



# Downton Primary School: Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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
School name	Downton Primary School
Number of pupils in school	254
Proportion (%) of pupil premium eligible pupils	4.3% (11 children)
Academic year/years that our current pupil premium strategy plan covers <b>(3 year plans are recommended)</b>	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Paula Carlton, Headteacher
Pupil premium lead	Amy Bates Deputy Headteacher
Governor / Trustee lead	Ian Summerfield, lead for disadvantaged pupils

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£29,105
Recovery premium funding allocation this academic year	£ 688.75
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£11,473
<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	£41,246.75



## Part A: Pupil premium strategy plan

### Statement of intent

At Downton Primary School, our intention is that this funding is used to help our most vulnerable children to close the gap with their peers focusing on both their academic and emotional needs. We want all of our pupils, irrespective of their background or the challenges they face, to have good communication skills and emotional wellbeing, be resilient, appreciate diversity and be aspirational for their future. The aim of our pupil premium strategy is to support disadvantaged pupils to make good progress and achieve high attainment across all subject areas and meet our vision of, 'Dream, Believe, Achieve.'

At Downton, we understand that high quality, effective teaching is the most important factor in meeting the needs of all of our pupils and therefore, it is at the heart of our approach in our pupil premium strategy. Research shows that quality first teaching has the greatest impact on closing the disadvantaged attainment gap and at the same time, benefits non-disadvantaged pupils in our school. We organise teaching and learning in order to meet the needs of all children in the best possible way.

Our strategy is also integral to our wider school plans for education recovery for pupils whose education has been worst affected by school closures, including non-disadvantaged pupils.

Our approach is responsive to the common challenges, barriers and individual needs of the disadvantaged pupils at Downton Primary School and the approaches we have adopted will help pupils excel. To ensure they are effective we will:

- Make explicit links with our school development plan so there is a whole school approach
- Closely monitor and evaluate the impact of our pupil premium strategy to ensure that disadvantaged children are given the best possible opportunities
- Ensure disadvantaged pupils are challenged in the work that they're set and in the feedback they are given
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- Use a range of strategies to identify specific gaps and ensure that work is matched to the individual needs of the pupil



## Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped <b>oral language skills and vocabulary gaps among many disadvantaged pupils</b> . These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have <b>greater difficulties with phonics than their peers</b> . This negatively impacts their development as readers, particularly in EYFS and KS1
3	Our assessments indicate that disadvantaged pupils, especially those with additional SEND needs, have <b>poor recall of key number facts and arithmetic skills in maths</b>
4	Our assessments and observations indicate that the <b>education, mental health and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures</b> to a greater extent than for other pupils. These findings are supported by national studies. Discussions with pupils indicate <b>low self-belief in academic ability and a lack of resilience for learning</b> , particularly in KS1 and Year 3.
5	Our assessments and observations show that a <b>significantly lower percentage of disadvantaged children achieve GLOD</b> at the end of FS2, particularly for those children with additional SEND needs.
6	Our observations and discussions with pupils show a <b>limited engagement for PPG pupils with home/remote learning leading to gaps in key knowledge, particularly in reading, writing and maths</b> . There was a lack of engagement in remote learning during COVID-19 lockdown and possibility of this during future periods of school closure / self-isolation.

## 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
Improved <b>oral language skills and vocabulary</b> among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils; this will also transfer into their written work. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutinies and ongoing formative assessment.



<p>Improved <b>reading and phonics attainment</b> among disadvantaged pupils.</p>	<p>Annual phonics outcomes will show a decrease in the gap between disadvantaged and non-disadvantaged pupils in Year 1.</p> <p>KS2 reading outcomes in 2024/25 show that disadvantaged pupil attainment is above the national for the expected standard.</p>
<p><b>Improved maths attainment</b> for disadvantaged pupils at the end of KS2.</p>	<p>KS2 maths outcomes in 2024/25 show that more than all disadvantaged pupils make expected or better than expected progress in maths</p>
<p>To <b>improve and sustain improved wellbeing and mental health support</b> for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Sustained high levels of positive mental health and wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• Qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• A range of services (such as ELSA, Relax Kids, Thrive, Downton for Families) being used by disadvantaged pupils and their families and qualitative data shows impact</li> <li>• Lesson observations and teacher voice show that a range of strategies are being used across the school to support mental health (linked to the action plan created by our senior mental health lead in collaboration with SLT)</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul>
<p>To ensure disadvantaged pupils have a <b>range of enriching experiences which raise aspirations and motivation</b></p>	<p>Pupil voice will show an improvement in self-esteem and aspirations for disadvantaged learners due to a range of the following:</p> <ul style="list-style-type: none"> <li>• Participation in a range of inspirational and motivational workshops/experiences to allow disadvantaged, and non-disadvantaged pupils, including the more able to have access to inspirational and motivational experiences in and out of school</li> <li>• An improved understanding of the range of job opportunities through annual career weeks</li> <li>• An increased understanding of growth mindset due to regular workshops linked to this, staff CPD and the use of shared 'language for learning' across the school</li> <li>• Opportunities for disadvantaged children to engage in experiences which they might not otherwise have access to. This will enhance their skills and knowledge of the wider world, creating pupil independence and strengthening ambition</li> </ul>
<p>To provide a range of <b>targeted workshops for disadvantaged parents</b> to allow them to academically and emotionally support their children at home.</p>	<p>Parent voice surveys will show that the confidence and understanding of disadvantaged parents will improve. This will ensure parents are better equipped to support their children at home. Additionally, disadvantaged families will further develop relationships with the school through the support and parental engagement will increase as they will feel valued and supported. As a result, they will equipped to support their children at home and have an increase in their emotional well-being.</p>



## 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 (for example, CPD, recruitment and retention)

Budgeted cost: £18,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Regular, <b>high quality CPD</b> (staff meetings, INSET days etc.) linked to developing teaching and learning across the curriculum, ensuring explicit links are made to the School Development Plan.</p> <p>Time planned to revisit and monitor impact of CPD.</p>	<p>The EEF states, ‘The best available evidence indicates that great teaching is the most important lever schools have to improve outcomes for their pupils. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.’</p> <p><a href="#">EEF maximising learning</a></p> <p>This has also been confirmed by the Sutton Trust whose 2011 report on improving the impact of teachers on pupil achievement in the UK revealed that the effects of high-quality teaching are especially significant for disadvantaged learners.</p> <p><a href="#">The Sutton Trust-Education Endowment Foundation Teaching &amp; Learning Toolkit December 2016</a></p>	<p>1, 2, 3, 4 and 5</p>
<p>Time dedicated to <b>developing subject leaders</b> across the school so they can lead impactful CPD across the curriculum</p> <p>All subject leaders to be members of a national union to ensure they are up to date in the most recent CPD</p>	<p>The Sutton Trust report ‘What makes great teaching?’ states that “The most effective teachers have deep knowledge of the subjects they teach”</p> <p><a href="#">What makes great teaching? Sutton Trust</a></p>	<p>1, 2 and 3</p>
<p>Training by Pip Hunt (Wiltshire advisor) on Effective deployment of TAs within the classroom</p>	<p>Research shows that TAs add value to the classroom when schools organise staff so that the pupils who struggle the most have as much time with the teacher as others. Strategic approaches to</p>	<p>1, 2, 3 and 5</p>



<p>Monitoring and follow up sessions to ensure TAs are being used effectively and consistently across the school</p>	<p>classroom organisation have the most impact on outcomes in terms of progress and attainment.</p> <p><a href="#">EEF – use TAs to add value to what teachers do</a></p> <p><a href="#">EEF - TAs should not be used as an informal teaching resource for low attaining pupils</a></p> <p><a href="#">EEF - Use TAs to help pupils develop independent learning skills and manage their own learning</a></p>	
<p>Additional teachers and staffing across the school to provide quality first teaching</p>	<p>Additional teachers will provide quality first teaching through targeted and differentiated small group teaching. This will ensure teaching is tailored to the needs of all.</p>	<p>1, 2, 3, 4 and 5</p>
<p>Training for all staff in EYFS and KS1 with the chosen <a href="#">DfE validated Systematic Synthetic Phonics programme</a> to secure stronger phonics teaching for all pupils (Song of Sounds if it is validated)</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading particularly for disadvantaged pupils:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>2, 4 and 5</p>
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time and twilights to embed key elements of guidance in school and to access White Rose Training and CPD (including Mobius Maths Hub and relevant courses on Right Choice).</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p><a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p><a href="#">Improving Mathematics in Key Stages 2 and 3</a></p>	<p>3, 4 and 5</p>



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

**Budgeted cost:** £14,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
	See below for further information.	
<p>Termly provision maps created for each class identifying strategies to support most vulnerable learners</p> <p>TA and teacher timetabling across the school to ensure research based interventions are taking place</p> <p>Clear entry and exit data to be recorded on provision maps to track impact of interventions (with specific and bespoke targets)</p> <p>Monitoring and evaluation of provision maps by SENDco and PPG lead to take place regularly and support put in place</p> <p>Observations of interventions to ensure recommendations outlined in R6 of the EEF guidance is followed</p>	<p>The EEF ‘Making Best Use of Teaching Assistants: Guidance to help primary and secondary schools make the best use of teaching assistants’ has the following recommendations for ensuring interventions have the most impact.</p> <p><a href="#">Use TAs to deliver high quality one-to-one and small group support using structured interventions</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a></p> <p>EEF guidance for successful interventions is summarised here in <a href="#">Recommendation 6 of making the best use of teaching assistants.</a></p>	1, 2, 3, 4 and 5
Purchase of <b>‘Word Aware’</b> vocabulary development (teaching vocabulary across the curriculum) resources for	<a href="#">Word Aware</a> is a structured whole school approach to promote the vocabulary development of all children. Research shows that focussing on whole class learning and developing quality first teaching is of particular value for those who start at a disadvantage.	1, 2, 4 and 5



<p>classrooms from EYFS to Year 6.</p> <p>Training for staff to ensure <b>Word Aware</b> approaches are interpreted and administered effectively – both as whole class approaches and as interventions where needed.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	
<p>Purchase and implementation of <b>Number Stacks</b> to target specific gaps in number knowledge and arithmetic skills</p>	<p>Recommendations from the EEF are to adopt evidence-based interventions to support TAs in their small group and one-to-one instruction. They state that schools should use structured interventions with reliable evidence of effectiveness. <a href="#">Number Stacks meets the following guidance from the EEF:</a></p> <ul style="list-style-type: none"> <li>• Sessions are often brief (20–50mins), occur regularly (3–5 times per week) and are maintained over a sustained period (8–20 weeks).</li> <li>• TAs receive extensive training from experienced trainers and/or teachers (5–30 hours per intervention)</li> <li>• The intervention has structured supporting resources and lesson plans, with clear objectives</li> <li>• TAs closely follow the plan and structure of the intervention</li> <li>• Assessments are used to identify appropriate pupils, guide areas for focus and track pupil progress. Effective interventions ensure the right support is being provided to the right child</li> </ul> <p>Connections are made between the out-of-class learning in the intervention and classroom teaching (see Rec 7).</p>	<p>3, 4 and 5</p>
<p><b>Additional phonics sessions</b> targeted at disadvantaged pupils who require further phonics support. This will be delivered by additional fully qualified teachers</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>2 and 4</p>
<p>Engaging with Third Space Learning to provide 1:1 maths tutoring for pupils whose education has been</p>	<p>One-to-one tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind:</p>	<p>3, 4 and 6</p>





<p>most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged.</p>	<p><a href="https://educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p>	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £9246.75

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Whole staff training on mental health, resilience and growth mindset.</p> <p>Mental health action plan led by senior mental health lead in liaison with SLT</p> <p>Emotional wellbeing and mental health strategies used across the school (including implementation of calm corners)</p>	<p><a href="#">The DFE guidance on implementation a senior mental health lead in schools</a> states that ‘research indicates that taking a coordinated and evidence-informed approach to mental health and wellbeing leads to improved emotional health and wellbeing in children and young people, and greater readiness to learn. Schools and colleges which have taken this approach often report improved attendance, attention, behaviour and attainment.</p>	<p>1, 2, 3, 4 and 5</p>
<p>Aspirational and motivational workshops/trips/experiences for pupils and parents</p>	<p>Pupils will have access to a rich and stimulating education which compliments the academic curriculum. This will raise pupil aspirations and self-esteem as well as academic attainment.</p> <p>By designing and delivering effective approaches to support parental engagement, the aim is to support parents assisting their children’s learning and ensure home learning is of high quality, as well as provide experiences to strengthen parental engagement</p>	<p>4 and 6</p>



<p>Training and retention of school ELSA, Relax Kids and Thrive practitioners</p> <p>Regular release time for these practitioners to support identified children which will involve</p>	<p>Targeted interventions on Social and Emotional learning <a href="#">SEL interventions – EEF</a></p> <p>Our own school qualitative data, including pupil and parent voice, shows the impact and value of social interventions such as these</p>	<p>4</p>
<p>Implementation of an annual careers week to raise aspirations, particularly for disadvantage learners across the school</p> <p>Explicit links to our school vision of Dream Believe Achieve</p>	<p>Research shows that it is important to extend the curriculum beyond the academic in order to increase motivation and raise aspirations. By broadening children’s understanding of career pathways and opportunities they will have, it will enable them to discover interests and talents and be more prepared for future success.</p>	<p>4</p>

**Total budgeted cost: £41,246.75**



## 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 2020 to 2021 academic year.

**Outcome A: To continue to increase the % of PP pupils who meet the expected standard in reading, writing and maths to exceed starting points.**

**Outcome B: To diminish the difference between the attainment of PP pupils and non-PP pupils in writing at the end of KS1 and KS2**

End of Key Stage 2 Data 2020/21

KS2 2021

Reading			Writing			Maths			Combined		
DPS	National	Difference	DPS	National	Difference	DPS	National	Difference	DPS	National	Difference
85.7 % (6/7)	81.3 %	+4.4 %	85.7 % (6/7)	75.6 %	+10.1 %	71.4 % (5/7)	78.6 %	-7.2 %	71.4% (5/7)	69.3%	+2.1%
Downton's gap to Non-Disadvantaged pupils nationally has improved by 2.5% to +4.4% in 2020/21.  The Disadvantaged pupils at Downton are in percentile 17 for Reading Expected Standard when compared to other schools.			Downton's gap to Non-Disadvantaged pupils nationally has improved by 53.2% to +10.1% in 2020/21.  The Disadvantaged pupils at Downton are in percentile 13 for Writing Expected Standard when compared to other schools.			Downton's gap to Non-Disadvantaged pupils nationally has improved by 16.5% to -7.2% in 2020/21.  The Disadvantaged pupils at Downton school are in percentile 29 for Maths Expected Standard when compared to other schools.			Our school's gap to Non-Disadvantaged pupils nationally has improved by 52.9% from -- in 2019/20, to +2.1% in 2020/21.  The Disadvantaged pupil(s) at Downton are in percentile 17 for Reading, Writing & Maths Expected Standard when compared to other schools.		

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was above national for reading, writing and combined at the end of KS2 and broadly in line in maths. However, our internal assessments show that the performance of disadvantaged children in KS1 was below the outcomes we aimed to achieve in our previous strategy, most notably in reading and phonics.



Our assessment of the reasons for these outcomes points primarily to Covid-19 impact on younger children within our school, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use Teams to teach daily live lessons. Another factor for these outcomes is due to the high percentage of complex SEND needs in a high proportion of our disadvantaged children in EYFS and KS1.

**C. Provision of high-quality targeted interventions (directed by class teachers and PPG lead and delivered by trained staff)**

When school was operating and fully open, TAs were deployed across the school with targeted and specific interventions for our most vulnerable learners, including our disadvantaged pupils. A fully qualified teacher was employed to carry out interventions in KS1 with a focus on phonics and reading. In addition, the deputy head teacher carried out targeted interventions in KS2. This is in addition to the provision of 1:1 tuition through third space learning. Entry and exit data was used more accurately to ensure children made good or better progress from their starting points.

**Outcome D: Improve the mental health and well-being for PP pupils leading to more resilient learners and increased and equitable access to extra-curricular activities. Ensure pupils feel emotionally supported and have opportunities to engage with ELSA, relaxed kids enabling children to talk openly about their feelings.**

Qualitative data and observations indicated that wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues, with a particularly marked increase in pupil anxiety. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in strategy report.

**Outcome E: Attendance rates for PPG pupils will increase, as engagement with parents is further improved.**

In 2020/21 our school's disadvantaged cohort had an overall absence of 4.0%. This is 0.7% higher than the national non disadvantaged cohort at 3.3%. Our disadvantaged cohort's overall absence has decreased by 1.4% from 5.4% in 2019/20, to 4.0% in 2020/21. The disadvantaged pupil(s) in your school are in percentile 28 for overall absence when compared to other schools.



## Externally provided programmes

Programme	Provider
Online 1:1 maths tutoring	Third Space Learning



## Further information (optional)

### Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- utilising a [DfE grant to train a senior mental health lead](#). We have selected Creative Education as the provider who will train our names senior mental health lead. This training will focus on needs identified through a mental health audit and the resulting action plan which will be created in collaboration with SLT. The school will be looking at how to develop our understanding of our pupil and staff needs, how to give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- Staff training around embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- Whole school strategies to focus on lost learning due to school closures and partial closures (including ongoing self-isolation periods) such as flashback four in maths, robust online learning and Teams provision on a case by case basis, research into effective interventions and staff training on using GAPs analysis to adapt planning