

# Drayton Green Primary School

## Pupil Premium Strategy

### School overview

Detail	Data
Number of pupils in school 22/3	324
Proportion (%) of pupil premium eligible pupils	35.2
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022/5
Date this statement was agreed	September 2022
Date on which it will be reviewed	July 6 2023
Statement authorised by	Resources Committee
Pupil premium lead	Fenella Bosomworth
Governor lead	Marion Hardy

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£157,890
Recovery premium funding allocation this academic year	£15,222
Pupil premium (and recovery premium*) funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	<b>£173112</b>

# Part A: Pupil premium strategy plan

## Statement of intent

Many of our children are disadvantaged and some in many ways. Some come from families with complex social and economic difficulties which in many cases are compounded by weak language skills and lack of confidence of both the children and their parents. We have a high number of children with child protection plans and a large number of casual admissions, many of whom present with multiple disadvantages.

Research has shown that high quality teaching is proven to the greatest impact on closing the gap between disadvantaged and non-disadvantaged pupils. Our experience with previous year groups mirrors such research.

Our school aims are for all our pupils. Our school motto: Excellence, Empowerment and Enjoyment drives everything we do. We want every one of our pupils, regardless of any disadvantage, to achieve their full potential through a stimulating, creative and enjoyable curriculum. We want them to leave us as confident young people with high aspirations. They will have developed curious minds, be able to express their ideas fluently to different audiences, relish the opportunities and challenges presented across the curriculum and have a highly developed knowledge of the world around them. We want them to leave us looking forward to the next stage in their education.

### **At Drayton Green**

In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged, likewise we also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. Therefore, we may allocate Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.

We have a relentless focus on teaching and learning to ensure that we provide appropriately for all our pupils. To ensure that all pupils make progress, an adapted curriculum is mapped across the school. After a detailed needs analysis of vulnerable groups, priority classes and individuals are identified. The pupil premium grant is then allocated accordingly.

Pupil premium funding will be used to provide additional small teaching groups staffed by trained teaching assistants or 1:1 support for individual children. It will also fund a number of extra curricular activities to increase the cultural capital of disadvantaged

children. These will be devised according to the needs of individuals or groups of disadvantaged children.

For pupils whose disadvantages lead to reduced attendance we will provide additional welfare support for both the pupils and parents.

Where pupils' anxiety levels appeared to have increased due to their deprivation, we will provide additional counselling opportunities. We have noticed that anxiety about the pandemic and more time spent at home, have resulted in a perceptible decline in some children's mental health.

This list is not exhaustive and will change according to the needs and support our socially disadvantaged pupils require.

## Challenges

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

Challenge number	Detail of challenge
1	Attendance and punctuality: Regular punctual attendance is a challenge for a small minority of our disadvantaged pupils. For persistent absence to be reduced and for attendance to be in line with all pupils.
2	As a result of the pandemic, we continue to see that some pupils still present with gaps in their learning and need to catch-up in order to be working at age-related expectations.
3	A high number of those children eligible for the PPG have multiple barriers to learning. These include: SEND, EAL and/or CIN/CP need.
4	Due to increasing levels of deprivation and as a result of the pandemic, the mental health of pupils is declining.
5	A high number of pupils eligible for PPG are not able to access additional activities before and after school.

## 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
For pupils who do not have a cognitive SEND need to reach age-related expectations in reading, writing and maths.	The percentage of pupils meeting age related expectations in reading, writing and maths will be in line with all others.
For pupils who do not have a cognitive SEND to meet the expectations for Year 1 & 2 phonics check.	All pupils eligible for PPG will pass their phonic screen.
For pupils who do not have a cognitive SEND to meet the expectation for Y4 multiplication check.	All pupils eligible for PPG will meet the expectations for the Year 4 multiplication check.
For all pupils to attend school regularly and on time, PA to reduce below and attendance to be in line with all pupils.	There will be a consistently sharp focus by teachers on the attendance and punctuality of disadvantaged and pupils. Increase attendance of these pupils from to in line with all other pupils and punctuality will improve for all.
To increase the well-being of pupils to ensure that they are able to access all areas of school life with a level of contentment. To further increase well-being so that it supports a positive home life.	Access to ESCP (counselling, art therapy and play therapy) and work with Learning Mentor – communication sessions, Lego therapy.
To reduce the potential impact of socio economic gaps in experience by increasing cultural capital opportunities.	After school clubs to offer free/reduced cost places to those eligible for PPG. All pupils will take part in trips and visits Teachers to ensure that all pupils take on a position of leadership within the classroom or within the school.

## 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: £ 2,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD for staff regarding behaviour steps	There is robust evidence to support that clear and highly structured approaches to behaviour supports pupil well-being and engagement.	3 & 4
CPD for staff regarding barriers to learning	Quality first teaching is the most effective method of ensuring progress. Teachers need support to ensure that they are skilled to remove barriers so that QFT can be delivered.	2, 3 & 4

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

Budgeted cost: £ 150,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Interventions – Phonics	Phonics is the building blocks for reading and therefore for accessing the curriculum	1, 2 & 3
1:1 Support for Reading	Access to the curriculum is severely compromised if children are unable to read in line with their age	1, 2 & 3
Interventions – SEMH	Children who are overwhelmed by emotions that they are unable to manage are not able to access the curriculum.	1, 2, 3 & 4

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

Budgeted cost: £ 20,000

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
Ealing Schools Counselling Partnership	Addressing children’s well-being challenges allows them to thrive.	1, 2, 3 & 4
Additional Support (financial for clubs and additional activities)	Well-being is improved by activity and engagement	5

**Total budgeted cost: £172,000**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Our internal assessments during 2021/22 suggested that the performance of disadvantaged pupils is not in line with all other pupils. It is evident that school closure during the pandemic continues to have an impact on all our children and was most detrimental to our disadvantaged pupils. These pupils continue to be targeted through appropriate intervention. We continue to commit to the Ealing Schools Counselling Partnership, provide wellbeing support and targeted interventions set out in this plan.

Year 1 % Exp	Year 2 % Exp	Year 3 % Exp	Year 4 % Exp	Year 5 % Exp	Year 6 % Exp
Reading All 64%	Reading All 54%	Reading All 55%	Reading All 72%	Reading All 74%	Reading All 69%
Writing All 53%	Writing All 42%	Writing All 51%	Writing All 68%	Writing All 69%	Writing All 65%
Maths All 70%	Maths All 64%	Maths All 66%	Maths All 82%	Maths All 79%	Maths All 71%
Reading Dis 52%	Reading Dis 51%	Reading Dis 52%	Reading Dis 68%	Reading Dis 69%	Reading Dis 66%
Writing Dis 49%	Writing Dis 40%	Writing Dis 43%	Writing Dis 63%	Writing Dis 67%	Writing Dis 59%
Maths Dis 67%	Maths Dis 64%	Maths Dis 60%	Maths Dis 79%	Maths Dis 72%	Maths Dis 67%

## 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.*

<b>Programme</b>	<b>Provider</b>
Art Therapy	Ealing Schools Counselling Partnership (supported by the John Lyons Trust)
Play Therapy	
Counselling	

