

The Drive Community Primary's Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery 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	The Drive Community Primary School
Number of pupils in school	199
Proportion (%) of pupil premium eligible pupils	43%
Academic year/years that our current pupil premium strategy plan covers (A 3-year plan with some adjustments each academic year)	December 2024-December 2027
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Rebecca Farren [Head Teacher]
Pupil premium lead	Mrs Emma Graham [Assistant Head Teacher]
Governor / Trustee lead	Suzanne Duff

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£118,319
Recovery premium funding allocation this academic year	£0.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£118,319

Part A: Pupil premium strategy plan

Statement of intent

Our aim at The Drive Primary Community School is to provide all pupils with the opportunity to achieve their potential. *'Leaders' and governors' promotion of inclusion means no pupil misses out on the educational offer in the school.'* The Drive Community Primary School, Ofsted report 2022.

As a school set within the context of a deprivation indicator, that is above the national, there is the potential challenge that less advantaged pupils do not have the same starting point, experiences or support as their peers. We identify the barriers this can pose, in both well-being and academic achievement, and as a team of professionals we work together to develop the whole child. As a team we have the highest aspirations for ALL pupils and ensure that disadvantaged pupils receive the same entitlement as their non - disadvantaged peers.

Understanding the socio-economic situation of our intake ensures we provide all pupils with;

- A robust curriculum which widens their horizons, addresses their mental health and wellbeing and responds to individual need.
- Knowledge and skills that are meaningful to their life and journey into adulthood
- A clear staffing structure that allows for the extended work with families and engages hard to reach families with a nurturing approach.
- A clear and firm approach to attendance and expectations ensuring boundaries are set and dialogue is maintained.
- An approach to positive behaviour support that identifies triggers and antecedents before behaviour arises and aims to promote proactive strategies and enhance the quality of school life for the individual.

Ultimate Attainment Objectives:

- Narrow the attainment gap between disadvantaged and non-disadvantaged pupils nationally and also within internal school data.
- Pupil Premium funding will be used to accelerate progress from pupils' individual starting points, helping them to achieve their potential, close attainment gaps and make the strongest possible progress towards or beyond age-related expectations where appropriate.

Achieving these objectives:

- Frequent monitoring of qualitative and quantitative data to ensure accurate and timely identification of pupils in need of support.
- Additional learning support via small group withdrawal and to support quality first wave teaching and learning in the classroom.
- Paid for or heavily subsidised educational visits and residential. Ensuring children have first-hand experiences to use in their learning in the classroom.
- Support the funding of specialist learning software.
- Providing behaviour, well-being and nurture support- thus enhancing learning and resilience.
- Frequent contact and support for parents regarding attendance, well-being and other personal issues that may affect their child. (The Drive's catchment/cluster area has the highest percentage of persistent absentees in comparison to other areas in the borough).

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	Disadvantaged pupils have a delay in their reading age which significantly affects their knowledge of vocabulary, fluency and comprehension.
2	Attainment across the school is varied, with gaps in children's learning. The reasons include poor working memory, retention and understanding of language.
3	Poor attendance- some parents/carers don't place a high importance or have an understanding of the impact attendance can have on their child's attainment.
4	Disadvantaged pupils have significant knowledge gaps in Maths. Internal and historic external assessments indicate that maths attainment among disadvantaged pupils is generally below that of non-disadvantaged pupils.
5	Referrals for support have markedly increased, particularly those who require additional support with social and emotional needs.
6	Disadvantaged children's spoken language and oracy skills are significantly lower than their non-disadvantaged peers.

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
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes show that more than 60% of disadvantaged pupils have met the expected standard by 2027
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes show that more than 60% of disadvantaged pupils have met the expected standard by 2027
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	The percentage of pupils who are persistently absent meeting national average 13.3% by 2027. The percentage of disadvantaged pupils' attendance being above national average (92.4%) by 2027. To raise our school attendance to 97%. (Department for Education expects that each pupil should achieve at least 97% school attendance).
To improve children's emotional wellbeing, social skills and behaviours, especially for our disadvantaged children.	Children can draw on known strategies to self-regulate and via this, their resilience has grown. Children experience fewer friendship conflicts and can use taught strategies to resolve disagreements. A reduction in recorded behaviour incidents for Pupil Premium pupils (classroom disruption, playground conflict, refusal, dysregulation). Pupil voice surveys, observations and wellbeing check-ins show higher levels of emotional confidence and security.
To improve children's oracy skills.	Increased engagement in paired talk, group discussion, and whole-class questioning.

	More pupils—especially those who are disadvantaged—contribute verbally in lessons and e.g., performance and debate. Children take turns in conversations and discussions with reduced adult prompting. Work scrutiny and lesson observations show improved use of language and pupil engagement and participation through cooperative learning structures. Teachers report better quality verbal responses and pupil participation across the curriculum.
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Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** (2025-2026) to address the challenges listed above.

"The EEF's Guide to the Pupil Premium states that supporting high-quality teaching should be the top priority for schools, as it has the greatest potential to improve outcomes for disadvantaged pupils." Our spending decisions have therefore been structured around the EEF's three-tiered model of: High Quality Teaching, Targeted Academic Support and Wider Strategies.

Teaching

Budgeted cost: £7,246

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engagement in CPD in Maths, Reading and Phonics.	<i>Education Endowment Foundation – Projects and Evaluations</i>	1,2 and 4

	<i>The EEF states that "high quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children's outcomes."</i> Participation in NCETM professional development (Maths Hub) supports the implementation of a mastery curriculum where concepts are taught in small, coherent steps and revisited over time. <i>This aligns with EEF evidence that high-quality teaching has the greatest impact on disadvantaged pupils.</i> <i>The EEF Teaching and Learning Toolkit identifies phonics as an approach with an average impact of +5 months' progress, particularly for younger pupils and those from disadvantaged backgrounds who may be at greater risk of falling behind in early reading.</i>	
Curriculum resources: MyMaths Reading Plus Number Sense Kapow	<i>Education Endowment Foundation – Projects and Evaluations</i> <i>Evidence from the EEF suggests that structured curriculum resources and digital technology can be effective when used to supplement high-quality teaching. These resources support retrieval practice, curriculum sequencing, vocabulary development and targeted practice, helping pupils retain knowledge and address learning gaps.</i> <i>Evidence from the EEF is that ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.</i> We use the Kapow curriculum as part of our high-quality teaching offer. Kapow provides a carefully sequenced, knowledge-rich curriculum with explicit	1,2 and 4

	vocabulary instruction, retrieval opportunities and clear progression from Year 1 to Year 6. <i>These features align with EEF recommendations on high-quality teaching, curriculum development and approaches that support long-term retention of knowledge, particularly for disadvantaged pupils.</i>	
Assessment resources: NFER – Reading Maths.co.uk – KS2 Maths	<i>The EEF highlights the importance of assessment in identifying misconceptions and learning gaps. Effective use of diagnostic assessment enables teachers to adapt teaching and provide timely intervention, particularly for disadvantaged pupils who may have gaps in prior learning.</i>	1 and 4
Additional staff (KS1) trained in the delivery of the Phonics programme Sounds-Write.	Phonics EEF (educationendowmentfoundation.org.uk) <i>The EEF Teaching and Learning Toolkit reports that phonics approaches can lead to approximately five months' additional progress. Phonics has a particularly positive impact for younger pupils and those who are struggling to read. High-quality staff training ensures consistent delivery of the programme.</i>	1 and 2
Staff training in Oracy and Kagan Strategies (cooperative learning)	<i>Pupils receiving FSM are 1.6 times more likely to be below language expectations at age 5, compared to their non-FSM peers. This gap grows to twice as likely to be below language expectations at age 11.</i> Source: Moss and Washbrook 2016 Understanding the Gender Gap in Literacy and Language Development. <i>The EEF Oral Language Interventions guidance reports that high-quality structured talk can lead to around six months' additional progress. Cooperative learning approaches promote vocabulary development, language comprehension, reasoning and participation, supporting disadvantaged pupils whose spoken</i>	2 and 6

	<i>language skills are below age-related expectations.</i>	
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Targeted academic support

Budgeted cost: £102,684

Activity	Evidence that supports this approach	Challenge number(s) addressed
Specific deployment of teaching assistants to carry out interventions and support to ensure children make good progress.	Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of four additional months on average. Teaching assistants are deployed to deliver structured, evidence-informed interventions that address identified barriers to learning. Timely interventions are closely linked to classroom learning, regularly reviewed and adapted in response to pupil progress. This targeted support helps disadvantaged pupils develop the knowledge, skills and confidence needed to access the full curriculum and make progress from their individual starting points. In the classroom, teaching assistants are strategically deployed to remove barriers to learning and support disadvantaged pupils with identified learning or SEMH needs to access an ambitious curriculum that is appropriately adapted to meet their individual needs. Support focuses on scaffolding learning, promoting independence and increasing engagement, rather than removing them from high-quality classroom instruction. <i>This aligns with EEF guidance on the effective deployment of teaching assistants.</i> Targeted interventions focusing on emotional regulation, confidence,	1, 2 and 4

	resilience and social skills help reduce barriers to learning. <i>The EEF reports that social and emotional learning approaches can result in approximately four months' additional progress while also supporting wellbeing, behaviour and engagement in learning</i> <i>Education Endowment Foundation – Teaching and learning toolkit.</i>	
Sounds-Write membership CPD for intervention.	Many EEF studies examine small-group or one-to-one phonics interventions, which also show positive effects. These interventions support learners who need additional help with decoding beyond whole-class teaching. <i>Evidence for Targeted Phonics Intervention + 5 months progress.</i> Phonics EEF	1 and 2
Employment of Teaching assistant level 3 for children in year 5 and 6 (EHCP).	The EEF reports that individualised instruction and one-to-one tuition can have a positive impact of approximately four to five additional months. Targeted support enables pupils with significant learning needs to access the curriculum and make progress from their individual starting points. <i>Education Endowment Foundation – Teaching and Learning Toolkit</i> <i>Individualised instruction = + 4 Months</i> <i>One-to-one tuition = +5 months</i>	4
Purchase/re-subscription of Reading Plus Programme to improve reading skills and supplement teaching.	Reading Plus complements high-quality classroom teaching by providing targeted practice, diagnostic assessment and immediate feedback. Its focus on reading fluency, comprehension and vocabulary helps disad-	1 and 2

	vantaged pupils improve reading proficiency, enabling them to access the wider curriculum more successfully. <i>Education Endowment Foundation – Projects and Evaluations</i> <i>Computer based reading programmes = +2 months</i>	
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Wider strategies

We recognise that improving academic outcomes requires us to address both educational and non-academic barriers, which aligns with the wider strategies element of the EEF's pupil premium model.

Budgeted cost: £8,389

Activity	Evidence that supports this approach	Challenge number(s) addressed
SEL (social and emotional learning) interventions carried out by external agencies. Kalmer Counselling support services (now one full day) MELVA - programme KS2 approach to improve children's mental health equipping them with sustainable transferable skills and coping strategies.	The EEF Teaching and Learning Toolkit identifies Social and Emotional Learning (SEL) as having an average impact of four months' additional progress. Evidence suggests that improving pupils' self-regulation, emotional awareness and resilience can positively influence behaviour, social relationships, mental health and wellbeing and academic attainment. <i>We recognise that positive outcomes extend beyond academic attainment. By helping pupils to understand and manage their emotions, we aim to improve wellbeing, self-regulation, confidence and engagement in school, supporting pupils to thrive both academically and personally</i>	3 and 5

Whole-school Thrive training for all staff to develop a consistent, trauma-informed approach to supporting pupils' social and emotional needs.	Developing staff understanding of pupils' emotional and developmental needs helps create positive relationships, improve self-regulation and reduce barriers to learning. Whole-school Thrive training enables staff to identify and respond to pupils' social and emotional needs consistently, supporting disadvantaged pupils to engage successfully in learning and access the curriculum. Research demonstrates that pupils' social, emotional and behavioural skills are linked to improved academic outcomes, attendance and wellbeing. <i>The EEF identifies Social and Emotional Learning (SEL) as an effective approach, with an average impact of +4 months' progress.</i>	
Maintaining the employment of attendance/support officers to improve attendance.	The EEF's Guide to the Pupil Premium highlights attendance as a key factor affecting attainment. Persistent absence is associated with poorer educational outcomes. Evidence from the DfE and Ofsted demonstrates that proactive engagement with families, rigorous monitoring and tailored support can reduce absence and improve achievement	3 and 5
Trips and visits	<i>Education Endowment Foundation - The Guide to Pupil Premium: A tiered approach To Spending.</i> The EEF recommends considering wider strategies that improve engagement, aspiration and access to cultural capital. Educational visits provide pupils with first-hand experiences that enrich vocabulary, strengthen background knowledge and support learning across the	3 and 5

	curriculum, particularly for disadvantaged pupils whose experiences outside school may be more limited.	
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Total budgeted cost: £ 118,319