

## Pupil premium strategy statement

□ This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how spent the funding in this academic year and the effect the spending of pupil premium has within our school.

### School overview

Detail	Data
School name	Drayton Park School
Number of pupils in school	335
Proportion (%) of pupil premium eligible pupils	135/335 – 40%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024/2025
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Jen Swain
Pupil premium lead	Jen Swain
Governor / Trustee lead	Richard Lee

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£201,280 for academic year 2024 2025 Total £201,280
Recovery premium funding allocation this academic year	£0
Pupil premium funding brought forward from previous years (enter £0 if not applicable)	£1,876
<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	£201,280

## Part A: Pupil premium strategy plan

### Statement of intent

We strongly believe in giving children opportunities and experiences which will enable them to make good progress and enrich their lives. Drayton Park School's purpose is to create a stimulating, secure and caring environment that will provide a broad and balanced education of the highest quality for all. The targeted and strategic use of pupil premium will support us in achieving our vision.

At Drayton Park we recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We will allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged. A significant proportion of children receiving interventions or projects funded by the pupil premium will be made up of learners identified as disadvantaged. At Drayton Park we are committed to ensuring that all children reach their full potential.

Our key objectives are:

- Ensure that teaching and learning opportunities meet the needs of all of the pupils.
- Ensure appropriate provision is made for pupils who belong to vulnerable groups including SEND.
- Allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged. A significant proportion of children receiving interventions or projects funded by the pupil premium will be made up of learners eligible for FSM.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals including those that are identified as having the potential to reach above age-related expectations. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

### Challenges

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

Challenge number	Detail of challenge
1	Covid19 outbreak in 2020-21 meant that current pupils have had two disruptive and inconsistent school years which for many exacerbated existing concerns around disadvantage.
2	Many pupils have limited access to wider opportunities outside of school.
3	Many pupils at the school speak English as an additional language at home.

4	Many pupils live in homes where the adults have limited educational experiences themselves.
5	Attendance and punctuality
6	Mental and physical health

## 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
Children who have fallen behind during the Covid19 Outbreak will catch-up with lost learning to close the gaps in their attainment.	Identified children will make accelerated progress in the core subjects. Children previously working at age-related expectation will return to working at age-related expectation.
Children will benefit from subsidised trips and other learning opportunities which will broaden their life experiences (STEM focus).	Each phase will organise curriculum trips and experiences to support their topics on a regular basis. PP children attend these experiences and are subsidised to do so. A range of STEM clubs are offered by the school and places for PP children are funded and prioritised.
EAL children make progress in-line with their peers.	New vocabulary introduced each week within lessons which regularly revised. Additional support with language acquisition is provided through interventions. EAL pupils make at least expected progress between assessment points. <i>Specialist EAL assistants support focus children in lessons and through pre-teach sessions.</i>
Children that do not have educational support at home will make progress in line with their peers.	Identified children will make accelerated progress. Children previously working at age-related expectation will return to working at age-related expectation. Children will be given access to in-school homework clubs to enable them to be given support with completing homework to an acceptable level.
Attendance and punctuality remain above the threshold and key children are attending more regularly.	Attendance figures remain about 95%. Identified key children's attendance/punctuality improves.

<p>Support is provided for children experiencing difficulties related to their mental health.</p> <p>Children displaying high levels of mental health need are referred to the Mental Health Support Team who are currently running a pilot in Milton Keynes.</p>	<p>Attendance/punctuality improves for identified children.</p> <p>Attainment improves for identified children.</p> <p>Learning mentor involvement decreases.</p> <p>Children will be able to successfully manage their mental health after support from the Mental Health Support Team.</p>
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## 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: **£157,492**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional teachers to allow small class sizes <b>£143,151</b>	Progress data	1
Additional teaching assistants to support the teaching in each class and provide further interventions (including remote learning interventions) <b>£9,698</b>	Progress data Intervention data Attendance of remote learning interventions	1
Curriculum specialists including Spanish and Music <b>£4,643</b>	Progress data Attendance and skills of remote learning	1, 4
Contribution towards specialist EAL assistants to support focus children <b>£0</b>	Progress data	1, 3

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

Budgeted cost: **£0**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Structured interventions including EAL pre-teach Cost included above.	Progress data Intervention analysis	1, 4
Tutoring (40% contribution to school led tutoring grant)	Progress data Tutoring analysis	1, 5

<b>£0</b>		
RWI 1-1s Cost included above.	Progress data on RWI assessments Improved Phonics screening results	1, 3, 4

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

Budgeted cost: **£45,923**

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
Subsidised clubs and trips <b>£5,819</b>	Uptake on scheduled trips Pupil Interviews Experience shown through writing	2, 6
Contribution to extracurricular school clubs <b>£19,909</b>	Clubs attendance for pupil premium children Range of clubs that children are accessing	2, 6
Contribution to attendance and behaviour monitoring and support <b>£17,567</b>	Attendance data Behaviour data	5, 6
Milk provided for all KS1 children <b>£2,679</b>	Engagement in lessons Attainment and progress data	6

**Total budgeted cost: £ 203,415**

## 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 2024-2025 academic year.

- **Children who have fallen behind during the Covid19 Outbreak will catch-up with lost learning to close the gaps in their attainment.**

#### Headline Summary (PP vs Non-PP)

- PP progress strengthens significantly by Upper KS2, particularly in Reading and Maths, with Year 6 PP pupils matching or exceeding Non-PP outcomes.
- Early years and KS1 remain the weakest phase for PP, especially in Maths and Writing, where gaps are widest.
- Reading is the strongest subject for PP pupils overall, with several KS2 cohorts outperforming Non-PP.
- Writing shows the greatest inconsistency, with notable underperformance in Foundation and Year 4 PP.
- Key pressure points are Foundation, Year 3 Maths, and Year 4 Writing, where PP gaps widen.

#### Key Priorities

- Strengthen early intervention in Foundation and KS1.
- Target Year 3 Maths and Year 4 Writing for PP pupils.
- Sustain and scale effective KS2 strategies, particularly in Reading.

#### Maths:

Year Group	Cohort	PP (Expected progress)	PP (More than expected progress)	Cohort	Non – PP (Expected progress)	Non- PP GD (More than expected progress)
Foundation	8	25%	0%	36	78%	25%
Year 1	17	65%	12%	31	71%	13%
Year 2	23	65%	17%	23	65%	26%
Year 3	15	53%	7%	33	91%	12%
Year 4	26	77%	27%	24	96%	38%
Year 5	31	77%	23%	14	79%	36%
Year 6	20	85%	45%	28	86%	43%

#### Reading:

Year Group	Cohort	PP (Expected progress)	PP (More than expected progress)	Cohort	Non – PP (Expected progress)	Non- PP GD (More than expected progress)
Foundation	8	38%	13%	36	57%	6%
Year 1	17	41%	6%	31	65%	10%
Year 2	22	77%	23%	23	57%	13%
Year 3	15	80%	27%	33	85%	27%
Year 4	25	68%	12%	23	83%	30%
Year 5	31	81%	45%	14	79%	64%
Year 6	20	95%	55%	28	82%	39%

### Writing:

Year Group	Cohort	PP (Expected progress)	PP (More than expected progress)	Cohort	Non – PP (Expected progress)	Non- PP GD (More than expected progress)
Foundation	8	12%	0%	36	69%	14%
Year 1	17	71%	24%	31	45%	0%
Year 2	22	64%	36%	23	52%	9%
Year 3	16	69%	6%	32	81%	22%
Year 4	28	50%	4%	22	86%	9%
Year 5	31	71%	19%	14	71%	36%
Year 6	20	65%	45%	28	82%	61%

- **Children will benefit from subsidised trips and other learning opportunities which will broaden their life experiences (STEM focus).**

Children will benefit from subsidised trips and other learning opportunities which will broaden their life experiences (STEM focus).

	<b>Foundation</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>	<b>Whole School</b>
<b>Autumn</b>	Train Trip Christmas Crafts Autumn Walk Winter Walk Nativity Local Walk	Walk to Water Eaton Church to look at features Splats Circus Christmas Craft Carousel Local Walk	Walk to Water Eaton Church to look at features Splats Circus Christmas Craft Carousel	Roman Day Bulb planting	Roman Day Bulb planting	VR Workshop Police workshop Knife crime workshop (Hazard Alleyway) STEM festival Carol Concert	Christmas Cracked VR Workshop Police workshop Knife crime workshop (Hazard Alleyway) STEM festival Christmas Fayre Harvest Assembly Carol Concert	Children in Need Student Council elections, Young Writers competition (The Magical Map), Bridgebuilder assembly, Free Week, EYFS Nativity, Christmas Fayre Language Spotlight Care of chickens
<b>Spring</b>	Visits from 'People who help us' Planting Growing Caterpillars Spring Walk Little City	Florence day Author visit Storyteller visit	Florence day Author visit Storyteller visit	Indian Dance workshop Anglo Saxon day Author visit Chocolatier workshop	Indian Dance workshop Anglo Saxon day Author visit Chocolatier workshop	Stratford- Upon-Avon trip Easter cracked Parks Trust visit	Stratford- Upon-Avon trip Easter Fayre	Drayton's got talent Internet safety week Cultural Similarities Week Book Week Storytime evening Language Spotlight Chicken Care
<b>Summer</b>	Ice Cream Van visit Beach Trip Summer Walk Farm Trip Ice Cream Van visit Eggs hatching	Great Linford Walk Woburn Superheroes Day Warwick Castle Kings and Queens Day	Great Linford Walk Woburn Superheroes Day Warwick Castle Kings and Queens Day	TT Rockstar day Beach Trip	TT Rockstar day Beach Trip	Residential		Sports day, Y6 production, STEAM week, Healthy schools week, Summer Fayre Language Spotlight Care for Chickens



➤ **EAL children make progress in-line with their peers.**

The below table shows the attainment of EAL vs non-EAL children for 2024-2025.

	<b>EAL ARE+</b>	<b>Non-EAL ARE +</b>	<b>EAL GD</b>	<b>Non-EAL GD</b>
<b>Foundation</b>				
<b>Year 1</b>	M 50% R 38% W 35%	M 71% R 52% W 52%	M 8% R 4% W 0%	M 14% R 5% W 5%
<b>Year 2</b>	M 58% R 32% W 32%	M 52% R 54% W 35%	M 16% R 11% W 0%	M 11% R 12% W 12%
<b>Year 3</b>	M 60% R 60% W 40%	M 58% R 67% W 48%	M 7% R 20% W 13%	M 9% R 15% W 6%
<b>Year 4</b>	M 67% R 57% W 47%	M 69% R 56% W 40%	M 0% R 21% W 0%	M 9% R 24% W 3%
<b>Year 5</b>	M 71% R 71% W 64%	M 48% R 42% W 26%	M 21% R 43% W 14%	M 6% R 19% W 6%
<b>Year 6</b>	M 79% R 71% W 64%	M 82% R 76% W 71%	M 7% R 0% W 7%	M 12% R 21% W 15%

EAL pupils perform broadly in line with their peers or better. Trends vary slightly between year groups and subjects. Children who are not performing in line with peers are targeted through intervention and in class support.

Noticeable significant comparisons:

- Year 1 – Maths EAL ARE/+ - 58% vs non-EAL 85%
- Year 2 – Reading EAL ARE/+ - 43% vs non-EAL 66%
- Year 5 – EAL children significantly outperforming non-EAL.

➤ **Attendance and punctuality remain above the threshold and key children are attending more regularly.**

The attendance of disadvantaged pupils at Drayton Park 91.5% remains below that of non-disadvantaged peers (94%). This figure of 91.5% is 0.6% down on National Average.

When looking at the breakdown of year groups, the attendance of disadvantaged pupils is significantly below when compared to their non-disadvantaged peers in Reception (85.9% compared to 91.7%) and Year 3 (88.6% compared to 96.5%), marginally below in Year 2 (1.5% difference), Year 4 (2.8% difference) and Year 5 (3% difference) and in line in Year 1 and Year 6.

When looking at persistent absence, disadvantaged children stand at 27.1%, marginally above National Average (26.6%) but significantly above non-disadvantaged 17.6%. All of these families are being worked with closely by the learning mentors and attendance team.

➤ **Support is provided for children experiencing difficulties related to their mental health. Children displaying high levels of mental health need are referred to the Mental Health Support Team who are currently running a pilot in Milton Keynes.**

Three referrals were made to the Mental Health Support Team last year, all of which are children eligible for Pupil Premium. In school, we offer a range of mentoring programmes where required. A high proportion of pupils accessing these programmes are identified as disadvantaged. Support includes behaviour support groups, targeted mentoring, and other interventions designed to meet individual needs and promote positive outcomes.

## 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
Rocksteady	Rocksteady Music School

## 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?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

## Further information (optional)

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