

The Drive Community Primary's Pupil premium strategy statement

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	The Drive Community Primary School
Number of pupils in school	173
Proportion (%) of pupil premium eligible pupils	43.1%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	December 2021 – December 2024
Date this statement was published	September 2022
Date on which it will be reviewed	December 2023
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	£127,240
Recovery premium funding allocation this academic year	£4,591
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	£131,831

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.

We are committed to ensuring that the impact of COVID19 on children's well-being and learning continues to be addressed through improving classroom pedagogy, the use of technology and resources to enhance teaching and learning as well as targeted intervention strategies.

Ultimate Objectives:

- Narrow the attainment gap between disadvantaged and non-disadvantaged pupils nationally and also within internal school data.
- All our work through the pupil premium will be aimed at accelerating progress, moving children to age-related expectations or above.

Achieving these objectives:

- Frequent monitoring of qualitative and quantitative data to ensure accurate and timely identification of pupils in need of support.
- Ensuring that teaching and learning opportunities meet the needs of all the pupils and that where pupils have specific needs that these are addressed through high quality, evidence- based interventions led by appropriately trained staff.
- 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	Due to school closures, 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	Due to school closures, 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 during the pandemic, particularly those who require additional support with social and emotional needs.

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 2024/25.
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 2024/25.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>The percentage of pupils who are persistently absent being below 35%.</p> <p>To raise our school attendance to 97%. (Department for Education expects that each pupil should achieve at least 97% school attendance).</p>
To improve children's emotional wellbeing, social skills and behaviours, especially for our disadvantaged children.	<p>Children can draw on known strategies to self-regulate and via this, their resilience has grown.</p> <p>A significant increase in participation in enrichment activities, particularly among disadvantaged pupils.</p> <p>Pupil voice, pupil and parent surveys and teacher observations show a sustained level of wellbeing.</p>

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** (2022-2023) to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £6,285

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
Additional staff trained in the delivery of the Phonics programme Soundwrite.	Phonics EEF (educationendowmentfoundation.org.uk)	1 and 2

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

Budgeted cost: £115,931

Activity	Evidence that supports this approach	Challenge number(s) addressed
Specific deployment of teaching assistants and additional teachers 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. <i>Education Endowment Foundation – Teaching and learning toolkit.</i>	1, 2 and 4
Additional mathematics sessions targeted at disadvantaged pupils in EY who require further number sense support.	Improving Mathematics in the Early Years and Key Stage 1 EEF (educationendowmentfoundation.org.uk) <i>EEF Toolkit suggests: ‘Overall, the evidence suggests that early years and pre-school intervention is beneficial. On average, early years interventions have an impact of five</i>	2 and 4

	<i>additional months' progress, and appear to be particularly beneficial for children from low-income families.'</i>	
Non-fiction books linked to Phonics programme Soundwrite purchased.	EEF Toolkit suggests: 'Overall, the evidence suggests that early years and pre-school intervention is beneficial. On average, early years interventions have an impact of five additional months' progress, and appear to be particularly beneficial for children from low-income families.' Communication and language approaches EEF (educationendowmentfoundation.org.uk)	1 and 2
Engaging with the National Tutoring Programme to provide tuition targeted at specific needs – Third Space Learning 1:1 Maths tuition.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged. Education Endowment Foundation – Teaching and Learning Toolkit Individualised instruction = + 4 Months One-to-one tuition = +5 months	4
Phonics books -Initial code purchased for EY	Communication and language approaches EEF (educationendowmentfoundation.org.uk)	2 and 4
Purchase of Reading Plus Programme to improve reading skills and supplement teaching.	<i>Education Endowment Foundation – Projects and Evaluations</i> <i>Computer based reading programmes = +2 months</i>	1 and 2

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

Budgeted cost: £9,615

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>SEL (social and emotional learning) interventions carried out by external agencies.</p> <p>Stormbreak programme – whole school approach to improve children’s mental health through movement, equipping them with sustainable transferable skills and coping strategies.</p> <p>Release time for staff training as Stormbreak leaders.</p> <p>Training of staff in approaches to developing a positive mindset, which also aims to support greater engagement in learning, improvement in behaviour and social skills.</p> <p>Kalmer Counselling support services (now one full day)</p>	<p>The studies in the Toolkit focus primarily on academic outcomes = +4 months.</p> <p>However, there are other benefits of SEL interventions. Being able to effectively manage emotions will be beneficial to children and young people even if it does not translate to reading or maths scores.</p> <p><i>Evidence on life skills and enrichment from the Teaching and Learning Toolkit alongside the findings from recent EEF projects.</i></p>	<p>3 and 5</p>
<p>Embedding principles of good practice set out in the DfE’s Improving School Attendance advice.</p> <p>A Star Attendance - new monitoring programme.</p> <p>This will involve training and release time for staff to develop and</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>Ofsted (2014) Pupil Premium report said the most successful schools offer support where necessary to improve attendance.</p>	<p>3 and 5</p>

<p>implement new procedures.</p> <p>Maintaining the employment of attendance/support officers to improve attendance.</p>		
<p>Trips and visits</p>	<p><i>Education Endowment Foundation - The Guide to Pupil Premium: A tiered approach To Spending.</i></p>	<p>3 and 5</p>

Total budgeted cost: £ 131,831

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 2021 to 2022 academic year.

- 1) Intended outcome:** Improved reading attainment among disadvantaged pupils.
Success criteria: KS2 reading outcomes show more than 60% of disadvantaged pupils have met the expected standard.

Details of impact: The percentage of all pupils who met the expected standard in reading at the end of KS2 was 46%. The percentage of children entitled to pupil premium who met the expected standard was 58%.

% of PP chn who met the expected standard in reading across KS2.

Year 3: 54 %

Year 4: 60%

Year 5: 57 %

- 2) Intended outcome:** Improved maths attainment for disadvantaged pupils at the end of KS2.

Success criteria: KS2 maths outcomes show that more than 60% of disadvantaged pupils have met the expected standard.

Details of impact: *'Pupils are making good progress in their understanding in subjects like mathematics.'* *The Drive Community Primary School, Ofsted report 2022.* The percentage of pupils who met the expected standard in maths at the end of KS2 was 61.5%. The percentage of children entitled to pupil premium who met the expected standard was 42%. However:

% of PP chn who met the expected standard in maths across KS2.

Year 3: 54 %

Year 4: 80 %

Year 5: 57 %

- 3) Intended outcome:** To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.

- **Success criteria:** The percentage of pupils who are persistently absent being below 35%.

To raise our school attendance to 97%. (Department for Education expects that each pupil should achieve at least 97% school attendance).

Details of impact:

At the end of the academic year (July 2021), there were 30 pupil premium children (22 families) who had an attendance below 90%. In some cases, the attendance percentage figure was as low as 46%. By the end of this academic

year (July 2023), there were only 16 pupil premium children who had an attendance below 90% and the lowest figure for an individual being 72%. This autumn term (2023), there are 46 children who are hitting the DFE's target of 97%.

4) Intended outcome: To improve children's emotional wellbeing, social skills and behaviours, especially for our disadvantaged children.

Success criteria: Children can draw on known strategies to self-regulate and via this, their resilience has grown.

Details of impact: Through pupil voice, surveys and general observations children can identify and articulate their emotions more confidently. The vast majority of children can identify an emotion and use a learned strategy to help them overcome it thus showing they are improving their level of resilience. A common language related to wellbeing is used throughout the school to support children in communicating their struggles: children refer to *red cap and blue cap* and can reflect on incidents, discussing calmly with staff how they could approach or manage future situations better. See CPOMS.

'Pupils' happiness in school is clear. Teachers work with pupils to make sure that they are in control of their feelings. There is a common language of 'red cap and blue cap' thinking. Pupils recognise how to stay calm rather than losing control.' The Drive Community Primary School, Ofsted report November 2022.

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

Programme	Provider
Reading Plus	Reading Solutions
Times Table Rock Stars	Maths Circle Ltd
My Maths	Oxford University Press
Number Sense	Number Sense Maths Ltd,