



## Pupil Premium Strategy Statement

This statement details our school's use of Pupil Premium (and Recovery Premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines the school's 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 Robert Drake Primary School
Number of pupils in school	315
Proportion (%) of pupil premium eligible pupils	12%
Academic year/years that our current pupil premium strategy plan covers	2021-22 to 2024-25
Date this statement was published	July 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Miss Redpath Headteacher
Pupil Premium lead	Mrs Coe Deputy Headteacher
Governor / Trustee lead	Mrs Foster Governor

### Funding overview for 2022-23

Detail	Amount
Pupil premium funding allocation this academic year	£42,935
Recovery premium funding allocation this academic year	£3,915
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£46, 850

## Part A: Pupil Premium Strategy Plan

### Statement of intent

The objectives and key principles of The Robert Drake Primary School Pupil Premium strategy:

- All members of staff and governors are committed to having high aspirations and ambitions for all pupils ensuring that they achieve their full potential, regardless of any disadvantage;
- The curriculum is a curriculum of hope, building resilience in all pupils;
- Teaching is, and promotes, acts of sincere kindness, building the mental wealth of our young children and developing the necessary skills to succeed;
- Curriculum planning will ensure that all entitled pupils develop a deep understanding of acquired knowledge and a range of skills that will prepare them for future learning and the next stage of their education;
- The development of important attributes in pupils is key, in every aspect of school life, such as respect, honesty, kindness, tolerance, courtesy, resilience and self-efficacy;
- The school builds on positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults;
- Pupils are encouraged to believe that they can achieve goals, both academic and personal and are enabled to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy (belief about ability and capacity to accomplish a task or to deal with the challenges of life);
- The curriculum offers flexibility and, if specific needs arise, it is adapted in a timely manner (taking into account individual needs and contextual information including different backgrounds), removing any barriers to learning;
- The school aims to provide access to a variety of rich learning experiences through extra-curricular activities, themed events, educational visits and sporting activities.

The school's Pupil Premium Strategy will ensure that:

- The funding will be used to diminish the difference between the achievement of targeted pupils and their peers;
- No pupils are disadvantaged. All pupils will have access to key learning and vocabulary for all lessons;
- As far as its powers allow the school will use the additional funding to address any underlying inequalities between children eligible for the funding;
- The additional funding reaches the pupils who need it most and that it makes a significant impact on their education and lives;
- All staff are aware of entitled pupils, ensuring positive outcomes for all;
- Entitled pupils are treated equally and as favourably as others;
- The additional funding is used suitably to address the challenges faced by pupils entitled to recovery premium;
- Through effective use of this additional funding, the school is fully committed to ensuring that the individual needs of each entitled pupil are met;
- As a result of the additional funding, entitled pupils will make better progress and achieve higher standards in all areas of the curriculum, including individual personal development and emotional wellbeing.

The impact on educational attainment from expenditure of the 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 strategy is embedded in our whole-school ethos.

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).

### Challenges

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

Challenge number	Detail of challenge
1	Oral, language and listening skills. Pupils are starting school with lower level language skills and a more limited vocabulary which has a direct impact on the development of reading and writing skills. Attainment of a large proportion of children on entry to EYFS is characteristically below that which is typical of that expected for their age (consistent with other schools in the borough of Castle Point).
2	Personal, social and emotional development. Social and emotional issues which impact on concentration, motivation and resilience.
3	Basic skills in reading, writing and maths for identified pupils.
4	The attendance rate for pupils eligible for Pupil Premium is 92.99% which is below the national average. This reduces their school hours and causes them to fall behind.

### 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
Improve 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.	Assessments and observations indicate significantly 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. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
The social and emotional needs of identified pupils are well supported in a timely manner.	Identified pupils are observed to have improved concentration, motivation and resilience, thus resulting in rapid progress by the end of the year and meeting at least age related expectations. Improved behaviours for learning.

<p>Development of basic skills in reading, writing and maths for identified pupils. Develop knowledge and understanding of all key learning and vocabulary for identified pupils.</p>	<p>Identified pupils make rapid progress by the end of the year so that they meet at least age-related expectations in comparison to all other pupils nationally and those with the same starting points. Identified pupils 'know more and remember more' key learning and vocabulary.</p>
<p>Increase attendance rates for identified pupils.</p>	<p>Reduce the number of persistent absentees among pupils eligible for Pupil Premium. Overall Pupil Premium attendance improves and is above, or at least in line with, the national average for this group.</p>
<p>Continue to enhance parental engagement.</p>	<p>Parents continue to be supportive of, and engage with, every-day school life.</p>

## Activity in this Academic Year

This details how we intend to spend Pupil Premium funding (and Recovery Premium funding) **this academic year** to address the challenges listed above.

### Teaching

Budgeted cost: £18,891

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Rapid progress in reading, writing and maths (including a focus on language and listening skills) through high quality teaching and timely intervention.</p> <p>Continue with existing practice in school.</p> <p>Continue to refer to research as necessary.</p> <p>Aim for identified pupils to be working at the expected level and at least national average progress scores.</p> <p>Identified pupils make accelerated progress.</p>	<p>End of KS2 statutory assessments are above national averages in all areas.</p> <p>Staff make accurate baseline assessments to identify gaps which inform next steps of learning and 'assess, plan, do, review' cycle.</p> <p>Effective feedback to pupils during lessons.</p> <p>Teaching reading for fluency and inference skills, including mastery and extending the most able.</p> <p>There is strong evidence that strategies already implemented have high impact for low cost.</p> <p>Use of Education Endowment Foundation Teaching and Learning Toolkit- evidence shows that:</p> <ul style="list-style-type: none"> <li>• Effective feedback, meta-cognition and self-regulation and reading comprehension strategies have high impact for very low cost;</li> <li>• Reading comprehension strategies have moderate impact for low cost.</li> </ul>	<p>1, 2, 3</p>
<p>Phonics:</p> <p>Rapid progress in phonics (including a focus on listening skills) through high quality teaching and timely intervention.</p> <p>Continue with existing practice in school.</p> <p>Continue to refer to research as necessary.</p> <p>Identified pupils in Year 2 achieve the expected standard.</p> <p>Year 1 pupils achieve the expected standard.</p>	<p>End of Year Phonics Screening Check results (higher than national average). This means that there is strong evidence that strategies already implemented have high impact for low cost.</p>	<p>1, 2, 3</p>

Focus on language and vocabulary acquisition across the curriculum.	Pupils are well prepared for the next stage of their education from a range of different starting points.	1,2,3
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**Targeted academic support (for example, tutoring, one-to-one support structured interventions)**

Budgeted cost: £26, 175

Activity	Evidence that supports this approach	Challenge number(s) addressed
The social and emotional needs of pupils eligible for identified pupils are well supported in a timely manner.	Well trained staff, including Learning Mentors, effectively support the emotional needs of individual pupils. This valuable provision needs to continue as pupils change year groups and key stages so that new skills or coping strategies learnt can be further developed. Also, new skills can be developed in relation to a range of social settings.	1, 2, 4
Arrange counselling sessions for identified pupils with BATIC counsellor.	Feedback from families means that the emotional needs of newly identified pupils and families will continue to be supported in a timely manner. Pupils demonstrate improved behaviours for learning and are equipped to regulate their emotions.	2, 4
All pupils have access to educational visits which provide memorable and enjoyable experiences which enrich the curriculum.	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 provides pupils with the knowledge which enables them to widen their personal aspirations. Pupils have access to 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.	1, 2

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

Budgeted cost: £1,784

Activity	Evidence that supports this approach	Challenge number(s) addressed
All pupils have access to educational visits which provide	Previous educational visits, including year 6 residential trips, have enriched pupils' learning through a	1,2,3

<p>memorable and enjoyable experiences which enrich the curriculum. This includes the year 6 residential trip.</p>	<p>range of physical and curriculum-based visits which puts learning into context. Carefully planned educational visits for this year aim to provide a similar experience and enrich pupils' experiences in relation to cultural capital.</p>	
<p>Improved attendance for identified pupils.</p>	<p>Enhance provision already in place:</p> <ul style="list-style-type: none"> <li>• Liaise regularly with identified families with the School Attendance Officer to promote regular attendance at school.</li> <li>• Use rapid response systems that are in place to address poor attendance.</li> </ul>	<p>4</p>

**Total budgeted cost: £ 46, 850**

## **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.

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.

Although there have been no statutory end of key stage assessments since 2019, pupils eligible for Pupil Premium continue to perform, at least in line with or, above the national average figures.

Outcomes set for 2021-22 were met.

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.

Alongside high-quality teaching, a range of ongoing and timely intervention results in pupils knowing more and remembering more. This demonstrates that regularly reviewing and adapting the provision provided results in most identified pupils working at the expected level and fulfilling their potential and preparing them well for the next stage of education.

Linked to the outcomes set last year, there are high impact outcomes for relatively low-cost investment. See 2021-22 end of key stage statutory assessment information. All staff members are

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).

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.

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.

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.

Timely intervention means that the attainment gap between pupils entitled to support from the Pupil Premium Funding and all other pupils nationally is diminishing. This strategy now needs to continue and be implemented for newly identified pupils.

Staff observed improvements in the general wellbeing of identified pupils which demonstrates the impact of the in-school counselling service.

Overall attendance in 2021-22 for pupils eligible for Pupil Premium was lower than preceding years at 92.99% although this is still higher than the national average (DfE-state funded primary schools 90.9% on 7/7/2022). This is why attendance is a focus in the school's current plan.



### 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
None	

### Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	A Learning Mentor dedicated to the social and emotional wellbeing is available throughout the school day to problem solve for all pupils. Learning Mentors are aware of identified pupils and any support they may need as required.
What was the impact of that spending on service pupil premium eligible pupils?	Good value for money. Identified pupil/s working at age related expectations and making good progress. This also demonstrates positive behaviours for learning.

### **Further information (optional)**

From triangulation of a range of sources (including assessment, learning walks, book scrutiny, pupil, parent, staff and governor views, challenges faced by families), the Pupil Premium Strategy will be supplemented by additional activity that is not funded by this strategy. This includes:

- Utilising a DfE grant to train a mental health champion;
- Staff training for Trauma Perceptive Practice (TPP) and other identified areas of emotional wellbeing;
- Implementing a new phonics scheme (Monster Phonics);
- National Tutoring Programme (school-led tutoring);
- Continuing to develop expertise across all curriculum areas, taking into account Education Endowment Fund (EEF) research and subject associations.