

Drayton Green Primary School

Details of pupil premium grant spending

Activity	Spend
Teaching, CPD, recruitment and retention	£ 2,000
Targeted academic support (for example, tutoring, one-to-one support, structured interventions)	£150,000
Wider strategies related to attendance, behaviour, wellbeing	£20,000
Total Spend	£172,000

Funding overview with budgeted amounts

Detail	Amount
Pupil premium funding allocation this academic year	£157,890
Recovery premium funding allocation this academic year	£15,222
Pupil premium (and recovery premium*) funding carried forward from previous years	£0
Total budget for this academic year	£173112

Part A: Pupil premium strategy plan

Statement of intent

Challenges

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

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
For pupils who do not have a cognitive SEND need to reach age-related expectations in reading, writing and maths.	The percentage of pupils meeting age related expectations in reading, writing and maths will be in line with all others.
For pupils who do not have a cognitive SEND to meet the expectations for Year 1 & 2 phonics check.	All pupils eligible for PPG will pass their phonic screen.
For pupils who do not have a cognitive SEND to meet the expectation for Y4 multiplication check.	All pupils eligible for PPG will meet the expectations for the Year 4 multiplication check.
For all pupils to attend school regularly and on time, PA to reduce below and attendance to be in line with all pupils.	There will be a consistently sharp focus by teachers on the attendance and punctuality of disadvantaged pupils. Increase attendance of these pupils from to in line with all other pupils and punctuality will improve for all.
To increase the well-being of pupils to ensure that they are able to access all areas of school life with a level of contentment. To further increase well-being so that it supports a positive home life.	Access to ESCP (counselling, art therapy and play therapy) and work with Learning Mentor – communication sessions, Lego therapy.

To reduce the potential impact of socio economic gaps in experience by increasing cultural capital opportunities.	After school clubs to offer free/reduced cost places to those eligible for PPG. All pupils will take part in trips and visits Teachers to ensure that all pupils take on a position of leadership within the classroom or within the school.
---	--

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 2,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD for staff regarding behaviour steps	There is robust evidence to support that clear and highly structured approaches to behaviour supports pupil well-being and engagement.	3 & 4
CPD for staff regarding barriers to learning	Quality first teaching is the most effective method of ensuring progress. Teachers need support to ensure that they are skilled to remove barriers so that QFT can be delivered.	2, 3 & 4

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

Budgeted cost: £ 150,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
----------	--------------------------------------	-------------------------------

Interventions – Phonics	Phonics is the building blocks for reading and therefore for accessing the curriculum	1, 2 & 3
1:1 Support for Reading	Access to the curriculum is severely compromised if children are unable to read in line with their age	1, 2 & 3
Interventions – SEMH	Children who are overwhelmed by emotions that they are unable to manage are not able to access the curriculum.	1, 2, 3 & 4

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

Budgeted cost: £ 20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ealing Schools Counselling Partnership	Addressing children’s well-being challenges allows them to thrive.	1, 2, 3 & 4
Additional Support (financial for clubs and additional activities)	Well-being is improved by activity and engagement	5

Total budgeted cost: £172,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Our internal assessments during 2021/22 suggested that the performance of disadvantaged pupils is not in line with all other pupils. It is evident that school closure during the pandemic continues to have an impact on all our children and was most detrimental to our disadvantaged pupils. These pupils continue to be targeted through appropriate intervention. We continue to commit to the Ealing Schools Counselling Partnership, provide wellbeing support and targeted interventions set out in this plan.

Year 1 % Exp	Year 2 % Exp	Year 3 % Exp	Year 4 % Exp	Year 5 % Exp	Year 6 % Exp
Reading All 64%	Reading All 54%	Reading All 55%	Reading All 72%	Reading All 74%	Reading All 69%
Writing All 53%	Writing All 42%	Writing All 51%	Writing All 68%	Writing All 69%	Writing All 65%
Maths All 70%	Maths All 64%	Maths All 66%	Maths All 82%	Maths All 79%	Maths All 71%
Reading Dis 52%	Reading Dis 51%	Reading Dis 52%	Reading Dis 68%	Reading Dis 69%	Reading Dis 66%
Writing Dis 49%	Writing Dis 40%	Writing Dis 43%	Writing Dis 63%	Writing Dis 67%	Writing Dis 59%
Maths Dis 67%	Maths Dis 64%	Maths Dis 60%	Maths Dis 79%	Maths Dis 72%	Maths Dis 67%

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Art Therapy	Ealing Schools Counselling Partnership (supported by the John Lyons Trust)
Play Therapy	
Counselling	

