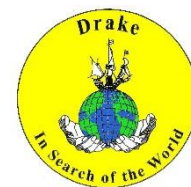


# Pupil premium strategy statement 2025-2026

## Drake Primary School



This statement details our school's use of pupil premium for the 2025 to 2026 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	136
Proportion (%) of pupil premium eligible pupils	57%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2025-28
Date this statement was published	December 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Jacqi Stephens
Pupil premium lead	Jacqi Stephens
Governor / Trustee lead	Andrea Roe

### Funding overview 2025-26

Detail	Amount
Pupil premium funding allocation this academic year	£109,565
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£2,747
<b>Total budget for this academic year</b>	<b>£112,312</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 the Early Years Foundation Stage (EYFS) provision, these limit the pupil's 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 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. This can be attributed mainly to changes to the demography of new intakes on entry to EYFS and a noticeable rise in SEN/Disadvantaged pupils being admitted in year throughout school. In 2024/25, 41% of the disadvantaged children were identified as having SEN compared to only 17% of the non-disadvantaged children. December 2025, 21% of the disadvantaged children were identified as having SEND.

## 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 book scrutiny and development drop ins.	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, and work alongside the EWO's.	Attendance to be at least in line with national and persistent absenteeism to be reduced and at least in line with national.

## Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £45,685.98

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 development of the Read Write Inc approach. Phonic & literacy support- adults are regularly trained and mentored and coaching 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

## Targeted academic support (for example, small group work, one-to-one support structured interventions)

Budgeted cost: £48,800.02

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. Running of Early Bird groups in spring and summer term. Pre-teaching for PP children to ensure they are ready and able to engage with their learn.	Certain pupils will require additional support, re-teaching or revising work to consolidate their learning. It ensures that children have success and positive outcomes. EEF evidence +4/6 months	1
Contribution of funding towards the non-class based SENDCo time to support dis-advantaged pupils.	64% 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 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 into yr 1 as required.	1 & 2
Employment of additional teaching assistants to support small group and 1-1 interventions.	EEF small group teaching +4 months progress.	2,5 & 6

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

Budgeted cost: £17,826.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Educational Welfare Officer (EWO) bought in (Trust). Attendance rewards for classes, prompt response to maintain attendance.	Good attendance is linked to high attainment, targeted on persistent absenteeism initially. Overall school target to be at least in line with national.  EEF research on the impact that EWO's have on raising attendance for pupils eligible for PP funding.	4 & 5
Parent Support Worker (PSW) employed for 1 day a week to support disadvantaged families and to target and support attendance.	PP attendance at the end of July 2025 was 91.8% which was below All pupils at 93.7%  Persistent Absentee (PA) for pupils eligible for Pupil Premium was 26.7% which was higher than All pupils (17.84%)	4, 5 & 6

	EEF research on the impact that FSW have on raising attendance for pupils eligible for PP funding.	
Supplementing residential costs for disadvantaged families	Attendance on school residential and educational visits are sometimes the only experience our disadvantaged families have of leaving the Devon area and experiencing wider British society. This is essential for their cultural development and awareness of the world.	2 & 3
Develop the SEMH of disadvantaged pupils during the school day	Play therapy in place. Maintain and enhance the support offered through our ELSA TA to pupils within our school community. This could be 1:1 sessions or small group depending on the individual concerned.  1 sessions or small group depending on the individual concerned. <a href="https://d2tic4wvo1iusb.cloudfront.net/eef-guidancereports/behaviour/EEF_Improving_behaviour_in_schools_Report.pdf">https://d2tic4wvo1iusb.cloudfront.net/eef-guidancereports/behaviour/EEF_Improving_behaviour_in_schools_Report.pdf</a>	1 & 2 & 3
Access to MAST services, part of subscription to Plymouth Excellence Cluster providing pastoral support to children and families and educational psychologist to assist pupils overcome their barriers to learning.	+4 months EEF Prompt referral for specialist support as required ensuring timely interventions.	3 & 4

**Total budgeted cost: £112,312**

## 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 2024 to 2025 academic year.

#### Quality of teaching:

- Pupil Premium strategy was monitored by the Senior Leadership Team, Lead Governor and the Multi Academy Trust.
- The school continues to deliver a high-quality curriculum.
- Leaders have ensured that the curriculum is distinctive to Drake Academy and is progressive coherent and strongly rooted in the ROARR Values.
- There is planned, bespoke CPD in place to support teachers in acquiring the necessary knowledge and skills to maximise the learning success of their pupils.
- Incremental coaching and developmental drop ins are in place to improve teachers' subject knowledge and improve pedagogy.

#### Targeted support:

Academic interventions including pre teaching have taken place where needed and an increase in EXS shows them to be effective for Pupils eligible for Pupil Premium Funding (PP).

Data for end of July 2025:

#### **At the end of Year 6, 28% of Pupils were eligible for PP funding.**

- **KS2 Results** showed that 63% of disadvantaged pupils achieved EXS in Combined RWM which was above National 47% and above All pupils at 55%
- **Phonics Data:** 57% of pupils eligible for pupil premium passed the phonic screening check (PSC) which was in line with All pupils (58%) but was below the National average.
- **EYFS data** showed that 67% of **disadvantaged pupils** achieved a Good Level of Development (GLD) at the end of EYFS which was just below All pupils at 72%

#### Wider strategies review:

- Fortnightly attendance meetings are in place and are attended by the Headteacher and lead administrator/PSW.
- Headteacher and the lead attendance administrator works fortnightly with the Reach South Trust EWO as well as regular meetings with the local authority EWO to evaluate attendance and punctuality of pupils and agree actions.
- Teachers are holding conversations with parents before attendance drops below 96% and attendance is discussed in parents' meetings.
- Educational visits and visitors are carefully matched to the curriculum to close the gap in cultural capital for pupils eligible for pupil premium.
- The school has implemented a range of school council committees that allows children the opportunity to take on leadership roles, develop and carry out school activities and have a voice in the school community.

- The employment of the speech & language therapist (SaLT) at Drake has ensured that she works with individual and small groups one day a week. The specialist therapist has also supported teachers and TAs in delivering bespoke work packages which have had a positive impact on the pupils eligible for pupil premium funding.
- The school works closely with the Mental Health Support Team (MHST), Livewell South West to support children's mental health and well being.

## 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