

## Pupil premium strategy statement

### School overview

Metric	Data
School name	Dryden School
Pupils in school	49
Proportion of disadvantaged pupils (FSM)	18
Pupil premium allocation this academic year	
Academic year or years covered by statement	2020 - 2021
Publish date	June 2021
Review date	September 2021
Statement authorised by	Elizabeth Johnson
Pupil premium lead	Elizabeth Johnson
Governor lead	

### Disadvantaged pupil barriers to success

SEND SLD
Distance from School being able to access after school clubs
Covid 19 Pandemic – interruption to learning – difficulty in accessing remote learning

### Strategy aims for disadvantaged pupils - academic achievement

Aim	Evidence of impact	Target date
To improve functional literacy of pupils attracting PP	Functional Literacy scores	December '21/Summer '22
To improve number agility in Maths of pupils attracting PP	Evidence on Earwig of	December '21/Summer '22
Post 16 PP pupils make at least good progress in independence according to post 16 framework	Challenging personal targets; Evidence on Earwig	December'21/Summer '22

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

Measure	Activity
After School club (when Risk Assessment allows)	Increased staffing to cover additional hours to provide activities which increase independence and social engagement.
Interventions to build resilience especially post Covid	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.
Access to enrichment activities which underpin positive mental health and well-being	Chris Minnis – Music therapist; Alison Buist Art Therapist; Singing Hands performance; other arts performances; NUFC training in school; Durham Table Cricket; Rugby All Stars; Living Eggs (hatching eggs to chicks)
Barriers to learning these priorities address	Lack of access to the community. Covid restrictions (eg. Classes in bubbles etc).
Projected spending	Chris Minnis - £8499; Ella Evans (Counsellor with Kalmer Counselling- £4095 (part year); Rugby All Stars £200; Living Eggs £250

### Teaching priorities for current academic year

Aim	Evidence of impact	Target date
Better success rate in PP group of Functional Sight Reading	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)	Reviewed on Earwig – evidence collated against non-PP pupils to check progress between 2 groups.	Termly progress.

<p>Pupils still making good progress towards targets of independence in Preparation for Adulthood in spite of decreased opportunities in the community for example or being able to mix with students across school eg. In café environment.</p>	<p>Post 16 progression framework.</p>	<p>Summer '21 (Tracked termly).</p>
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### Targeted academic support for current academic year

Measure	Activity
Priority 1: increased learning in functional sight words	Extra TA in support in some classes to support learning for all but especially PP pupils (£3685)
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	

### Wider strategies for current academic year

Measure	Activity
Priority 1	Monitor standards and maintain progress pre pandemic and build on prior learning
Priority 2	Ensure mental health and well-being of all pupils (especially and including PP pupils) through pandemic.

<p>Barriers to learning these priorities address</p>	<p>Covid pandemic (lack of social engagement in the usual way across school; lack of opportunities in the community; no parental engagement face to face - all of these may potentially impact in a greater way for families already disadvantaged). We know some of our families were accessing FSM vouchers in holidays who were PP pupils. Some families may also have been using food banks. Some families had parents working at home and some were furloughed on potentially less money which may have impacted on the children. LAC children had fewer social opportunities.</p>
<p>Projected spending Total PP amount = £16,685</p>	

### Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	Ensuring progress is robust in a very disruptive year.	<p>Providing enough time to teaching to monitor progress and do effective individualised planning</p> <p>Using additional teaching (SH) in KS4 for some catch up work</p>
Targeted support	Ensure enough time given to T&L priority given Recovery Curriculum and looking after mental health needs of children and also time needed just to get them back into a school routine.	Additional TA support in some classes (over and above original budget)

Wider strategies	Limited actions (eg cannot do some planned activities such as horse riding)	As many in school projects (Zoolab, Living Chicks, sport projects as can be safely delivered to enhance curriculum)
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**Review: last year's aims and outcomes**

<p><b>Summary of PPG spend 2019/20</b></p>
<p><b>Objectives in spending PPG:</b></p> <ol style="list-style-type: none"> <li>1. Weekly sessions with the Music Therapist (Nordoff Robins)  <b>Expected outcomes:</b> Creative expression, confidence building, independence, communication .</li> <li>2.Horse riding sessions  <b>Expected outcomes:</b> Improvement in social emotional wellbeing for students also demonstrated by Thrive data</li> <li>3. Arts week/educational Visits  <b>Expected outcomes:</b> increased knowledge of world culture, creative opportunities, performance involvement , confidence building</li> <li>4. After school Club Staffing  <b>Expected outcomes</b>  Enhanced social opportunities, increased confidence and development of self-esteem</li> </ol>
<p><b><u>Yr 7 Catch-Up</u></b></p> <p>Funds used to support staffing in Maths groups at KS3 and KS4 and also groupings in English targeting individual pupils.</p>

## Tracking Autumn 2019/ Spring 2020/Summer 2020

### Objective 1

Weekly sessions with the Music Therapist (Nordoff Robins)

**Expected outcomes:** Creative expression, confidence building, independence, communication.

**Autumn term 19:** Chris is working with identified pupils on a weekly basis using the skills of the music therapist to engage with and have a 'musical conversation' with pupils. Chris has a planned feedback session with parents and staff this term.

**Spring term 20:** Continued individual and group work ongoing with pupils and very popular with students up until 23.03.20

**Summer term 20:** No sessions due to COVID-19. School not open to external professionals.

### Objective 2

Horse riding sessions

**Expected outcomes:**

Improvement in social emotional wellbeing, resilience and self-confidence for students also demonstrated by Thrive data; also pupil core balance.

**Autumn term 19:** Sessions planned for Spring 2019

**Spring term 20:** No sessions due to COVID-19.

**Summer term 20:** No sessions due to COVID-19.

### Objective 3

3. Arts Week – educational visits for all

**Expected outcomes:** enriched curriculum, improved student engagement, outdoor learning.

**Autumn term 19:** Arts week- focus Carnivals. Very successful week culminating in a whole school carnival performed in the hall.

#### **Objective 4**

After School Club – staffing

**Expected outcomes:** enhanced social opportunities, increased confidence and development of self-esteem.

#### **Autumn term 19:**

Activities include a sports club incorporating team games and a youth club style in place from October 2019. There is a very good up take of places with a rota of pupils each term

**Spring term 20:** As above – continuing successfully until 23.03.20 when lockdown began.

**Summer term 20:** No sessions due to COVID-19