# Dryden School Pupil premium strategy statement (the figures include a review of last year’s spend and we predict next year will be largely similar to this year with slight variation on the projects chosen to spend PP money on).

## School overview

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| **Metric** | **Data** |
|  School name | Dryden School |
| Pupils in school | 70 |
| Proportion of disadvantaged pupils (FSM) | 26 |
| Pupil premium allocation this academic year | £24835 |
| Academic year or years covered by statement | 2024 - 2025 |
| Publish date | September 2024 |
| Review date | March 2025 |
| Statement authorised by | Elizabeth Johnson |
| Pupil premium lead | Elizabeth Johnson |
| Governor Lead | Sharon Redhead |

## Disadvantaged pupil barriers to success

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| SEND SLD |
| Distance from School being able to access after school clubs |
| Lack of transport for some parents or parents having to pick up other siblings after school so the pupils cannot attend after school club |
| Anxiety/Autism some pupils adversely affected by not being able to access social opportunities |

## Strategy aims for disadvantaged pupils - academic achievement

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| **Aim** | **Evidence of impact** | **Target date**  |
| To improve functional literacy of pupils attracting PP | Functional Literacy scores/Phonics scores | December ‘24/Summer ‘25 |
| To Improve Reading at home especially amongst PP families | Evidence through dojo and reading record | Looked at termly |
| To improve number agility in Maths of pupils attracting PP | Evidence on Earwig of progress from baseline of at least 7% for learners on IVY and higher pathways. Pre-formal learners to show progress using EHCP targets, and levels of engagement. | December ‘24/Summer ‘25 |
| Post 16 PP pupils make at least good progress in independence according to post 16 framework | Challenging personal targets in EHCP; evidence in ASDAN Employability and Independence pathways; evidence on Earwig | December ’24/Summer ‘25 |
| Evidence of pupils accessing meaningful Work based opportunities | Real life opportunities out of school  | By Summer 2025 |
| Improved emotional literacy and self-confidence | Improved ability to express emotions in a meaningful way rather than through dysregulated behaviour especially among PP pupils | Monitored when drama work begins. |

## Strategy aims for disadvantaged pupils – wider outcomes (e.g. independence)

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| **Measure** | **Activity** |
| After School club (starting 1st half term Autumn ‘24) | Increased staffing to cover additional hours to provide activities which increase independence and social engagement. |
| Interventions to build resilience | Access to School Counsellor where appropriate/taking part in Thrive activities. Special assemblies and increased emphasis on mindfulness, massage and active kids for pupil well-being; HG increase to 4 days family liaison work; attend meetings; initiate TAFs; monitor attendance with SLT and keep in touch with parents/carers and encourage school engagement – additional checks regarding both LAC and Pupil Premium students. |
| Social Clubs on Friday afternoons  |  |
| Additional staffing to enable enriched work experience opportunities | Member of staff to accompany and support pupils who in quality work experience placements |
| Access to enrichment activities which underpin positive mental health and well-being  |  – Music therapist Chris; Alison Buist Art Therapist; Dean Moulding specialist music provision; Karate in Autumn term; NUFC training in school; Durham Table Cricket; Rugby All Stars; Esther Pearson Drama Workshop; theatre visits Christmas; Easter Holiday Club (HAF) – if funding available. |
| Barriers to learning these priorities address | Lack of access to the community. Difficulties of engagement for some pupils out of school due to high support needs and transport difficulties; lack of opportunities outside school; some pupils will not happily access holiday clubs because of their anxieties. For this reason I have tried to combine additional and enriching activities around the school timetable in school time. |
| Projected spending  | Counsellor with Kalmer Counselling- £5857; Rugby All Stars £200; NUFC Coaching £250; Durham Cricket 180; Newburn Bike hire £150 (X 4); Timba Dash theatre (also through School Led Tutoring Fund £3000; Karate £600 per term; Art Therapist Alison Buist (now teaching in Dryden so no additional cost) additional music workshops to support theme weeks £350X2; Nordoff Robins music therapist £9,000 annually (2024-2025); Kalmer Counselling School Therapist one half day a week, £6000; Dean Moulding: £75 per session; Christmas event visit approximately £200; Esther Pearson – cost to be finalised. |

## Teaching priorities for current academic year

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| **Aim** | **Evidence of impact** | **Target date**  |
| Better success rate in PP group of Functional Sight Reading; also for pupils on semi-formal curriculum – increased engagement according to the Engagement Profile.  | Regular testing – evidence on Earwig | Termly progress tracked |
|  Increased results and progress seen in number work (including number recognition, addition and functional skills for example) – (staff training (costing to be confirmed) | Reviewed on Earwig – evidence collated against non-PP pupils to check progress between 2 groups. | Termly progress. |
| Pupils making at least good progress towards targets of independence in Preparation for Adulthood | Post 16 progression framework. | March ‘25 (Tracked termly.) |

## Targeted academic support for current academic year

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| **Measure** | **Activity** |
| Priority 1: increased learning in functional sight words | Extra TA/HLTA in support in some classes to support learning (and work experience opportunities) for all but especially PP pupils; (estimate £8000+) |
| Priority 2: increased agility in number work | As above |
| Barriers to learning these priorities address | Lack of 1:1 staffing in some classes |
| Projected spending | £8000 |

## Wider strategies for current academic year

| **Measure** | **Activity** |
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| Priority 1 | Monitor standards and maintain progress (post pandemic) especially of Pupil Premium and LAC pupils |
| Priority 2 | Ensure mental health and well-being of all pupils (especially and including PP pupils) post pandemic.Monitor pupils’ behaviour and well-being during cost of living crisis. |
| Barriers to learning these priorities address | Cost of living crisis – (changes in family circumstances; very high energy bills; lack of opportunities in the community; lack of parental engagement face to face because our families may live a long way away - may potentially impact in a greater way for families already disadvantaged). We know some of our families continue accessing FSM vouchers in holidays who were PP pupils. Some families may also take food parcels organised by school. A significant number of our families may well be suffering now and potentially into the winter because of increased cost of living. LAC and pupil premium children may have fewer social opportunities; some of the outside clubs etc need transport and some of our families do not have a car and buses are too difficult to access for some parents.  |
| Projected spendingTotal PP amount = £26475 (+drama spend as yet unknown) +approx. £8000 staffing (mainly MSA’s to support TA’s and teachers in delivering an enriched curriculum  |  |

## Monitoring and implementation

| **Area** | **Challenge** | **Mitigating action** |
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| Teaching | Ensuring progress of Pupil Premium Pupils through Earwig | Providing enough time to teaching to monitor progress and do effective individualised planningUsing additional teaching assistants across all Key Stages for specific intervention work eg. number and reading |
| Targeted support | Ensure enough time given to T&L priority and looking after mental health needs of pupils. | Additional TA support in some classes (over and above original budget). HG now 3 days family liaison  |
| Wider strategies |  Lack of social opportunities – fewer social opportunities because of cost of living | Continued School projects and enrichment opportunities eg trips into community and residential opportunity. |

## Review: last year’s aims and outcomes

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| **Summary of PPG spend 2023/24** |
| **Objectives in spending PPG:** 1. Weekly sessions with the Music Therapist (Nordoff Robins)**Expected outcomes:** Creative expression, confidence building, independence, communication, group work.2. Karate**Expected outcomes**: Skill building; self-esteem; communication skills3. Arts week/educational Visits**Expected outcomes:** increased knowledge of world culture, creative opportunities, performance involvement, confidence building4. After school Club Staffing**Expected outcomes**Enhanced social opportunities, increased confidence and development of self-esteem |
| **School Led Tutoring**Because of the nature of our pupils- additional external tutoring would not necessarily be of value but school has bought into Timba Dash Theatre Company to increase engagement and communication – curriculum aims which promote EHCP targets. School led tutoring funding has now finished. |

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| **Tracking Autumn 2024/ Spring 2025/Summer 2025** |
| **Objective 1**Weekly sessions with the Music Therapist (Nordoff Robins) (Also SLA with Music Service increased to 2 hours particularly with Class 5 and sensory autism – both group and individual work) Also exciting additional work with 2 of our students who are showing a particular skill on the keyboard – one student in particular shows exceptional musical talent given the level of his autism and learning disability.**Expected outcomes:** Creative expression, confidence building, independence, communication; group work**Autumn term 24:** **Spring term 25:**.**Summer term 25:** **Objective 2**Karate professional coaching, NUFC, Table Cricket Coaching, Rugby Coaching.**Expected outcomes**: Students will gain skills and confidence in the moves they learn and achievement through the coloured belts they are working towards. **Autumn term 24 :** **Spring term 25:** **Summer term 25:** **Objective 3** Kalmer Counsellor weekly sessions. These continue to be very successful, especially benefiting the wider families as well as pupils – working with some very vulnerable pupils who benefit greatly from her skills – different approaches and strategies for different children. Tracy has now replaced Ella Evans and is working therapeutically with some of our new pupils helping them settle after their transition to Dryden School. We are also paying for an additional hour weekly where the counsellor is working with parents who have really benefited from individual time for themselves.**Objective 4**After School Club – staffing**Expected outcomes:** enhanced social opportunities, increased confidence and development of self-esteem.Activities include a sports club incorporating team games and a youth club style. There is a very good up take of places with a rota of pupils each term (19 so far).**Autumn term 24:** After School Club started Week 4 into term**Spring term 25:** **Summer term 25:** **Objective 5**Enhanced music project with Dean Moulding especially targeted with more pupils with more complex needs**Autumn term 24:** **Spring term 24:** **Summer term 24:** **Objective 6**Esther Pearson Drama Project especially to help vulnerable pupils with self-confidence and expressing their emotions**Autumn term 24:** **Spring term 25:** **Summer term 25:**  |