



## **The Robert Drake Primary School**

### **Pupil Premium Strategy Statement**

#### **School Overview 2019-2022**

#### **Overall Impact**

The impact on educational attainment from expenditure of the Pupil Premium funding is reflected in the results of the school and the attitudes and behaviour of the pupils. The school has extensive monitoring and support systems in place to ensure optimum outcomes for all pupils, including those who are most vulnerable. The Pupil Premium strategy is embedded in our whole-school ethos.

- The school received DfE Pupil Premium Awards in both 2015 and 2016.

| <b>Metric</b>                               | <b>Data</b>                          |
|---|--------------------------------------|
| Number of Pupils in school                  | 316                                  |
| Proportion of disadvantaged pupils          | 9%                                   |
| Pupil premium allocation this academic year | £29,590                              |
| Academic year or years covered by statement | 2019-2022                            |
| Publish date                                | July 2021                            |
| Review date                                 | July 2022                            |
| Statement authorised by                     | Miss C Redpath (Headteacher)         |
| Pupil Premium lead                          | Mrs P Coe (Deputy Headteacher/SENCO) |
| Governor lead                               | Mrs E Foster                         |

### **Pupils Eligible for Pupil Premium - Pupil Performance**

**2019-20 and 2020-21: There were no statutory end of year assessments due to COVID 19.**

### **Progress Scores at the End of Key Stage 2 2019**

| <b>Subject</b> | <b>Score</b> |
|----------------|--------------|
| Reading        | -0.47        |
| Writing        | -1.77        |
| Maths          | -0.65        |

### **Pupils Achieving the Expected Standard at the End of Key Stage 2 2019**

| 6 pupils (1 pupil =17%)    | Percentage achieving the expected standard |          |
|----------------------------|--|----------|
|                            | School                                     | National |
| Reading, writing and maths | 83%  | 65%      |
| Reading                    | 83%  | 73%      |
| Writing                    | 83%  | 78%      |
| EGPS                       | 83%  | 78%      |
| Maths                      | 83%  | 79%      |

### **Pupils Achieving Greater Depth at the End of Key Stage 2 2019**

| 6 pupils (1 pupil =17%) | Percentage achieving the expected standard |          |
|-------------------------|--|----------|
|                         | School                                     | National |
| Reading                 | 43%  | 31%      |
| Writing                 | 29%  | 24%      |
| Maths                   | 43%  | 32%      |

### **Pupils Eligible for Pupil Premium - Strategy Aims 2021-22**

| <b>Measure</b> | <b>Activity</b>  |
|----------------|--|
| Priority 1     | Improved oral, language and listening skills so that pupils develop increased independence in their attitude and approach to learning. This includes learning all key learning and vocabulary for all areas of the curriculum. |

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| Priority 2                                    | Development of basic skills in reading, writing and maths for current Year 3, Year 4, Year 5, Year 6. This. includes learning all key learning and vocabulary |
| Other   | Continue to enhance parental engagement and maintain good attendance.   |
| Barriers to learning these priorities address | Ensuring all pupils achieve their full potential and make accelerated progress.   |
| Projected spending                            | £18, 685  |

### **Pupils Eligible for Pupil Premium - Teaching Priorities for 2021-22**

| <b>Aim</b>         | <b>Target</b>  | <b>Target date</b> |
|--------------------|--|--------------------|
| Reading            | Year 6 pupils are working at the expected level and at least national average progress scores.<br>Years 3, 4 and 5 pupils make accelerated progress. | May 2022           |
| Writing            | Year 6 pupils are working at the expected level and at least national average progress scores.<br>Years 3, 4 and 5 pupils make accelerated progress. | May 2022           |
| Mathematics        | Year 6 pupils are working at the expected level and at least national average progress scores.<br>Years 3, 4 and 5 pupils make accelerated progress. | May 2022           |
| Phonics            | Year 2 pupils achieve the expected standard.<br>Year 1 pupils achieve the expected standard.   | June 2022          |
| Projected spending | £5, 527  |                    |

### **Pupils Eligible for Pupil Premium - Targeted Academic Support for 2021-22**

| <b>Measure</b>                                | <b>Activity</b>  |
|---|--|
| Priority 1                                    | Enhancing 'mental wealth' to improve concentration, motivation, resilience and access to learning opportunities. |
| Priority 2                                    | Development of independent working skills.   |
| Barriers to learning these priorities address | Developing all pupils' self-esteem and emotional well-being so that they can achieve their full potential.       |
| Projected spending                            | £3, 575  |

### **Pupils Eligible for Pupil Premium - Wider Strategies for 2021-22**

| <b>Measure</b>                                | <b>Activity</b>  |
|---|--|
| Priority 1                                    | All pupils have access to educational visits (dependent on COVID 19 risk assessment).  |
| Priority 2                                    | All Year 6 pupils have access to a residential trip (dependent on COVID 19 risk assessment).                                 |
| Barriers to learning these priorities address | All pupils have access to visits and/or trips which provide memorable and enjoyable experiences which enrich the curriculum. |
| Projected spending                            | £2,163   |

### **Monitoring and Implementation**

| <b>Area</b> | <b>Challenge</b>   | <b>Mitigating action</b>   |
|-------------|--|--|
| Teaching    | Impact of COVID 19 – identifying gaps in learning to ensure that all pupils make accelerated progress. | <p>Accurate baseline assessments identify gaps which inform next steps of learning and 'assess, plan, do, review' cycle.</p> <p>All staff to continue to provide effective feedback to pupils during lessons.</p> <p>All staff to continue to teach reading for fluency and inference skills, including mastery and extending the most able.</p> <p>All pupils to have regular access to 'Mymaths', Numbots and Times Tables Rockstars. This</p> |

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|                  |   | <p>continues to enhance learning linked to computation fluency and develops the understanding and application of maths skills.</p> <p>No pupils are disadvantaged. All pupils have access to key learning and vocabulary for all lessons.</p> <p>Use of Education Endowment Foundation Teaching and Learning Toolkit- evidence shows that:</p> <ul style="list-style-type: none"> <li>• Effective feedback has high impact for very low cost;</li> <li>• Reading comprehension strategies have moderate impact for low cost.</li> </ul> |
| Targeted support | Impact of COVID 19 – implementing a recovery curriculum ensuring all pupils have improved mental wealth which enables them to independently engage in a rich and varied curriculum. | <p>Individual needs continue to be supported in a timely manner, including access to outside agencies, for example, counselling sessions in school.</p> <p>Catch Up funding action plan in place to enhance pupil progress.</p> <p>Well trained staff effectively support the emotional needs of individual pupils.</p> <p>Family Liaison Support Worker to continue to communicate regularly with identified families and build on existing good relationships.</p>  |
| Wider strategies | Impact of COVID 19 – families facing challenging times.   | <p>All trips will be dependent on current COVID 19 risk assessment.</p> <p>Carefully planned educational visits will aim to provide a similar experience for all pupils and enrich their understanding of the world around them.</p>  |

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|  |  | Previous educational residential trips have enriched pupils' learning through a range of physical and curriculum-based activities. A carefully planned residential trip for next year aims to provide a similar experience. |
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## Review: 2020-21 last year's aims and outcomes

| Aim   | Outcomes   |
|---|--|
| All pupils have access to educational visits which provide memorable and enjoyable experiences which enrich the curriculum.           | Due to COVID 19 restrictions, no Educational visits took place in 2020-21. Achieved 2019-20. Pupils' learning is enriched through a range of educational visits, often putting learning into context. Cultural Capital is developed through a wide range of experiences. This has provided pupils with the knowledge which enables them to widen their personal aspirations. Pupils have accessed a wide, rich set of experiences which has provided them with excellent opportunities to develop their talents and interests; helping to engender an appreciation of human creativity and achievement. Aiming to provide these opportunities for all needs to continue, especially in the current climate (COVID 19). |
| Improved oral language and listening skills so that pupils develop increased independence in their attitude and approach to learning. | Achieved. Pupils are motivated to learn and demonstrate increasing independence in their approach to all tasks. Although this is embedded in all provision throughout the school, this needs to continue to be a focus, especially in the current climate (COVID 19). All adults are excellent role models and promote positive behaviours for learning which results in high expectations and positive outcomes for all pupils. Pupils are well supported in class because staff are well trained and tailored interventions are in place for individual pupils.  |
| Rapid progress made in reading, writing and maths for identified Pupil Premium pupils.  | Due to COVID 19 restrictions, no statutory assessments took place in 2019-20 and 2020-21. There are high impact outcomes for relatively low-cost investment. See 2018-19 progress data. All staff members are  |

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|  | <p>accountable for pupil progress. Pupils have made significant gains when compared to other pupils nationally. Continue this effective programme for the current Year 6 pupils, especially in the current climate (COVID 19).</p> <p>A wealth of expertise is developing in the teaching of inference and mastery, which is starting to have a significant impact on pupil's learning and progress. Developing inference skills and mastery have been observed in lesson observations across the school, including the use of effective questioning. Teachers and teaching assistants have all received inference training. Additional intervention for identified pupils has supported pupil progress.</p> <p>Effective booster groups mean that pupils are starting to make significant gains in their self-confidence and approaches to learning and had a positive impact on end of year attainment and pupil progress. These groups now need to be implemented for newly identified pupils.</p> <p>Well trained staff effectively identify pupils' next steps of learning during lessons and marking of books. Additional intervention for pupils in Year 6 has supported pupil progress.</p> <p>Previous individual intervention programmes indicate that the attainment gap between pupils entitled to support from the Pupil Premium Funding and all other pupils nationally is diminishing. This programme now needs to be implemented for newly identified pupils.</p> <p>Most pupils are starting to make significant gains in their self-confidence and approaches to learning which has had a positive impact on end of year attainment and pupil progress.</p> |
| The social and emotional needs of pupils eligible for Pupil Premium are well supported in a timely manner. | <p>Achieved. Emotional needs continue to be well met and pupils demonstrate good attitudes towards their learning. Staff have strong social and emotional support strategies which means that staff are deployed effectively and well trained in supporting individual needs. This invaluable provision needs to continue as pupils change year groups so that new</p>  |

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|  | <p>skills or coping strategies learnt can be further developed, especially in the current climate (COVID 19).</p> <p>The Family Liaison Support Worker has provided invaluable support to identified families which has resulted in:</p> <ul style="list-style-type: none"> <li>• identified pupils are happy in school and engaged in their learning</li> <li>• relevant outside agencies have supported families.</li> </ul> <p>This needs to continue as needs arise. The emotional needs of newly identified pupils and families will continue to be supported in a timely manner. New professional development and training priorities are identified for staff. Families are supported in engaging with school provision and regular liaison means that targeted support is effective. Relationships between home and school are based on mutual trust and respect.</p> |
| Continue to monitor attendance for pupils eligible for Pupil Premium | <p>Due to COVID 19 restrictions, attendance does not need to be reported for 2020-21. Good relationships with parents/carers and regular liaison means that there is improved attendance for this group of pupils. Rapid response systems are in place to address poor attendance. Continue:</p> <ul style="list-style-type: none"> <li>• To liaise regularly with identified families with the School Attendance Officer to promote regular attendance at school.</li> <li>• To use rapid response systems that are in place to address poor attendance.</li> </ul>  |

DFE Pupil Premium template was used to complete this document.

Documents referred to supporting Pupil Premium strategy development:

- The EEF Guide to Pupil Premium;
- The EEF 'Big Picture';
- The EEF value for money interventions summary;
- 'Learning, not Labels' Improving Outcomes for Disadvantaged and Vulnerable Learners- Marc Rowland July 2020;
- Disadvantaged Strategy 2020-21 (Essex County Council and Marc Rowland).