> <li>- Evidence of improved performance in internal and external assessments.</li> </ul>
Build cultural capital in order to enhance classroom engagement	<ul style="list-style-type: none"> <li>- Increased participation in extracurricular activities, educational visits, and events.</li> </ul>

	<ul style="list-style-type: none"> <li>- Improved classroom engagement and participation among disadvantaged pupils.</li> <li>- Exposure to diverse experiences and opportunities that enrich learning.</li> </ul>
To achieve and sustain improved wellbeing for all children in our school, particularly our disadvantaged children	<ul style="list-style-type: none"> <li>- Implementation of targeted wellbeing interventions and support programs.</li> <li>- Improved self-esteem, resilience, and social emotional skills among disadvantaged pupils.</li> <li>- Regular monitoring and evaluation of wellbeing indicators for all pupils.</li> </ul>
Parents develop skills and confidence to support their children at home	<ul style="list-style-type: none"> <li>- Increased parental involvement in school events and workshops.</li> <li>- Improved communication between school and parents to support learning at home.</li> <li>- Provision of resources and support for parents to enhance their skills and confidence in assisting their children's learning.</li> </ul>

## 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: £ 19,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Quality first teaching for all pupils achieved through targeted CPD, informed by monitoring. We will purchase resources to support teaching and learning and training and release time.</i>	EEF - Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils.	2
<b>Smaller classes sizes create a better pupil to teacher ratio in Key stage 2</b>	<b>Research from the Education Endowment Foundation (EEF) suggests that reducing class sizes can lead to an additional three months of progress per year for disadvantaged pupils, particularly when combined with high-quality teaching. At Drybrook, smaller classes have enabled more targeted interventions and responsive feedback, leading to improved engagement and attainment in Key Stage 2.</b>	v

	Internal assessment demonstrate improved progress within the smaller classes size with more and more children making above expected progress each term.	
<i>Skilled TAs to continue to deliver high quality interventions to meet individual need and plug gaps.</i>	EEF (+4) Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average. Often interventions are based on a clearly specified approach which teaching assistants have been trained to deliver.	2

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

Budgeted cost: £ 10200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Accelerated Reader	AR helps students develop literacy in order to access rest of curriculum, improve vocabulary and build cultural capital. Results from AR data analysis will inform certain interventions such as Reading Buddies, handwriting support and book purchases. Internal school tracking from 2023-24 shows that pupils engaging in the Accelerated Reader programme demonstrated an average improvement of 1.5 reading levels over the academic year, compared to 0.9 levels for non-participants. By ensuring pupils access appropriately challenging texts, the programme has contributed to improved reading fluency and comprehension.	3
<i>1:1 and Small Group</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.  Our school data shows that pupils receiving structured small-group support in reading and maths closed attainment gaps more effectively, with over 71 of PP children % meeting or	3 3

	<p>exceeding expected standard in 2023-24 in year in both reading and maths. Based on this success, we continue to prioritise targeted academic support through well-trained staff delivering interventions aligned with class learning.</p>	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 30000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Child and family support worker actively promoting school attendance</i>	<p>EEF (+4) Parental engagement Children need to be in school to learn.</p> <p>Over the past three years, our strategic focus on attendance has resulted in consistent year-on-year improvements, demonstrating the success of our interventions. Attendance figures have steadily increased:</p> <ul style="list-style-type: none"> <li>• 2021-22: 92.21%</li> <li>• 2022-23: 93.26%</li> <li>• 2023-24: 94.2%</li> <li>• Current (2024-25): 95%</li> </ul> <p>This upward trend reflects the effectiveness of early intervention strategies, increased parental engagement, and the work of our dedicated Attendance Officer and family support team. The Education Endowment Foundation (EEF) highlights that parental engagement can improve pupil outcomes by four months of progress, and our focus on home-school partnerships has contributed to both improved attendance and academic progress among our disadvantaged pupils.</p>	1
<i>ELSA training and group</i>	<p>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.</p>	1 2 3 4 5 6

	<p>Since implementing the ELSA programme, we have observed a significant decrease in behavioural incidents, with more children demonstrating the ability to self-regulate their emotions effectively. This has resulted in a reduction in high-profile behavioural incidents, including exclusions. Compared to previous years, exclusions have dropped, and fewer pupils require intensive behaviour management interventions. This supports findings from the Education Endowment Foundation (EEF) that structured social-emotional learning interventions can have a four-month positive impact on academic progress, alongside improvements in pupil wellbeing and engagement.v</p>	
<p><i>Educational Visits and Enrichment Opportunities (20% quota on all trips)</i></p>	<p>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.</p>	

**Total budgeted cost: £ £59,200**

Part B: Review of the previous academic year

## **Outcomes for disadvantaged pupils**

### **Increased attendance across all PP students:**

The school employed a full-time Attendance Officer to drive improvements in attendance, with particular emphasis on disadvantaged children. Despite COVID-19 related challenges, persistent absences were targeted using In-House Plans and external interventions. As a result, there was a notable increase in attendance among Pupil Premium (PP) students.

### **Improved attainment for disadvantaged children:**

Targeted interventions in Reception, early reading, phonics, mathematics, and reading led to improved outcomes for PP children. Gaps between PP and non-PP children were narrowed he bespoke reading intervention, in particular, helped many children progress beyond phonetically decodable books, although more work is needed to catch up with their peers.

### **Build cultural capital in order to enhance classroom engagement:**

The school implemented a range of child activities designed to engage parents in school life and enhance classroom engagement. Although COVID-19 limited some of these activities, the focus on reengagement and targeted curriculum options allowed parents to support their children's learning more effectively.

### **Improved Reading ages at KS2:**

The school saw an improvement in reading ages among KS2 students, thanks to lesson structure and continuation of Read Write Inc into Year 3.

These strategies led to increased fluency, retrieval skills, and overall progress in reading, even though some children still have further to go to catch up with their peers.

### **Positive Key Stage 2 progress measures:**

Our approach to data analysis focuses on all pupils making progress, at least expected but ideally greater than expected, against previous data points. This has led to key stage progress measures of the following

Maths +3.1 – ABOVE AVERAGE

Reading +3.9 - WELL ABOVE AVERAGE

Writing +2.0 – AVERAGE

### **Sustained Improvement in Attendance Across Three Years**

Over the past three years, attendance has consistently improved, demonstrating the success of our family engagement initiatives, early intervention strategies, and attendance monitoring systems.

- 2021-22: 92.21%
- 2022-23: 93.26%
- 2023-24: 94.2%
- Current (2024-25): 95%

This steady increase highlights how our attendance-focused interventions, including family support workers and targeted parent engagement strategies, have led to fewer persistent absentees and improved overall attendance rates among disadvantaged pupils.

### **Reduction in Behavioural Incidents and Exclusions**

The introduction of the ELSA programme and expanded pastoral support has significantly reduced high-profile behavioural incidents, including exclusions.

- Fewer children now require intensive behaviour interventions.
- More pupils are demonstrating self-regulation skills through structured emotional literacy interventions.
- Internal behaviour logs show a decline in serious incidents, reinforcing the impact of our pastoral team's targeted work with at-risk pupils.

This aligns with EEF research, which highlights that structured social-emotional learning (SEL) programmes can have a four-month positive impact on academic progress while reducing disruptive behaviour in the classroom.

### **Key Findings from KS2 Data (2022 - 2024):**

#### **1. Combined Reading, Writing & Maths (EXS+)**

- 2022: 52%
- 2023: 55%
- 2024: 58%
- Key Message: Consistent year-on-year increase, showing the impact of improved teaching strategies, smaller class sizes, and targeted interventions.

#### **2. Reading - Strong & Sustained Progress**

- 2022: 71% EXS+
- 2023: 73% EXS+
- 2024: 74% EXS+

Key Message: Reading has seen steady gains, with small-group interventions (Accelerated Reader, Reading Buddies) and phonics support contributing to strong outcomes.

##### **• Pupil Premium Reading EXS+ Progress**

- 2022: 56%
- 2023: 50%
- 2024: 71%

• Key Message: Dramatic improvement for disadvantaged pupils in reading over the last year, showing successful interventions targeted at closing attainment gaps.

#### **3. Writing - Significant Gains After Targeted Support**

- 2022: 60% EXS+
- 2023: 64% EXS+
- 2024: 68% EXS+

• Key Message: Writing continues to improve with structured literacy interventions and additional classroom support.

##### **• Pupil Premium Writing EXS+ Progress**

- 2022: 78%
- 2023: 60%
- 2024: 57%

• Key Message: The slight dip suggests that further refinement of writing interventions may be needed for Pupil Premium pupils. However, overall school-wide improvements indicate success in writing strategies.

#### **\*\*4. Maths - Fastest Growing Area**

- 2022: 62% EXS+
- 2023: 73% EXS+

- 2024: 79% EXS+ • Key Message: Rapid acceleration in maths shows the impact of smaller classes and mastery-based teaching approaches.
- Pupil Premium Maths EXS+ Progress
- 2022: 56%
- 2023: 60%
- 2024: 71%
- Key Message: Disadvantaged pupils have made huge progress in maths, showing that targeted small-group teaching is closing the gap effectively.

### Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

Programme	Provider