

## Pupil premium strategy statement: 2019/2020

1. Summary information			
<b>School</b>	The Downs Primary School and Nursery		
<b>Academic Year</b>	2019-2020	<b>Total PPG budget for 19/20</b>	£150,480
	2020-2021	<b>Total PPG budget for 20/21</b>	£157,365
<b>Total number of pupils</b>	414	<b>Number of pupils eligible for PP</b>	114

Record of PPG spending by item/project 2019/20				
Barrier	Action	Objective	Cost	Outcomes
Low standards on entry to school	<i>Additional support for EYFS</i>	To close the gap in attainment and progress	£26,487	Review in March 2021
Accelerated progress required to close the gap in all areas and all year groups.	<i>Additional support for Year 1 for phonics</i>	To improve the standards in phonics	£4,860	Phonics test was not taken due to Covid-19. The Year 2 children will take the phonics test in December 2020 we predict 54% to 66% will pass.
	<i>Additional support for Y2 Pupil Premium children in maths and reading</i>	Increase teacher: pupil ratio in Year 2 To improve outcomes for children, especially disadvantaged.	£24,301	Review in March 2021
	<i>Intervention teaching assistants in Year 5 and Year 6 X3</i>	Increase number of support staff so more children access support in Years 5 & 6 To improve	£39,111	Review in March 2021

		outcomes for children, especially disadvantaged.		
	<i>Provide focused reading, writing and maths intervention in Years 3–5</i>	To close the gap in attainment and progress	£32,957	Review in March 2021
	<i>Use TT Rockstars to increase progress in maths</i>	To close the gap in attainment and progress	£148	TT Rockstars available during lockdown.
	<i>Use Mathletics to increase progress in maths</i>	To close the gap in attainment and progress Children developing a love and understanding of maths, thus boosting their confidence in the classroom	£1,814	Mathletics was used during lockdown and was available for every child. Children did access it.
	<i>Use Spag.com to increase progress in GPS for Year 5 and Year 6</i>	To close the gap in attainment and progress	£184	Spag.com was available during lockdown. Current Year 6 predicted 65% pass rate for GPS.
	<i>Year 6 Booster sessions before and after school</i>	Children receive additional tuition to boost learning and to help build a positive attitude towards their learning.	£12,448	Booster sessions did take place.
	To boost children's language development.	A teaching assistant uses Wellcom program to boost language skills.	£16,932	Review in March 2021
	To boost attainment.	In years 3-5 support PP children solely so that they make progress. Focus on children who are falling behind.	£12,718	Review in March 2021
Limited life experiences to support learning	Funding towards the cost of school trips	To address inequalities between	£2510	School trips that happened throughout the year were subsidized so that no child was left out. This was for all year groups. However, trips stopped in March at lockdown.

School needs to provide financial support towards visitors, school trips and clubs.		pupil premium pupils and their peers To ensure all pupils have the advantages that come from school trips		
	To enable children in year 6 to experience a residential trip	To enable children to work co-operatively with peers in group situations, encourage self-reliance and independence and have the experience of being away from home	£1000	5/12 (42%) of the children on pupil premium had their trip subsidized.
	To ensure all children start the day with a balanced meal, improving concentration and readiness to learn <i>All pupil premium pupils are able to have free places at our breakfast club alongside other discretionary places agreed by the Headteacher</i>	Improve attendance of specific pupils and reduce the number of persistently late pupils. To improve learning by ensuring pupils have had a good breakfast and are ready to learn	£1000	Children in receipt of pupil premium attend breakfast club at a reduced or free of charge rate. There were 6 pupil premium children attending regularly.
Significant number of children suffer from mental health issues that are a barrier to their learning.	Support from learning mentor 1:1, small group work and drop in sessions.	Provide support to remove barrier to learning so children able to focus on work	£9,086	Review in March 2021
School needs to provide additional social and emotional support for identified pupils to remove the barriers to learning.	Support from learning support assistant employed to work with key child.	Provide support for one child.	£12,476	This child remained in school and was able to access learning. He returned to school in September more independent.
Remove barriers to learning for children with SEMH through counselling	Children needing time and space to talk things through	Children developing resilience to cope with events in their life	£5000	6 children on pupil premium attended counselling during this year. During the whole of lockdown and until end of the academic year these children also received weekly calls and contact from the counsellors to support them during this time.

<b>Current attainment</b>				
<b>End of KS2 (End of academic year 2018-2019 - Information taken from SATs results)</b>				
	<i>Pupils eligible for PP (12 = 41% of the cohort)</i>	<i>Pupils eligible for PP, not SEN (9 = 31% of the cohort)</i>	<i>Pupils not eligible for PP (17 = 59% of the cohort)</i>	<i>Pupils not eligible for PP (national average)</i>
% of pupils achieving ARE in <b>reading, writing and math</b> combined	24=41%	6/15=40%	18/30=60%	65%
% of pupils achieving ARE in <b>reading</b>	18=48%	6/15=40%	21/30=70%	73%
% of pupils achieving ARE in <b>writing</b>	31=78%	10/15=67%	22/30=73%	78%
% of pupils achieving ARE in <b>math</b>	36=62%	10/15=67%	24/30=80%	79%
<b>End of KS1 (End of academic year 2018-2019 - Information taken from SATs results)</b>				
	<i>Pupils eligible for PP (8 pupils=38% of cohort)</i>	<i>Pupils eligible for PP, not SEN (6 pupils = 29% of cohort)</i>	<i>Pupils not eligible for PP (13 pupils= 62% of cohort)</i>	<i>Pupils not eligible for PP (national average)</i>
% of pupils achieving ARE in <b>reading, writing and math</b> combined	36=61%	9/11=82%	27/48=45%	66%
% of pupils achieving ARE in <b>reading</b>	41=70%	10/11=91%	31/48 =65%	76%
% of pupils achieving ARE in <b>writing</b>	37=63%	9/11=82%	30/48= 63%	70%
% of pupils achieving ARE in <b>maths</b>	42= 72%	11/11=100%	31/48=65%	77%

## 2. Barriers to future attainment (for pupils eligible for PP including high ability)

### In-school barriers (*issues to be addressed in school, such as poor oral language skills*)

<b>A.</b>	On entry skills to Reception class are lower for pupils eligible for PP than for other pupils.
<b>B.</b>	The % of pupils achieving ARE at the end of KS2 is lower for those children eligible for PP funding than for those not eligible in reading, writing and maths. The % of pupils achieving ARE at the end of KS1 is lower in reading, writing and maths than for those not eligible for PP funding.
<b>C.</b>	A number of pupils eligible for PP have a range of social, emotional and mental health difficulties which are effecting their readiness for learning.

### External barriers (*issues which also require action outside school, such as low attendance rates*)

<b>D.</b>	Attendance of children eligible for PP is lower than for those not eligible for PP. This reduces the number of hours spent in school and causes them to fall behind.
<b>E.</b>	Complex family situations and a number of single parents moved to the area and placed in temporary housing due to fleeing from domestic violence impacts negatively on the child and prevents the child from flourishing.
<b>F.</b>	Many pupils are from homes where the families are unable to support their learning outside of school. They do not have a computer for home learning and they cannot afford to take their child out to learn from wider experiences.

<b>3. Outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Increase number of PP children reaching ARE at the end of EYFS and those passing phonics check	There is an increase in the % of pupils eligible for PP in Reception meeting GLD Gap between PPG and Non PPG More PP children pass the phonics check.
<b>B.</b>	A higher % of pupil eligible for PP will make at least expected progress across the year and will achieve ARE.	There is an increase in the % of pupils eligible for PP at the end of KS1 and KS2 meeting the expected standard in reading, writing and maths.
<b>C.</b>	The social and emotional wellbeing of vulnerable children is protected and enhanced, pupils are able to learn and make progress.	Vulnerable pupils across the school are identified at the earliest opportunity and their social, emotional and mental health needs are appropriately addressed. Fewer behaviour incidents are reported by staff. Pupils make progress.
<b>D.</b>	Increase the rate of attendance for those eligible for PP funding	Reduce the % of 'Persistently Absent' pupils who are eligible for PP funding. There will be an increase in the % of pupils eligible for PP being in school on time.
<b>E.</b>	Pupils eligible for PP across the school have the same opportunities as their peers, e.g. to access day trips, residential trips, swimming lessons, music lessons, clubs etc	Pupils eligible for PP will have access to everything the peers have access to, including day trips, residential trips, music lessons, clubs etc.
<b>F.</b>	Parents feel supported by the school leading to improved engagement with their children's education.	There will be an increase in the % of pupils eligible for PP funding completing home learning tasks. There will be an increase in the % of parents attending workshops/assemblies/parents evening to learn about key initiatives/strategies being used in the school. More parents will attend SEN Support Plan meetings for children who are PP and SEN.

4. Planned expenditure					
Academic year		2020/21			
<p>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.</p> <p><i>All of the following approaches/actions are being put in place, some are funded through pupil premium (<b>those in bold type</b>), some are funded through subject area budgets.</i></p>					
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 implement action?
A. Increase number of PP children reaching ARE at the end of EYFS and those passing phonics check.	<ul style="list-style-type: none"> <li>Increase speaking and phonics skills in EYFS and KS1.</li> </ul>	<ul style="list-style-type: none"> <li>The EEF reports that phonics effectively supports younger readers and is more effective than other approaches</li> <li>Evidence from EEF shows that approaches to developing CLL consistently show a positive benefit to pupils</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>Monitoring of assessment process</li> <li>Termly tracking of pupil progress</li> </ul>	Phonics lead. EYFS lead. EYFS and Year 1 class teachers.	December 2020 April 2021 July 2021
B. Higher rates of progress and higher levels of attainment for pupils eligible for PP.	<ul style="list-style-type: none"> <li>Development of whole class reading approaches with high quality texts in KS1 and KS2.</li> <li>Daily fluent in 5 lessons Yr1-6.</li> <li>Access to online learning platforms.</li> <li>Word of the week.</li> <li>Termly Salford reading assessments to identify children reading below ARE.</li> <li>Use of teaching assistants to hear children read for fluency for children who do not read at home.</li> <li>Use of TT Rockstars and Mathletics to engage children and improve number fluency.</li> </ul>	<ul style="list-style-type: none"> <li>The EEF reports that on average reading comprehension approaches improve learning by an additional 5 months over the course of a school year.</li> <li>We found that improving children's confidence with arithmetic supported their reasoning skills. Ensuring children are fluent in number is one of the 8 recommendations by EEF to improve maths.</li> <li>EEF reports that targeted interventions for behaviour in school are more effective than using universal interventions alone. We have seen student behaviour improve with a combination of a consistently implemented behaviour policy and targeted support from learning mentors.</li> </ul>	<ul style="list-style-type: none"> <li>English and maths leaders will carry out regular monitoring, along with SLT including pupil voice, books and key pupils.</li> <li>SLT to monitor level of expectations and engagement of pupils eligible for PP funding.</li> <li>Governor monitoring</li> <li>Data collection and analysis</li> <li>Vulnerable Pupil meetings to discuss and review all pupils.</li> </ul>	SLT Maths and English leads.	Weekly at SLT meeting. Termly in pupil progress meeting.

	<ul style="list-style-type: none"> <li>• Development of vocabulary within daily English and math sessions.</li> <li>• Individual tracking of pupils not on track during pupil progress meetings.</li> <li>• High expectations from the behaviour policy to increase learning and reduce low level off task behaviour.</li> <li>• Use of writing sequence to show good progress in writing.</li> <li>• Use of growth mindset to increase resilience.</li> <li>• Conference marking to detail next steps with children in KS2.</li> <li>• Improved questioning strategies from teachers to improve retention – PP pupils falling behind targeted questions.</li> </ul>				
<p>C. The social and emotional wellbeing of vulnerable children is protected and enhanced, pupils are able to learn and make progress.</p>	<ul style="list-style-type: none"> <li>• Whole staff training on Children’s and adult mental Health</li> <li>• Young Carers Award and half termly sessions.</li> <li>• Wellbeing surveys for staff and pupils.</li> <li>• TAF’s held in school to support families.</li> <li>• MIND work with families and in school to support pupils and parents.</li> <li>• Whole school approach to understanding mental health. Mental Health school award.</li> <li>• Harbour work with pupils and staff sessions to</li> </ul>	<ul style="list-style-type: none"> <li>• EEF reports that targeted interventions for behaviour in school are more effective than using universal interventions alone. We have seen student behaviour improve with a combination of a consistently implemented behaviour policy and targeted support from learning mentors.</li> </ul>	<ul style="list-style-type: none"> <li>• SLT to monitor</li> <li>• Questionnaires</li> <li>• Behaviour logs</li> <li>• Harbour meetings with SENCO.</li> <li>• DHT meetings with MIND and collating evidence for the mental health award.</li> </ul>	<p>SLT DDSL SENCO</p>	<p>Spring and Summer 2021.</p> <p>Half termly at VC meeting.</p>

	support wellbeing and MH.				
D Increase the rate of attendance for those eligible for PP funding.	<ul style="list-style-type: none"> <li>Attendance monitoring and rewards. Regular meetings by EWO and attendance officer. Awards Per class weekly, Per child half termly. Per year. High profile.</li> </ul>	EEF reports that parental involvement is often associated with improvements in school ethos	<ul style="list-style-type: none"> <li>Attendance figures</li> <li>HT to monitor with attendance admin lead and EWO.</li> </ul>	HT EWO	Weekly through monitoring absences. Half termly – rewards and check PA numbers.
<b>Total</b>	19, 690				

ii. Targeted support					
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 implement action?
A Improved language skills for pupils eligible for PP in Reception.	<ul style="list-style-type: none"> <li>Phonics and WELCOMM interventions for identified pupils</li> </ul>	<ul style="list-style-type: none"> <li>EEF reports that Early years interventions have a positive impact, delivering an average of around five additional months' progress. The approach appears to be particularly</li> </ul>	<ul style="list-style-type: none"> <li>Monitoring of delivery of intervention and tracking of pupil progress.</li> </ul>	Phonics lead EYFS and KS1 class teachers SENCO	Termly
B Higher rates of progress and higher levels of attainment for pupils eligible for PP	<ul style="list-style-type: none"> <li>Part funded LSAs to support a range of interventions including precision teaching and pre-teaching in small groups or 1:1.</li> <li>Small group before and after school tuition for identified Year 6 pupils.</li> <li>Morning maths booster for arithmetic for Year 6 pupils.</li> <li>Learning Walks, CPD and Performance management to improve Quality First Teaching across the school.</li> </ul>	<ul style="list-style-type: none"> <li>EEF report that research which focuses 1:1 or small group support shows a positive benefit. EEF report that optimum impact is seen when sessions are short and regular e.g. 30 minutes 3 to 5 times a week, over a 6 to 12 week period. The smaller the group, the more effective the support.</li> <li>EEF report that peer to peer support has a positive impact, especially for the lower attaining pupils especially when it enhances teaching.</li> <li>EEF report that the Quality of Teaching is the most essential factor for pupil attainment alongside evidence based approaches and/or interventions.</li> </ul>	Monitor through: <ul style="list-style-type: none"> <li>termly pupil progress meetings</li> <li>regular data checks</li> <li>Book sampling</li> <li>Intervention assessments</li> <li>Support Plans</li> </ul>	SLT  maths lead  English leads  Inclusion Lead	Post intervention and termly data analysis and pupil progress meetings

<p>C The social and emotional wellbeing of vulnerable children is protected and enhanced, pupils are able to learn and make progress</p> <p>D Increase the rate of attendance for those eligible for PP funding</p>	<p>Harbour Counseling – on-site counseling for direct support for children and parents</p> <p>Support from learning mentor 1:1, small group work and parent support to build relationships</p> <p>Team Around the Child/Family meetings</p> <p>Regular liaison and signposting to outside agencies where appropriate.</p> <p>MIND support for parents and children.</p>	<ul style="list-style-type: none"> <li>• The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues are the most effective</li> <li>• EEF reports that parental involvement is often associated with improvements in school ethos or discipline</li> <li>• EEF reports on how social and emotional learning interventions almost always improve emotional or attitudinal outcomes.</li> <li>• EEF reports that parental involvement is often associated with improvements in school ethos</li> </ul>	<ul style="list-style-type: none"> <li>• Behaviour tracking</li> <li>• Attendance figures and tracking</li> <li>• Qualitative data – feedback from staff and parents</li> </ul>	<p>Harbour and SLT</p>	<p>Regular Vulnerable pupil meetings</p>
<p><b>Total budgeted cost - £142,675</b></p>					

<b>iii. Other Approaches</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 implement action?</b>
E Pupils eligible for PP across the school have the same opportunities as their peers, e.g. to access day trips, residential trips, clubs etc	Support vulnerable families in funding extra-curricular activities, life experiences and life skills, e.g. residential visits, day trips, clubs etc. by subsidising these.	<ul style="list-style-type: none"> <li>We are committed to providing a rich and stimulating curriculum for all pupils by subsidising trips, clubs etc we ensure all children have the same opportunities.</li> </ul>	Take up of this subsidy will be monitored by the School Office Manager and finance clerk	HT and SLT	Feb 2021 and July 2021
F Parents feel supported by the school leading to improved engagement with their children's education	<ul style="list-style-type: none"> <li>In class joint learning opportunities between parents and children</li> <li>Adult learning workshops</li> <li>Sharing assemblies – parents invited</li> <li>Extended parent consultations for parents of pupils who have SEN</li> <li>Information events/workshops to be held where new strategies/initiatives are shared (Key parents to be informed/invited to workshops etc)</li> </ul>	<ul style="list-style-type: none"> <li>EEF report that 'parental involvement is consistently associated with pupil's success at school'</li> <li>EEF reports that parental involvement is often associated with improvements in school ethos or discipline</li> </ul>	<ul style="list-style-type: none"> <li>Monitor attendance at workshops/events/SEN Support Plan meetings</li> <li>Parents to be called and invited to SEN Plan meetings</li> <li>Parent views</li> <li>Team around the child/family meetings held regularly where appropriate.</li> </ul>	SLT	Feb 2021 and July 2021
<b>Total budgeted cost: £6000</b>					





