



# Pupil premium strategy statement 2023-24

## Drake Primary School

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	Drake Primary Academy
Number of pupils in school	172
Proportion (%) of pupil premium eligible pupils	43%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-24
Date this statement was published	October 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Joe Roberts
Pupil premium lead	Joe Roberts
Governor / Trustee lead	Andrea Roe

### Funding overview 2023-24

Detail	Amount
Pupil premium funding allocation this academic year	£101,195
Recovery premium funding allocation this academic year	£9,570
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£110,765</b>

# Part A: Pupil premium strategy plan

## Statement of intent

Background Evidence shows that children from disadvantaged backgrounds generally face extra challenges in reaching their potential at school and often do not perform as well as their peers. Our overarching intent is to secure the best possible outcomes for our disadvantaged pupils.

- Provide Quality First Teaching for all children.
- To diminish the difference between those pupils not on track to achieve the expected standard at the end of KS2.
- To ensure prompt identification of pupils with additional needs and to promote early intervention programmes.
- To ensure that there is appropriate support on non-academic areas to facilitate pupils' emotional and social development to help them overcome their barriers to learning.

## Challenges

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

Challenge number	Detail of challenge
1	Disadvantaged children often display poor language skills especially on entry in EY provision, these limit the pupils ability to communicate, articulate their thinking and understanding about a topic and understand spoken instructions.
2	Many children lacking resilience and desire to succeed when challenged also display passive attitudes to their learning. They do not engage fully in their learning moving onto the challenge/mastery activities deepening their understanding.
3	High number of children requiring emotional / welfare support in order to positively engage with their learning necessitate a range of interventions in order to fully access the curriculum.
4	Attendance of disadvantaged groups is below that of other children, including persistent absenteeism. Analysis indicates that PA children often live in families with complex additional pastoral and welfare needs.
5	Disadvantaged children often, but not always, live in families characterised as having low parental engagement and limited ability to support their children at home. Challenges for parents and carers beyond those caused by financial disadvantage such as adversity due to emotional/mental health challenges, welfare and safeguarding needs and environmental circumstances, can be a barrier to acting upon aspirations for their children.
6	The SEN and Disadvantaged groups overlap disproportionately compared to other groups in school; few years. This can be attributed mainly to changes to the demography of new intakes on entry to EYFS and a noticeable rise in SEN/DIS pupils being admitted in year throughout school. In 2023/24, 34% of the disadvantaged children are identified as having SEN compared to only 20% of the non-disadvantaged children.

## 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
Progress of disadvantaged pupils is accelerated to reduce in school gaps in attainment. This will be reviewed during pupil progress meetings using the in school assessment data.	Attainment gap between disadvantaged and non-disadvantaged reduced in all year groups.
The use of learning dispositions to develop children's positive behaviours towards challenge and learning. Measured through pupil conferencing and walk throughs	Pupils can discuss and explain their learning dispositions and provide examples of where and when they have used them.
Improved oral language skills for pupils, speech & language support blank level assessments.	Pupils will be able to explain their learning.
Improved attendance for all pupils leads to improved attainment. This will be monitored by fortnightly & monthly attendance data	Attendance at or close to 97%, persistent absenteeism to be reduced to 12%

## 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: £10,723.66

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupils are given timely feedback to promote their learning- Visible Learning (VL) approach now embedded, but to include pupil voice to ensure effectiveness of feedback and response to marking.	VL evidence and EEF evidence highlights positive impact of feedback on pupils' progress. EEF Evidence +6 months-feedback	2
Pupils are clear about the desired outcomes. Teacher clarity enables pupils to co-constructed success criteria, appropriate WAGOLLs and the learning environment encourages independent learning.	VL evidence of teacher clarity has a positive impact on pupil attainment	2
Improvement in reading comprehension strategies through the continued refinement of the Reading Masters approach to the teaching of comprehension skills, inclusion of reading for pleasure elements this year.	EEF Reading comprehensions strategies +6 months.	2
The implementation of the Read Write Inc approach. Phonic & literacy support- adults are trained and mentored to ensure high quality of provision for all pupil groups.	Grouping of pupils provides targeted support phonics/ literacy activities at required level EEF phonics +5 months.	2

Provision of RWInc resources to ensure that the fidelity of the program is maintained and staff training and skills remain current.	EEF phonics +5 months.	2
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 88,346.23

Activity	Evidence that supports this approach	Challenge number(s) addressed
Focussed support to provide timely support to ensure pupils do not fall behind their peers- Small group support (scoop ups) Running of Early Bird groups in spring and summer term.	Certain pupils will require additional support, re-teaching or revising work to consolidate their learning. EEF evidence +4/6 months	
Contribution of 0.2 funding towards the non-class based SENDCo time to support dis-advantaged pupils.	70% of the SEND pupils are also disadvantaged, many of their barriers to learning need specialist support.	2,5 & 6
1 day a week speech & language therapy to both work with individual and small groups but also support teachers and TAs in delivering bespoke work packages.	+5 months EEF Focus on early intervention for EY pupils and continuing in to yr 1 as required.	1 & 2
Employment of additional teaching assistants to support small group interventions: contribution from the Recovery Fund to add to the School Led Tutor	EEF small group tuition +4 months progress.	2,5 & 6

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

Budgeted cost: £11,695.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
EWO bought in from EWS services, attendance rewards for classes, prompt response to dropping attendance.	Good attendance is linked to high attainment, targeted on persistent absenteeism initially and sub 95% attendees. Overall school target 97%	4 & 5
Access to MAST services, part of subscription to Plymouth Excellence Cluster providing pastoral support to children and families	+4 months EEF Prompt referral for specialist support as required ensuring timely interventions.	3 & 4

**Total budgeted cost: £ 110,765**

## 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.

*Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. For a detailed breakdown of previous year's expenditure see the Review 2020-21 document on the website.*

### 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*

<b>Programme</b>	<b>Provider</b>
Read Write Inc	Ruth Miskin
Reading Masters	Lambeth Teaching Schools
Maths Mastery	PLP maths hub linked to NCTEM