

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2026 academic year) 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 effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
<b>The Downs Primary School and Nursery</b>	
Number of pupils in school	440
Proportion (%) of pupil premium eligible pupils	33.8%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023-2026
Date this statement was published	30/11/23
Date on which it will be reviewed	25/11/24
Statement authorised by	Rob Calderwood
Pupil premium lead	Headteacher Rob Calderwood
Governor / Trustee lead	TBC

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£144,040
Recovery premium funding allocation this academic year	£15,225
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£159,265

# Part A: Pupil premium strategy plan

## Statement of intent

In accordance with the latest recommendations, we believe in maximising the use of the pupil premium grant (PPG) by utilising a long-term strategy aligned to the SDP and the needs of our pupils and local community. This enables us to implement a blend of short, medium and long-term interventions. We plan to encompass all aspects of being disadvantaged and align pupil premium use with wider school improvements. We will focus on improving standards through excellent teaching, developing relationships and through a concentrated approach to developing language both oral and written.

Overcoming barriers to learning is at the heart of our PPG use. We understand that needs and costs will differ depending on the barriers to learning being addressed. As such, we do not automatically allocate personal budgets per pupil in receipt of the PPG. Instead, we identify the barrier to be addressed and the interventions required, whether in small groups, large groups, the whole school or as individuals, and allocate a budget accordingly.

Setting priorities and having a collective understanding will be key to maximising the use of the PPG. Our priorities are as follows:

- Improving the quality of teaching (QFT) and learning in every classroom.
- Closely monitoring for any attainment gap between disadvantaged pupils and their peers and then addressing this through QFT and specific targeted intervention as required/ identified.
- Providing targeted academic support for pupils who are not making expected progress.
- Ensuring that the PPG reaches the pupils who need it most both in class, through targeted questioning and through additional interventions to close gaps.
- Improving language development both orally and in writing through a rigorous approach to wider aspects of language development and opportunities.
- Placing language development at the core of our professional development sessions.
- Continuing to address non-academic barriers to progress and attainment by having the highest expectations for behaviour for learning in class and addressing high level behaviour in a consistent way alongside developing the language to self-regulate behaviour.
- Ensuring that all students in the school have access to wider opportunities to try to close the gap in cultural capital between families from different backgrounds.
- Provide access to pastoral support to those pupils most in need of it.  
Ensuring that pupils are given the best possible start when learning early reading / phonics

## Challenges

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

Challenge number	Detail of challenge
1	On entry language and communications skills and fluency in number are lower for disadvantaged children.
2	Low levels of attainment especially in writing and lack of endurance for writing
3	Large proportion of disadvantaged children have ACEs and attachment difficulties.
4	Complex family situations, lack of wider learning experiences and opportunities and cultural capital means that families find it difficult to prepare and support children with their learning.
5	Large proportion of disadvantaged children suffer from poor mental health
6	20% of our disadvantaged pupils are persistent absentees
7	A high proportion of children enter our school with very low academic starting points. A lack of competence in reading prevents access to the wider curriculum and limits their ability to gain cultural capital and make progress before key stages in their education.

## 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
Improve outcomes for disadvantaged children in KS1 by the end of KS1.	An increase in the number of children reaching ARE in reading and maths by the end of KS1.
Increase the progress disadvantaged children make across KS2 in maths and reading.	An increase in the number of children reaching ARE in reading and maths by the end of KS2.
Improve standards in writing across the school	An increase in the number of children attaining ARE in writing in all year groups.
Disadvantaged children have the same opportunities as their peers.	All disadvantaged children have the same opportunities to attend wider school experiences.
For children who join the school to be settled and develop good relationships.	Children who start midway through the year are provided with an effective transition
A system of support is in place, helping to raise awareness of the need for good attendance, as well as to overcome the barriers which can lead to persistent absenteeism	A reduction in persistent absenteeism and an increase in overall attendance across the school

Improve children’s ability to decode and access texts in the early stages of learning to read.	An improvement in outcomes in reading, both in the phonics screening check and in the optional end of Key Stage 1 Reading assessments
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## Activity in this academic year

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

## Teaching CPD / recruitment and retention

Budgeted cost: £ 2,574

Activity Professional development:	Evidence that supports this approach	Challenge number(s) addressed
Training provided on Speech and Language assessments and interventions to teachers and teaching assistants	EEF Toolkit states that ‘Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact.’ Furthermore, ‘Investing in professional development for teaching assistants to deliver structured interventions can be a cost-effective approach to improving learner outcomes.’	1
Staff CPD on improving language and communication skills in and outside the classroom <i>and reviewing how we focus on this.</i>	EEF ‘Preparing for Literacy Guidance report’ states ‘communication and language provide the foundations for learning and thinking.  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 beneficial for children from low income families.	1
All staff given CPD on Trauma Perceptive Practice and MyHappyMind	EEF ‘Social and emotional learning’ states ‘the average impact of successful SEL interventions is an additional four months’ progress over the course of a year’	2, 3 & 5

## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 119,223

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Speech and language early years interventions using Wellcomm (or alternative, e.g. Black Sheep)</i>	DFE 'Best Start in SLC 2020 Guidance states the positive benefits of Early identification and intervention with language delays. The daily Wellcomm interventions support Dfe guidance that states 'high dosage interventions are consistently shown to have greater efficacy than low dosage.'	1
<i>Evidence based interventions for KS1 children with EAL and are disadvantaged focusing on phonics</i>	EEF and Bell Foundation EAL reviews show there is high positive impact on Literacy and Language skills for targeted interventions that systematically teacher language acquisition and phonological and comprehension skills.	2
<i>Specific evidence informed catch-up intervention for Year 1 children failing to meet their learning in phonics</i>	EEF and Bell Foundation EAL reviews show there is high positive impact on Literacy and Language skills for targeted interventions that systematically teacher language acquisition and phonological and comprehension skills.	7

## Wider strategies

Budgeted cost: £ 101,488

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Home-school Liaison Officer to work with families with historical and current absenteeism. This will be in line with strategies set out in the DfE's guide '<a href="#">Working together to improve school attendance</a>'</i>	There are clear <a href="#">links between attainment and attendance</a> , as reported by the DfE. <a href="#">Further DfE research</a> finds that 'For the most vulnerable pupils, regular attendance is also an important protective factor and the best opportunity for needs to be identified and support provided'	6
<i>Targeted safeguarding and pastoral support provided by DSL. Includes monitoring and tracking of the most vulnerable, along with signposting families to support.</i>	The EEF's <a href="#">GUIDE TO SUPPORTING SCHOOL PLANNING: A TIERED APPROACH TO 2021</a> provides a range of evidence and strategies to support this approach.	4 and 5

<i>Magic Breakfast and free breakfast club places provided for the most vulnerable pupils</i>	Independent research, funded by the Education Endowment Foundation and carried out by the Institute for Fiscal Studies, found that Y2 pupils in schools providing a free, nutritious 'magic' breakfast boosted their reading, writing and maths by an average of 2 months' progress per year, compared to pupils in schools with no such breakfast provision.	4 and 5
<i>Targeted counselling support through Harbour for identified children</i>	EEF reports on how social and emotional learning interventions almost always improve emotional or attitudinal outcomes.	4 and 5
<i>Targeted support from the DDSL and learning mentor</i>	EEF reports on how social and emotional learning interventions almost always improve emotional or attitudinal outcomes.	3, 4 and 5
<i>Targeted experiences e.g. trips, clubs, educational visitors, life skills and cookery clubs.</i>	The DfE and OFSTED recognise that children from the most disadvantaged backgrounds often lack 'cultural capital', stating, ' <b>Cultural capital</b> is the essential knowledge that children need to prepare them for their future success. It is about giving children the best possible start to their early education. [schools should] use the curriculum to enhance the experience and opportunities available to children, particularly the most disadvantaged.'	4 and 2
Senior staff engage with TPP and My Happy Mind programme and lead staff CPD	EEF 'Social and emotional learning' states 'the average impact of successful SEL interventions is an additional four months' progress over the course of a year'	3, 4 & 5

**Total budgeted cost: £ 223,286**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

Number of children and PPG received (mid year)			
Total number of pupils eligible for PPG inc. EYFS (19 ch) and Yr6	Girls	75	
	Boys	62	
Total number with SEND and PPG	Girls	17	
	Boys	13	
	EHCP	0	
Total number of pupils with EAL and PPG (not including SEND)	Girls	12	
	Boys	10	
Total number with EAL, SEND and PPG	Girls	1	
	Boys	0	

### Progress made by Pupils Eligible for PPG

	Number / percentage of pupils making expected or more than expected progress from Summer term 2022 to Summer term 2023		
	R	W	M
Year 1			
Year 2	83%	72%	78%
Year 3	83%	100%	83%
Year 4	54%	53%	53%
Year 5	74%	79%	68%

Year 6	79%	90%	69%
<b>Whole School</b>	70%	76%	68%

<b>Performance of disadvantaged pupil overall by year group</b>			
	Percentage of PP pupils working at or above age related expectations at the end of the academic year 2022-2023		
	<b>Reading</b>	<b>Writing</b>	<b>Maths</b>
Year 1	64%	59%	54%
Year 2	62%	44%	56%
Year 3	56%	33%	33%
Year 4	43%	26%	37%
Year 5	46%	18%	32%
Year 6	63%	52%	52%

<b>Performance of disadvantaged pupil overall</b>		
<b>Years 1-6 data</b>	<b>National Curriculum subject</b>	<b>Percentage of PP Pupils</b>
% of PPG pupils meeting or exceeding the expected standard	Reading	60%
	Writing	44%
	Maths	49%