

Pupil premium strategy statement

□ This statement details our school's use of pupil premium (and recovery premium for the 2025 to 2026 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	329
Proportion (%) of pupil premium eligible pupils	109/329 – 33%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025/2028
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Jen Swain
Pupil premium lead	Daniel Riggett-Roderick
Governor / Trustee lead	Karen Skegg

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£200,695
Recovery premium funding allocation this academic year	£0
Pupil premium funding brought forward from previous years (enter £0 if not applicable)	£0
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	£200,695

Part A: Pupil premium strategy plan

Statement of intent

“Every Child, Every Chance, Every Day”

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, living the core values of our school motto, “Every Child, Every Chance, Every Day.”

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 and children known to social services.
- 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.
- To ensure all disadvantaged pupils have equitable access to trips, clubs, and enrichment that widen experiences and strengthen cultural capital.
- To support the mental and physical health of disadvantaged pupils, ensuring they are resilient, emotionally well, and able to fully engage in learning and school life.

Challenges

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

Challenge number	Detail of challenge
1	The Covid-19 outbreak in 2020–21 resulted in two highly disrupted and inconsistent school years, which for many pupils exacerbated existing disadvantages. As a result, a significant number of children are entering school with underdeveloped PSED, communication and language needs, limited social skills, and overall reduced levels of school readiness.
2	Many pupils have limited access to opportunities outside school, including technology, clubs, and enrichment activities that enhance the wider curriculum, develop skills, and broaden experiences.
3	Many pupils live in homes where adults have limited educational experiences themselves, often leading to reduced time available for learning support, lower aspirations, and at times negative attitudes towards education.
4	Attendance and punctuality remain a concern, particularly as the number of children open to social care increases. Many families face complex challenges that make establishing consistent routines difficult, resulting in missed learning time and reduced readiness for the school day.
5	Mental and physical health continues to affect pupils' wellbeing, with reduced resilience in both children and parents impacting their ability to cope with challenges and sustain positive engagement in school.

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 started school but fallen behind will catch-up and close to the gaps in their attainment.	<p>Funding to be used to reduce class sizes, allowing for more targeted teaching and individual support for pupils.</p> <p>Identified children will make accelerated progress in the core subjects.</p> <p>Children previously working at age-related expectation will return to working at age-related expectation.</p>
Children will benefit from subsidised trips, a wider curriculum and other learning opportunities which will broaden their life experiences and their capital culture.	<p>Each phase will organise curriculum trips and experiences to support their topics on a regular basis.</p> <p>PP children attend these experiences and are subsidised to do so.</p> <p>A range of STEM clubs are offered by the school and places for PP children are funded and prioritised.</p> <p>Rocksteady provides disadvantaged pupils with access to music education, helping them build confidence, teamwork,</p>

	communication skills, and cultural experiences that support personal and academic development.
Children that do not have educational support at home will make progress in line with their peers.	<p>Identified children will make accelerated progress through support and interventions. Children previously working at age-related expectation will return to working at age-related expectation.</p> <p>Children will be given access to in-school homework clubs to enable them to be given support with completing homework to an acceptable level.</p>
All children are supported to make good progress, including those who are open to support from external agencies (e.g. CIN, LAC and pLAC)	<p>Pupils make at least expected progress in all curriculum areas, with gaps between disadvantaged and non-disadvantaged pupils closing.</p> <p>Children open to social care receive coordinated support from school and external agencies, with clear plans and outcomes monitored regularly.</p> <p>Pupils display improved confidence, communication, social skills, and a positive attitude to learning and school life.</p> <p>Families are actively engaged in supporting their child's learning, wellbeing, and access to opportunities, with guidance from school and external agencies where appropriate.</p>
Attendance and punctuality remain above the threshold, with key children attending on time and more regularly.	<p>Disadvantaged pupils' attendance is above the national average for disadvantaged and broadly in line with the school average.</p> <p>Identified key children's attendance/punctuality improves.</p> <p>Number of late attendances reduces.</p>
Support is provided for children—and their parents and families—experiencing difficulties related to mental health, with the intended outcome of improving wellbeing, resilience, and engagement in learning, while equipping families with strategies to support positive emotional health at home.	<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> <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>

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: **£193,813**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional teachers to allow small class sizes £98,748	Progress data	1
Additional teaching assistants to support the teaching in each class and provide further interventions (including remote learning interventions) £68,380	Progress data Intervention data	1, 3
Employment of a Learning Mentor to support the teaching in each class of children with behavioural, SEMH and concerns and worries. £26,685	Progress data Intervention data Attendance data	1, 3, 4, 5
Rocksteady £1,785	Progress data Attendance and skills developed Pupil voice	1, 2

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 pre-teach Cost included above.	Progress data Intervention analysis	1, 3
Attention Autism	Progress data Intervention analysis	1, 3
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: **£10,584**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Subsidised clubs and trips (£15 subsidy for every child, £45 for PP) £7,905	Uptake on scheduled trips Pupil Interviews Clubs attendance for pupil premium children Range of clubs that children are accessing	1, 2, 5
Contribution to attendance and behaviour monitoring and support £0 (Learning Mentor salary above)	Attendance data Behaviour data	5, 6
Milk provided for all KS1 children £2,679	Engagement in lessons Attainment and progress data	6

Total budgeted cost: £ 204,397

Allocated Budget: £200,695 (Shortfall covered in general budget)

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 2025-2026 academic year.

--

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

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)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.