

Pupil premium strategy statement



This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	77
Proportion (%) of pupil premium eligible pupils	42%
Number of Free School Meals	26
Number of Service Children	2
Number of CIOC	4
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2025 - 2028
Date this statement was published	October 2025
Date on which it will be reviewed	March 2026
Statement authorised by	C Lapworth
Pupil premium lead	C Lapworth/J Arrowsmith
Governor / Trustee lead	S Redhead

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£27, 950
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£27,950

Part A: Pupil premium strategy plan

Statement of intent

At Dryden, our Pupil Premium strategy is driven by our commitment to ensuring that all disadvantaged pupils have the same opportunities to thrive as their peers. We recognise that each pupil is unique, and we aim to provide a nurturing, inclusive environment that supports their academic, social and emotional development.

Our objectives for all disadvantaged pupils are to:

- Feel happy, safe and nurtured so that learning can be maximised.
- Develop independence and effective communication skills.
- Build respect, well-being, ambition, confidence and self-esteem.
- Develop independent living skills to support their future aspirations.
- Successfully transition to adulthood and life beyond school.
- Achieve a fulfilling and purposeful role within society.

Our current Pupil Premium strategy is designed to directly support these aims by providing targeted opportunities, interventions, and enrichment experiences that remove barriers to learning and enable every pupil to reach their full potential. Through this approach, we seek to ensure that all our pupils, regardless of background or disadvantage, are equipped with the skills and resilience needed for happy and successful futures.

Challenges

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

Challenge number	Detail of challenge
1. Individual challenges linked to SEND	Pupil Premium pupils also have identified SEND needs, which create additional barriers to academic progress and engagement.
2. Social Opportunities / Cultural Capital	Some pupils have limited access to enrichment activities outside of school, resulting in reduced exposure to experiences that develop cultural capital, confidence and aspiration. This limits engagement with

	learning, vocabulary development and understanding of the wider world. The school aims to provide inclusive enrichment opportunities, trips, and extracurricular activities that broaden pupils' horizons.
3. Anxiety and Wellbeing (in addition to learning difficulty)	Increasing levels of anxiety and mental health challenges, in addition to learning difficulties, can affect pupils' attendance and engagement. Pupils eligible for Pupil Premium funding are often disproportionately impacted by social or emotional stressors, requiring targeted wellbeing interventions to promote resilience and self-regulation.
4. Employment Opportunities / Work Experience Opportunities	Some pupils face reduced access to meaningful work experience placements and potential employment. Strengthening links with local employers, vocational pathways, and work-related learning opportunities is essential to raise aspirations and improve long-term outcomes.
5. Communication in the Community	Barriers in communication, both verbal and written, can affect relationships within the school and wider community. Some pupils struggle with oracy, confidence in self-expression and effective social interaction. Strengthening oracy development and community engagement initiatives will help pupils communicate effectively and develop essential life skills.

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 / Indicators of Impact
Pupil Premium pupils to make progress on Earwig from their starting points through high-quality, adaptive teaching and targeted interventions.	Improved attainment and progress data for Pupil Premium pupils Increased engagement and independence in class.
All Pupil Premium pupils have access to a rich programme of extracurricular, cultural, and enrichment experiences that build confidence, aspiration, and cultural awareness.	Increased participation in enrichment activities and educational visits. Pupil voice evidences improved confidence and sense of belonging. Observable improvements in vocabulary, curiosity, and engagement with learning.
Improved emotional wellbeing, resilience, and attendance among Pupil Premium pupils through proactive pastoral and mental health support.	Improved attendance.

	Reduction in anxiety-related behaviour and cpoms incidents for dysregulation. Positive feedback from pupils and families on wellbeing and support provision. Increased engagement in lessons.
Pupil Premium pupils develop their employability skills and aspirations through high-quality guidance and meaningful work experience.	All eligible pupils access appropriate work experience. Positive pupil feedback on employability skills development. Increased progression into post-18 education, training, or employment pathways.
Pupils strengthen oracy, communication and social skills, enabling them to engage confidently in school, community, and future settings.	Improved confidence and ability to express wants in community. Improvements in speaking and listening assessments on EarWig. Enhanced engagement with community projects and partnerships.

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 and Wider Strategies

Budgeted cost: £ 27,950

Activity / Approach	Evidence that Supports this Approach	Challenge Numbers Addressed
After School Club – weekly in-school sessions	Extending learning time through structured after-school provision supports engagement, social skills, and	1, 2, 3

	wellbeing. EEF research shows positive impact for extended school activities on academic progress and social development.	
School Counsellor – Kalmer Counselling (3 hours per week)	Targeted counselling provides specialist emotional and mental health support. The EEF and DfE mental health guidance highlight that pastoral and therapeutic interventions can significantly improve attendance, resilience, and engagement.	3
Social Clubs – every Friday afternoon	Structured social time promotes inclusion, confidence, and social communication. The EEF’s “Social and Emotional Learning” research demonstrates positive effects on behaviour and wellbeing.	2, 3, 5
Staffing to support with work placements	Dedicated staff support ensures all pupils can access appropriate, high-quality placements. DfE Careers Strategy and Gatsby Benchmarks highlight the importance of equitable access to work experience in improving post-16 outcomes.	4
Development of work experience placements – partnership with Julie Todd (Gateshead Council)	Collaboration with local authority career services enhances placement quality and relevance. Evidence indicates strong employer links and vocational exposure increase pupil aspiration and employability.	4
Karate Coach – enrichment sessions	Physical activity and discipline-based sports improve wellbeing, focus, and self-regulation. EEF evidence shows physical activity interventions support both mental health and academic attainment.	2, 3
Football Coach – NUFC Foundation	Partnership with external sports organisations promotes teamwork, motivation, and community identity. Sport-based mentoring programmes (EEF and Sport England research) enhance behaviour, confidence, and attendance.	2, 3, 5

Cricket Coach – Durham County Cricket Foundation	Regular engagement in structured sport builds confidence, communication, and physical health. Evidence shows sustained sports participation contributes to improved focus and social inclusion.	2, 3
Music Therapist – via SLA with Gateshead Council	Music therapy supports emotional expression, regulation, and communication, particularly for pupils with SEND or anxiety. EEF findings on Arts Participation indicate benefits for wellbeing and engagement.	1, 3, 5
Easter Holiday Club – in-school provision (second week)	Holiday provision prevents social isolation, supports wellbeing, and maintains routine. DfE “Holiday Activities and Food” programme findings highlight the positive impact on social development and nutrition.	2, 3, 5
Minibus driver – to access community activities (Phil Musham)	Access to community resources enhances inclusion, independence, and cultural capital. EEF and Ofsted frameworks recognise the importance of real-world experiences for personal development.	2, 4, 5
Residential School Trip – Moorhouse Scouting Centre, Durham	Residential experiences develop resilience, independence, teamwork, and confidence. The EEF “Outdoor Adventure Learning” research shows high impact on social and emotional outcomes.	2, 3, 5
Christmas Events – Party and Santa’s Grotto with presents	Inclusive celebration events foster belonging, positive relationships, and cultural inclusion. They also promote wellbeing and community cohesion.	2, 3, 5
Fair Share Food Project – weekly food parcels for parents	Supporting families with food security reduces stress and improves attendance and engagement. DfE and EEF evidence link reduced socioeconomic strain to improved pupil focus and wellbeing.	3, 5

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

During the previous academic year, disadvantaged pupils, including those in receipt of Pupil Premium and Looked After Children, made steady progress in academic, social, and personal development. Assessment data was gathered through termly teacher assessments, summative tests, and evidence recorded on Earwig. Most pupils demonstrated strong engagement, improved independence, and progress from their individual starting points.

Progress in functional sight reading and number work was evident through increased confidence, engagement, and improved outcomes in teacher assessments. Pupils following pre formal pathways showed measurable gains in engagement, as recorded through the Engagement Profile. Post-16 progression remains positive, with most pupils moving successfully into further education or supported placements. Internal analysis shows disadvantaged pupils performed broadly in line with non-disadvantaged peers, acknowledging that comparisons to national averages are limited due to the high SEND needs within the cohort.

Attendance for disadvantaged pupils remained stable and improved compared to the previous year. This reflects effective early intervention by the Family Liaison Officer, strengthened monitoring, and consistent home–school communication. Wellbeing and behaviour also improved through targeted interventions including Kalmer Counselling, Thrive activities, mindfulness sessions, and family liaison support. Pupils showed greater resilience, emotional regulation, and readiness to learn.

Access to social clubs, enrichment sessions, and after-school activities enhanced pupils' confidence and communication. Participation in community-based experiences—such as NUFC coaching, Durham Cricket sessions, music and art therapy, and residential visits—broadened cultural capital and promoted independence. The school minibus enabled all pupils to access community learning and real-life experiences, reducing barriers linked to transport and family circumstances.

Evaluation of Strategy Impact

Overall, the strategy has been effective in improving engagement, wellbeing, and independence. Strengths include:

- Robust pastoral and mental health support.
- High-quality enrichment integrated within the school timetable.
- Consistent tracking and SLT oversight via Earwig.

The school remains on track to achieve its intended outcomes, with strong evidence of improved wellbeing, social confidence, and academic engagement among disadvantaged pupils.

Pupil Premium compared with Whole Group	AVERAGE			NO CHANGE 1ST DECILE 2ND DECILE 3RD DECILE 4TH DECILE 5TH DECILE 6TH DECILE 7TH DECILE 8TH DECILE 9TH DECILE 10TH DECILE	TOTAL PUPILS
	GROUP	Pupil Premium	Whole Group		
Communication, Language & Literacy	48%	54 %	43 %	Pupil Premium Whole Group	32
Personal & Social Development	48%	52 %	43 %	Pupil Premium Whole Group	32
Mathematics KS3/KS4	38%	42 %	34 %	Pupil Premium Whole Group	32

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