

Pupil Premium Strategy Statement - Drayton Park School

School overview

Detail	Data
Number of pupils in school	255 (Reception to Year 6)
Proportion (%) of pupil premium eligible pupils	31%
Academic years that our current pupil premium strategy plan covers:	2025-2028
Date this statement was published	31st December, 2025
Date on which it will be reviewed	30th November, 2026
Statement authorised by	Annabelle Kapoor - Headteacher
Pupil premium lead	Ian Morgan - Deputy Headteacher
Governor / Trustee lead	Katie Sperring

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£118,170
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£118,170

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas, while accessing a rich and varied curriculum. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including strong progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not. Although the pupil premium strategy is not specifically intended to support special educational needs and disabilities (SEND), our school data shows a high correlation between those eligible for pupil premium and those with SEND, with 30% of pupil premium eligible pupils being on the SEND register. Of our children with an Education Health Care Plan (EHCP), 71% are eligible for pupil premium.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy will continue to consider where additional support is required for pupils whose education and wellbeing were impacted by the COVID-19 pandemic, notably through tutoring for pupils whose education has been worst affected.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- track data closely to identify gaps and patterns in underachievement
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.
- promote ambition and aspiration in pupils, giving them opportunities to develop broad and varied skills to prepare them well for their future education and careers.

Challenges

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

Challenge number	Detail of challenge
1	<ul style="list-style-type: none">• Language Skills: Assessments, observations and discussions with pupils and parents indicate underdeveloped oral language skills and vocabulary gaps among a number of disadvantaged pupils. These are evident throughout our school. This challenge represents both underdeveloped language skills generally and limited exposure to English for pupils with English as an additional language (EAL).

2	<ul style="list-style-type: none"> ● Special Educational Needs and Disabilities (SEND): We have identified a strong correlation between pupil premium and SEND at our school. 30% of pupils eligible for pupil premium are identified on our SEND register. 71% of pupils with an EHCP are eligible for pupil premium.
3	<ul style="list-style-type: none"> ● Personal, social and emotional development: Observations and discussions with pupils and parents suggest that disadvantaged pupils have access to fewer life experiences that may support their personal and social development. These wider enrichment activities include sports, drama, art and social clubs, holiday camps, opportunities to read and write with an adult, opportunities to practise oracy, presentation and performance and visits to cultural institutions or into nature.
4	<ul style="list-style-type: none"> ● Attendance: Our current data shows that 52% of disadvantaged pupils at our school are persistently absent. Current attendance for pupil premium pupils is 92.8% compared to 96.3% for non-PP pupils. Low school attendance correlates with lower progress and attainment.

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. Our current performance against these outcomes is set out in Part B below.

Intended outcome	Success criteria
Improved vocabulary, oracy and language skills among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language. This is also evident in pupils' engagement in lessons, book scrutiny and progress in reading and writing.
Improved progress and outcomes for disadvantaged pupils, through inclusive teaching to benefit those with SEND.	<p>For all pupils:</p> <ul style="list-style-type: none"> ● Outcomes in EYFS CL&L at the end of Reception are in line with national averages. ● Outcomes in Phonics are in line with national averages. ● Outcomes in KS2 SATS in reading, writing and maths are above national averages. <p>Outcomes for disadvantaged pupils are stronger than national averages.</p> <p>Progress is strong for all children, including those who are disadvantaged and those with SEND.</p>
Ensure pupils develop the key personal, social and emotional skills, to enable them to achieve in Secondary School and beyond.	<p>Increased opportunities for disadvantaged pupils to access enriching activities, such as:</p> <ul style="list-style-type: none"> ● Clubs and competitions ● Trips, workshops, shows and cultural landmarks and events ● Drama and sports opportunities and specialist teaching ● Performance and presentation opportunities ● Access to expert talks, immersive activities and new experiences.

Improved attendance for disadvantaged pupils, to increase their access to learning, confidence, social relationships, and general engagement in school.

To reduce the gap in attendance between pupil premium and non pupil premium, and to reduce the incidence of persistent absenteeism amongst disadvantaged pupils.

Activity in this academic year

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

Teaching:

Budgeted cost: £80,000

Activity	Evidence that supports this approach	Challenges addressed
<p>Senior Leadership Team to lead whole-school professional development programme, including:</p> <ul style="list-style-type: none"> • Raising expectations for all pupils • Working memory • Metacognition • Adaptive teaching <p>This includes teacher training sessions</p>	<p>Effective Professional Development EEF used to develop our own internal PD programme.</p> <p>Supporting working memory in the primary classroom EEF</p> <p>Metacognition and self-regulated learning EEF</p> <p>Five a day: supporting high-quality teaching for pupils with SEND EEF</p>	1, 2
<p>Phase Leader release time dedicated to:</p> <ul style="list-style-type: none"> • Developing teaching practice • Scrutiny of data, pupil work and gap analysis of learning • Development of diagnostic assessments. 	<p>Phase leaders are given time out of class to support the teachers they line manage. This time allows them to monitor progress and identify and address needs and gaps in learning. They can support each teacher with their areas for development.</p> <p>They also spend time developing diagnostic assessments that are used in teaching across their phase.</p> <p>Diagnostic assessment EEF</p>	1, 2
<p>Joint Practice Development: this is a programme of sharing best practice and peer-to-peer development amongst teachers, rooted in joint exploration of research findings.</p>	<p>This programme gives teachers space to delve into research studies, using findings and examples to inform their own practice. They work collaboratively with a colleague to implement and review new approaches in the classroom.</p>	1, 2
<p>Purchase of a DfE validated Systematic Synthetic Phonics programme (Read Write Inc) to secure stronger phonics teaching for all pupils.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils:</p> <p>Phonics Teaching and Learning Toolkit EEF</p>	1, 2
<p>Oracy 3-year action plan carried out by the Deputy Head and Literacy Lead.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom</p>	1, 2, 3

	discussion, are inexpensive to implement with high impacts on reading: Oral language interventions Teaching and Learning Toolkit EEF	
Additional planning time devoted to deeply enriching the curriculum to include opportunities that build personal, social and emotional skills and increase pupil engagement.	There is evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): Improving Social and Emotional Learning in Primary Schools EEF	1, 2, 3, 4

Targeted academic support:

Budgeted cost: £20,000

Activity	Evidence that supports this approach	Challenges addressed
Small group tutoring, outside normal school hours, in English and maths, for Y6 and Y5 pupils. Note: this is part funded by the Richard Reeve's Foundation.	Research shows that tutoring is an effective tool to support learning and accelerate pupil progress. One to one tuition Teaching and Learning Toolkit EEF Small group tuition Teaching and Learning Toolkit EEF	1, 2
Intervention programmes in EYFS and KS1, including: <ul style="list-style-type: none"> • Phonics catch-up. • Speech and Language support Phonics intervention in Years 3-5 - a catch-up programme to support reading. Nessy programme for early readers in KS2.	Research shows that phonics interventions have a good impact on pupil outcomes. Phonics Teaching and Learning Toolkit EEF Nessy impact studies	1, 2

Wider strategies:

Budgeted cost: £20,000

Activity	Evidence that supports this approach	Challenges addressed
Curriculum re-design to systematically and progressively build in social and emotional learning, as well as enrichment activities to bring learning topics to life.	Improving social and emotional learning in primary schools EEF	3, 4

	Teaching and Learning Toolkit - Social and Emotional Learning EEF	
Ongoing teaching of the Zones of Regulation, a scheme of work to teach children self-regulation and emotional control skills.	Research demonstrates the importance of teaching learning behaviours alongside managing misbehaviour, as well as the importance of encouraging pupils to be self-reflective of their own behaviours.	3
Continued development of play at lunchtimes. We work with the organisation OPAL to train staff and develop an enhanced play experience for all pupils.	Research demonstrates the positive impact of self-organised play on physical health; prosocial behaviour and the development of social and emotional skills; better problem-solving skills, self-regulation and self-confidence; as well as reduced stress.	3
Employment of a Child and Family Support Worker. This post is part-funded by the Richard Reeve's Foundation. The postholder provides an essential early help service to disadvantaged families.	Termly impact reporting to the Richard Reeves Foundation demonstrates ongoing positive impact on disadvantaged families and pupils, including improved attendance and engagement.	3, 4
Emotional Literacy Support Assistants: we have trained two members of staff as ELSAs	Research demonstrates a positive impact on children's personal development and emotional regulation in school.	3, 4
Concessionary or funded places are offered in a range of extra-curricular activities including after-school clubs and musical instrument lessons. Drama and sports specialist teaching is provided for most year groups.	As research demonstrates, inclusion in extra-curricular activities and the opportunity to develop personal talents and interests are an important part of education. Teaching and Learning Toolkit - Arts Participation EEF	3, 4

Total budgeted cost: £120,000

Part B: Review of outcomes in the previous academic year

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

The data demonstrated that 82% of our disadvantaged pupils met the expected standard in reading, writing and maths at the end of Year 6, exceeding the local and national percentages for non-disadvantaged pupils (Islington 79%; England 69%).

The data demonstrates a strong impact on progress for disadvantaged pupils in our school and a high ambition for their attainment. The progress and strong end of KS2 outcomes are supported by the actions we put in place as part of our pupil premium strategy. Improvements to our curriculum and to teaching across the school are likely to be leading causes as these have a daily and sustained impact on pupil learning.