

## 1. Summary information

<b>School</b>	Drake Primary School				
<b>Academic Year</b>	22/23	<b>Total PP budget</b>	£64,900	<b>Date of most recent PP Review</b>	July 2022
<b>Total number of pupils</b>	420	<b>Number of pupils eligible for PP</b>	70 (16%)	<b>Date for next internal review of this strategy</b>	December 2023

## 2. Current attainment – using school data July 2022

	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP (national average) Last year's data as none available for this year.</i>
EYFS		
<b>Reception pupils meeting GLD (9)</b>	44.4%	76.5%
KS1		
<b>% KS1 pupils achieving reading, writing and maths at the end of year 2 (7)</b>	28.6%	47.1%
<b>% All pupils at expected in reading year 1 (12)</b>	83%	79%
<b>% All pupils at expected in reading year 2</b>	57.1%	60.8%
KS2		
<b>% All pupils at expected in reading 3</b>	28%	50%

% All pupils at expected in reading 4	33%	73%
% All pupils at expected in reading 5	50%	80%
% All pupils at expected in reading 6	38%	70%
% KS2 pupils achieving reading, writing and maths at the end of year 6 children)	11%	31%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)					
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>					
A.	Developing a whole school reading curriculum including home reading				
B.	Increased engagement and challenge in reading				
C.	Resourcing for student who cannot yet read in the junior phase of primary				
D	Training for all staff in the planning, teaching and assessment of reading				
E	Supporting families to build a culture of enjoyment in reading from home from the earliest stages of life				
External barriers					
F	Covid 19 – reading at home suffered for those families who are disadvantaged				
G	Consistent attendance and punctuality.				
H	Financial challenges for schools and families				

I	Closure of NCC School Library Services						
<b>4. Desired outcomes</b>							
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>	<i>Progress – Review date: 18.11.22</i>	<i>Progress – Review date: 03.02.2023</i>	<i>Progress – Review date: 21.04.2023</i>	<i>Progress – Review date: 07.07.2023</i>	<i>Progress – Review date: 29.11.2023</i>
A.	All children will have home reading diaries to record home and school reading. Reading data will be collected termly and pupils reading ages will be assessed at least half termly or if a child is deemed to have made progress.	Outcomes in reading are in line with national expectations in all year groups. The Pastoral Team reviews Reading Diaries for students eligible for Pupil Premium weekly including the more able readers. Expectations are modelled by leaders. Evidence of reading at home included in work of Little Pirates children.	All PP children have diaries used in school and at home daily. Pastoral Team have worked with the English Lead to set clear non-negotiables for PP children in line with their reading attainment. We have seen improvement in all classes and best practice is shared from key year groups. English Lead has moderated all PP reading attainment levels to ensure	All PP children have diaries used consistently in school and at home daily. All classes are meeting non-negotiables for PP reading diaries consistently. Pastoral team have a rolling plan of monitoring to ensure consistency and share best practice. <b>RAG RATING</b>	PP children continue to have consistent use of their reading diaries at home and school. All classes continue to meet non negotiables for PP children and children under expected levels of attainment.  PP diaries are now monitored by our English Lead who reports back to Pastoral Team and SLT. <b>RAG RATING</b>	As in previous review. <b>RAG RATING</b>	As in previous review. <b>RAG RATING</b>

			that children are assessed accurately. RAG RATING				
B.	Children will spend more time reading for pleasure and be able to answer challenging questions. Children's reading logs and homework marked will show impact of reading.	Home reading diaries are bursting with the engagement of children and families reading at home. School library data base evidences the range and quantity of reading at home including children from Little Pirates.	<p>Little Pirates children are visiting the library every week. All PP children have a chosen library book as well as a levelled reading book.</p> <p>We have a new home reading scheme launched this term. All year groups have a reading café booked with parents in Autumn Term.</p> <p>RAG RATING</p>	<p>Due to a whole-school moderation undertaken by the English lead, every PP child is now on a levelled reading book.</p> <p>All children, including PP, have regular slots to visit the library.</p> <p>However, PP children are checking out new library books less in comparison to peers.</p> <p>We have an increase in PP children bringing books from home to share.</p>	<p>In addition to the findings at our last monitoring, a recent survey showed that over 75% of children in our setting are reading at least 5 times a week, including our vulnerable and PP children.</p> <p>Since the last report, more children are meeting and exceeding national expectations in Reading. We are now ready to assess all children through</p>		<p>The expectation for children reading for pleasure has grown from 5 times weekly to 7 times weekly, as decided by our Pupil Council. This expectation remains consistently high across the setting.</p> <p>All children are assessed through PM benchmarking at least 3 times yearly and identified quickly if expected progress is not made.</p>

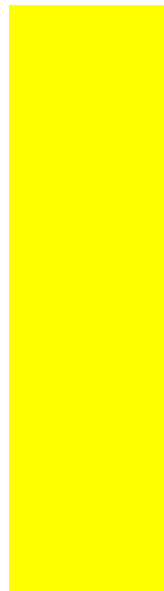
				RAG RATING	PM benchmarking to show the impact of increased reading. RAG RATING		RAG RATING
C.	Teachers are supported with their medium and long term planning by leading teacher based on key texts and passages. Planning reflects the training 'Talk for Reading' delivered by Pi Corbett's team for all staff. Teachers are released during PPA time to plan English lessons with support from leaders. Pupil feedback, lesson observations and book looks evidence improvements in attainment.	All teachers confidently follow detailed English sequences with a clear understanding of desired outcomes within the Drake English curriculum using Pi Corbett tools. Both classes in each year group have equity in learning experience. Book looks evidence increase in productivity, energy and quality of English learning. High quality class texts that link to the curriculum enhance learning and build a culture of reading for pleasure in each class. Rates of reading	All staff are now using the high quality class texts; some year groups have finished and are choosing books for enjoyment-set at the appropriate level, e.g. Year 4 are using Malamander and Year 6 are using 'Letters from the lighthouse' sequel. Book looks have shown an increase in quality and quantity. Teachers are fitting in more 'short burst'	All class teachers are now using and have received training in PM benchmarking. The data from this is reflected in their planning and wider assessment of all children. The teachers are now more analytical when assessing which informs next steps. Recent book looks show consistent practice across the school. All teachers are using high-	As mentioned in prior monitoring review. RAG RATING	As in previous review. RAG RATING	As in previous review. RAG RATING

		progress increase.	writing. All teachers are planning the whole teaching sequence before the start of the teaching sequence and are using the end outcomes to drive the sequence. RAG RATING	quality texts, sequences learning plans and all children and teachers are learning imitation texts, including Year 6. RAG RATING			
D.	Support Staff are fully trained in PM Benchmarking from all year groups, teaching of analytical programs improve reading ages for children who have not yet learnt to read in KS2. PM Benchmarking and NFER assessments will be undertaken as part of termly and half termly reviews.	'Whole school Reading Wall' reflects the ambition and commitment to ensuring all children can read at Drake. Students' progress is tracked and pupils supported with this whole school approach.	All staff have received PM benchmarking training. The SRB staff have received additional training on using PM as a teaching tool in addition to assessment. The reading wall is up and in use – see attached picture. RAG RATING	Increased use of PM benchmarking results used in planning and assessment. Teachers are beginning to report back to leaders using results from PM and NFER results. The reading wall ensures that reading for our most vulnerable pupils remains a focus. The Spring	Spring Term data showed a significant increase in children meeting and exceeding national expectations in reading. This is reflected in our reading wall – see attached picture. This means that there is increased focus on remaining children who are		PM Benchmarking and NFER assessments are used across the setting as part of termly and half termly reviews. PM Benchmarking has remained under the responsibility of class teachers although training to support staff has been cascaded as needed.

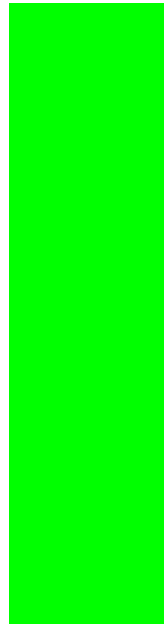
				term update has shown some moment for some children and will be refreshed again after the February half term to reflect the latest data results. RAG RATING	not yet meeting national expectations in reading. RAG RATING		RAG RATING
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Spring Term:



Summer Term:





## 5. Planned expenditure

Academic year

2022-23

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

### i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Children will have access to an English curriculum that reflects the children's starting points and is still aspirational. A completed curriculum map showing progression for children in Autumn and Spring terms and Summer term reflects high ambitions for reading levels in all year groups	Staff phase team meetings looking at Curriculum expectations Assessment training Progression maps Reading volunteers  English Subject leaders compiling progression maps and building sequences for all year groups.	Studies prove that exposure to high level texts impacts positively on student reading levels. Students who listen to high level texts will also make progress in their own reading. Contextualised fiction will link learning and reading for pleasure, this will enhance comprehension and retention.	<ul style="list-style-type: none"><li>· Phase team meeting notes/ observations</li><li>· Planning documents</li><li>· Children's books/ work</li><li>· Subject leader action plans</li><li>· Engagement of all children</li><li>· Assessment and QLA being utilised to inform planning and groupings.</li></ul>	English Lead/Deputy Head	Half Termly.

Children will spend more time reading for pleasure and be able to answer challenging questions. Children's reading logs and homework marked will show impact of reading on their knowledge and other transferrable skills.	<p>Increasing the number of books available to the children. Ensuring guided reading sessions are taking place throughout the school. English Lead to ensure all staff are confident with whole class guided reading sessions.</p> <p>Training for all staff in how to use PM Benchmarking tools as a scaffold for feedback in reading diaries Reception families will receive guidance and training as part of home visits.</p>	<p>More books available in the class rooms from a range of sources to ensure they are age appropriate. Planning for guided reading sessions showing progression of key skills. Guidance provided for families as to how to use the reading diaries Class cafes will have a reading focus to support successful reading at home. Research shows that children who start reception having read 5000 books do well at school.</p>	<ul style="list-style-type: none"> <li>Books will be going home,</li> <li>Reading diaries will show how often children get new books</li> </ul> <p>Feedback provided to all teachers and support staff as to how to feedback to families Teachers and support staff will use PM Benchmark guidance tool to report to parents following listening to children read.</p>	<p>Pastoral Team</p> <p>Deputy SM</p>	weekly
<p style="text-align: right;"><b>Total budgeted cost</b>  <b>Non Class Based English Lead £59000</b>  <b>Talk for Writing Training £1831</b></p>					£60831
<b>ii. Targeted support –</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>

Pupils who are not able to fluently decode using synthetic phonic approach use an analytical phonic approach	A new program of support SNIP used across the whole junior phase for students who have been identified using PM Benchmarking and are not yet fluently decoding	If students cannot fluently decode they will struggle to develop comprehension of texts at their year group level. As with synthetic phonics day structured, short sessions using a detailed program of strategies based on Reading Recovery tools, will be successful	Each group lead will use consistent materials and all students will be assessed prior to the session so will be grouped according to reading age, this means students will access the same materials. Groups will be monitored by teachers and leaders. Student data will be displayed on the whole school reading wall. Lead LSA to coordinate group leads. English lead and SENDco to train.	English lead/ SENDCo	Weekly/ half termly/ termly
Teacher planning support, team teaching and pupil engagement input from specialist English lead	Planning tools reviewed, model/rehearse/quality assure	Teachers have not received significant training of reading beyond synthetic phonics for many years. Early Career Teachers have trained during the pandemic and have missed key training	Close monitoring of English books and home reading records. Regular diagnostic reading assessments and lesson observations. Termly English data review. Gap analysis from English NFER assessments. Senior Leadership team agendas are mapped out over the year to ensure regular monitoring by SLT and English lead.	SLT	Weekly/Termly/drop ins ( see operational overview
<b>Total budgeted cost</b> <b>Reading Diaries £350</b> <b>PM Benchmarking Kit £690</b> <b>Home reading scheme £4192</b> <b>NFER £836</b> <b>SNIP £15417</b>					£21485

## 6. Review of expenditure

Previous Academic Year		2021-2022		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Children will become more confident in their abilities and develop greater resilience. Behaviour for learning improves and negative behaviours decrease.	Training of teachers by Shirley Clarke looking at ways of learning and structuring classroom strategies.	There had been a marked increase in the number of teachers using a range of Shirley Clarke strategies. These were seen during lesson observations and classroom drop ins. Some of the children were talking about the different learning powers they had been introduced to.	This had a positive impact on children’s engagement in lessons. During the partial lockdown on school these strategies were not in place due to remote/online learning and therefore needed to be re-established on the return to school. The biggest challenges were faced by the families with the greatest barriers data shows that the year one student did best in reading and that this targeted approach impacted on all areas of the curriculum. The school did not have the capacity to fully launch Learning Powers and this work will continue 2022-2023.	£37000
Children will spend more time reading for pleasure.	Increase the use of the library.	Children were visiting the school library on a weekly basis. Books were being signed out and back in regularly.	Children enjoyed using the library More books covering a greater range will be needed to continue with interest levels of the children. However not all classes were able to use the library due to Covid 19 restrictions during the autumn and spring term.	
A curriculum that will encourage children to love learning, build on previous knowledge and enjoy coming to school.	Purchasing and monitoring the use of Cornerstones/ Maestro	This had been started well and the children were beginning to develop their knowledge. Attendance of children was up (See attendance later) Corner stones helped teacher who were new to a year group or subject area.	Teachers are beginning to take greater ownership of their curriculum. We continue to develop the Drake Curriculum from this tool. New high level texts were reviewed by Pi Corbetts team, most remain in the curriculum – year 3 texts had 2 changes to reflect the higher expectations of the new Drake curriculum. However the new Pi Corbett talk for reading/writing program includes shorter texts in addition to class texts ensuring all students have access to high level texts in all lessons.	

ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
LAC children to have appropriate provision for learning needs.	Assessments from Educational Psychologist looking at the gaps and approaches to learning.	2 or the 3 LAC children had an EP report which supported both the teachers and families with how the children approach learning.	Improved monitoring of pupils who are currently or have historically been looked after. This group continues to have too many students who are not yet confident readers. They will be a real focus in 2022-2023	£6000

7. Additional detail
Total cost of program of support is £82316, we expected an increase in numbers of pupil premium students including those students who have come from Ukraine. Whilst this plan focuses on pupil premium students this plan is part of a whole school drive to ensure all children love reading.