Pupil premium strategy statement

Drybrook Primary School — 2026 to 2027

This statement details our school's use of pupil premium funding to improve the attainment of disadvantaged pupils. It sets out our priorities and planned support for 2026 to 2027, together with a review of outcomes in the previous academic year.

School overview

Detail	Data
School name	Drybrook Primary School
Number of pupils in school	126
Proportion of pupil premium eligible pupils	35.71% — 45 pupils
Academic year covered by this statement	2026 to 2027
Publication planned	December 2026
Review planned	July 2027
Pupil premium lead	Mr Henesey, Headteacher
Governor lead	Michela Reid, Chair of Governors

Funding overview

Detail	Amount
Pupil premium allocation for the strategy	£66,650
Pupil premium carried forward	£0
Total pupil premium budget	£66,650

The total pupil premium budget for this strategy is £66,650. There is no carry-forward or additional school contribution. The planned allocation below uses rounded estimates based on the school budget and will be reviewed against actual costs and provision.

Part A: Pupil premium strategy plan

Statement of intent

At Drybrook, we want disadvantaged pupils to achieve well, attend regularly and take a full part in school life. Our strategy focuses on removing individual barriers to learning through high-quality classroom teaching, targeted academic support and support for attendance and wellbeing.

Our priorities are to strengthen reading, writing and mathematics, improve readiness to learn and widen access to enrichment. We will maintain single-year-group teaching in Key Stage 2, deploy teaching assistants effectively and provide family and attendance support. Additional support will build on classroom teaching and help pupils become increasingly independent.

Support will respond to each pupil's assessed needs and starting points. We recognise that disadvantaged pupils do not all face the same barriers, and that disadvantage and special educational needs are distinct. We will work with families and listen to pupils when planning and reviewing support.

Challenges

Assessment, attendance information and staff knowledge identify the following priorities for our disadvantaged pupils:

a. Writing and mathematics: in 2025 to 2026, 33% of disadvantaged pupils achieved the expected standard in writing and 56% in mathematics at the end of Key Stage 2, compared with 91% and 82% of other pupils. Reading remains a priority alongside these areas.
b. Attendance: pupil premium attendance was 90.7% in the 2025 to 2026 report, compared with 94.7% for other pupils. From 1 September to 11 November 2026, the figures were 94.6% and 95.0%; eight of the 45 pupil premium pupils were persistently absent.
c. Readiness to learn: social, emotional, communication and family circumstances can affect some pupils' confidence, independence and engagement in learning.
d. Access to opportunities: financial and practical barriers can limit participation in clubs, visits and wider experiences.

Intended outcomes

	Outcome	Success criteria
1	Stronger reading, writing and mathematics outcomes	Pupils make progress from their assessed starting points. Reviews at AP2, AP4 and AP6 show that identified gaps are reducing and pupils apply their learning independently. Writing and mathematics improve while strengths in reading and phonics are sustained.
2	Improved attendance	Attendance improves for pupils receiving targeted support. Persistent absence reduces and the gap between disadvantaged pupils and other pupils narrows. Individual plans address the barriers identified with families.
3	Improved readiness to learn and independence	Teacher and pastoral reviews, together with pupil feedback, show improved engagement, confidence and independence. Targeted support has clear starting points and review dates and is adapted where progress is limited.
4	Equitable access to enrichment	Pupils facing barriers take part in appropriate clubs, visits and wider experiences. Participation and pupil feedback inform changes to the support offered.

Activity in this academic year

The following planned allocations total £66,650. Staffing figures include employer costs. They represent pupil premium contributions to the provision described, rather than the full cost of all school staffing and activities.

Allocated purpose and reason	Estimated expenditure	Intended outcome
Family and attendance support The Family Support Worker will work with families to address barriers to attendance, wellbeing and readiness to learn.	£28,650	Pupils attend more regularly and arrive ready to learn. Individual actions are followed up and attendance trends inform further support.
Teaching and targeted academic support A contribution to single-year-group teaching in Key Stage 2, teaching assistant support and structured interventions addressing assessed gaps in literacy, mathematics and language.	£23,250	Pupils receive effective teaching, close identified learning gaps and become more independent. Teachers review progress and transfer from intervention into classroom learning.
Pastoral and lunchtime provision Planned play leadership and support will help pupils build social skills, confidence and positive relationships.	£7,250	Pupils feel supported at break and lunchtime and return to class ready to learn. Engagement and pupil feedback inform reviews.
Support for access to school life Help with uniform, visits and other practical barriers will be based on individual need.	£2,500	Financial and practical barriers to participation are reduced.
Swimming provision Support for swimming participation and access to the learning opportunities provided.	£2,500	Disadvantaged pupils can participate in swimming and develop confidence and skills.
Transport Support with transport costs where these would otherwise restrict access to visits and enrichment.	£2,500	Pupils can access the wider experiences offered by the school.

Total budgeted cost: £66,650

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

The following outcomes relate to 2025 to 2026. Cohorts are small, so differences between groups and changes from year to year need to be considered alongside individual pupils' starting points.

At the end of Key Stage 2, the proportion of disadvantaged pupils achieving the expected standard was:

Reading: 67%, compared with 82% of other pupils.

Writing: 33%, compared with 91% of other pupils.

Mathematics: 56%, compared with 82% of other pupils.

Combined reading, writing and mathematics: 33%, compared with 82% of other pupils.

In Year 1 phonics, 100% of disadvantaged pupils met the expected standard, compared with 82% of other pupils. In Reception, 67% of disadvantaged pupils achieved a good level of development, compared with 50% of other pupils.

The attendance report covering 1 September 2025 to 19 July 2026 records attendance of 90.7% for pupil premium pupils and 94.7% for other pupils, a gap of four percentage points.

The school's review identifies family support, work with parents and a focus on regular attendance as strengths to continue. Teaching and targeted support also sustained strong outcomes in Year 1 phonics and positive Reception outcomes for disadvantaged pupils. Key Stage 2 outcomes were more variable, with writing and mathematics requiring further improvement. These results inform the support planned for 2026 to 2027; they do not show that every aspect of provision had the same impact.

Attendance remains a priority. From 1 September to 11 November 2026, pupil premium attendance was 94.6%, compared with 95.0% for other pupils. This is an encouraging early position, although the autumn period is not directly comparable with the previous full-year report. We will continue to review individual attendance, persistent absence and barriers with families.

Further information

Our approach combines high-quality teaching with academic, pastoral and family support. Teachers remain responsible for all pupils in their class, and additional support will complement classroom teaching. Funding decisions will respond to identified barriers and be reviewed for their contribution to pupils' learning, attendance and participation.

High-quality teaching is central to the strategy. Professional development, teacher modelling, clear explanations and effective feedback will help pupils understand their next steps. Targeted support will address specific gaps in knowledge, including early language, phonics, reading, writing and mathematics. Teachers and teaching assistants will work together so that pupils use this learning independently in class.

We will support pupils' social and emotional development alongside their academic learning. Pastoral and family support will help pupils build confidence, manage emotions and engage positively with school. Early identification of barriers will allow support to begin promptly and be reviewed as pupils' needs change.

Our wider approach will include working with families on attendance and learning, encouraging regular reading at home and helping pupils access clubs, visits and wider experiences. We will consider practical barriers such as cost, transport and equipment when planning support. The strategy provides an overview of our priorities; day-to-day teaching, feedback and relationships also contribute to pupils' progress.

Evidence and monitoring

Mr Henesey, Headteacher, will oversee implementation with relevant staff. Progress will be reviewed through the school's normal assessment windows at AP2, AP4 and AP6, alongside ongoing classroom assessment, attendance reviews, pupil work and pupil and family feedback. Support will be adapted where it is not making the intended difference.

Governors will review the school's priorities, spending and outcomes through visits, reports and discussions with school leaders as part of the agreed monitoring arrangements. The annual review will inform future provision and funding decisions.