

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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
Number of pupils in school	271
Proportion (%) of pupil premium eligible pupils	7%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Paula Carlton
Pupil premium lead	Paula Carlton
Governor / Trustee lead	Ian Summerfield

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£17,540
Recovery premium funding allocation this academic year	£4280.10
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£6,377
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£28,197.10

Part A: Pupil premium strategy plan

Statement of intent

'Every Child Needs a Champion'

Vision: *We will ensure all children, regardless of barrier, will have the support and experiences they need to become successful learners, have high aspirations of themselves and achieve as they leave primary school prepared for the next steps of their education. We will achieve this by focusing on the needs of pupils, not labels and ensure that each child is supported as an individual. Our focus is on the improvement of learners over time through an emphasis on excellent teaching and learning and tailored pastoral care.*

At Downton Primary School, we want our pupils to achieve their very best, irrespective of their background or level of need. We want them to make good progress and achieve high levels of attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal and its successful implementation is everyone's responsibility.

While this strategy prioritises the needs and challenges faced by our disadvantaged learners, the activity planned in this statement is also intended to support the needs of all our pupils, regardless of whether they are disadvantaged or not.

We know that research tells us that high quality teaching is what makes the biggest difference. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. It is for this reason that, as outlined below, a large proportion of our pupil premium funding is spent on providing high quality professional development to make our great teachers even better.

We continue to work hard to minimise the lasting impact of the COVID pandemic and the associated lost learning due to school closures. Additional recovery premium funding is incorporated within this strategy

Our approach is underpinned by three core principles:

- To ensure that all our pupils are engaged in challenging and interesting learning.
- To take prompt action at the first sign of slow progress or low attainment.
- To monitor the impact of provision and make changes, if required

Challenges

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

Challenge number	Detail of challenge
1	<p>Poor attendance of some disadvantaged pupils.</p> <p>Data indicates that over the last 3 years, attendance of disadvantaged pupils has been significantly lower than their advantaged peers. Persistent absence is a particular issue. In the latest available data, 27% of disadvantaged pupils were persistently absent.</p> <p>Poor mental health and decreased wellbeing of pupils and their parents are contributing to this in a number of cases.</p>
2	<p>Lack of parental involvement in learning from some families.</p> <p>Data from attendance at parents' evenings, feedback from parental questionnaires and a lack of uptake at parent information sessions indicate a low level of parental engagement from a number of families. This is supported by a range of anecdotal evidence from class teachers.</p>
3	<p>High proportion of disadvantaged pupils with additional needs (eg. SEN).</p> <p>We currently have 36% of disadvantaged pupils with additional SEND or EAL needs – this is higher than the national average and has an impact on attainment in reading, writing and maths.</p>
4	<p>Lack of basic calculation skills in reading, compared to other pupils, which prevents accelerated progress.</p> <p>Question-level analysis indicates that this lack of skills is impacting on the pupils' ability to achieve the expected standard at the end of both key stages. Disadvantaged pupils are disproportionately affected by this issue.</p>
5	<p>Limited vocabulary and weak oral language impacts on progress in writing</p> <p>Analysis of pupils writing shows that non-disadvantaged pupils are able to consistently use higher level vocabulary, acquired through reading, in their writing. The vocabulary use of many disadvantaged pupils continues to be more limited, even among successful readers.</p>
6	<p>Lower levels of staff confidence and subject / pedagogical knowledge in reading and maths teaching.</p> <p>Staff audits and surveys from 2020/22 indicated that teachers felt less confident in their teaching of reading when children are not working within the expected range. Significant CPD has taken place and there is evidence of impact. However, further work is required to ensure that quality first teaching is secure in all year groups.</p>

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 writing attainment for disadvantaged learners at the end of both key stages.	By July 2025, more than 75% of disadvantaged learner will achieve the expected standard or better in writing by the end of KS1 and KS2.
Improved reading attainment for disadvantaged learners at the end of both key stages,	By July 2025: More than 75% of disadvantaged learner will achieve the expected standard or better in reading at the end of KS1 and KS2. KS1-2 progress score for disadvantaged pupils in maths is above 0.
High proportion of pupils successfully pass the year 4 times table check.	By July 2025: More than 75% of pupils pass the year 4 times table check.
Improved attendance of disadvantaged pupils	By July 2025: Persistent absenteeism of disadvantaged pupils is below 10% Overall attendance for disadvantaged pupils is above 94%

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: £8,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
As a school we have purchased 'NFER' assessments for reading and maths. We have also purchased phonics tracker. We now need train all staff in the use the diagnostic outcomes to close gaps	Use of standardised testing can support teachers in identifying areas of strength and weakness. This information can be used to adapt teaching in order to meet pupils' individual needs more precisely. Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	4, 6

Provide CPD for teachers, both in-house and externally to improve subject knowledge and pedagogical understanding. This will include a focus on the EEF's '5-a-day' approach to teaching and learning.	High Quality First Teaching has been proven to make the single biggest difference to outcomes for disadvantaged learners. Studies show that disadvantaged pupils benefit disproportionately from high quality teaching, compared to their peers.	4, 6
Provide Subject Leader release time (3 half days per subject) throughout the year to monitor, evaluate and review the implementation of the new enquiry-led curriculum to ensure that pupils (especially those with additional needs know more and remember more and make good progress over time.	High Quality First Teaching has been proven to make the single biggest difference to outcomes for disadvantaged learners. Studies show that disadvantaged pupils benefit disproportionately from high quality teaching, compared to their peers. Subject leaders will rigorously monitor the quality of provision in their subject and report back to SLT. Use SIA time to coach subject leaders in professional conversations about their subject	3
Fund the pupil premium lead in the school (0.1 contract) to lead, manage and oversee a number of the	The EEF recommends a four-stage, cyclical process for the successful implementation of the pupil premium strategy. It highlights the critical role that leadership plays, particularly in	1, 2, 3
strategies in place and monitor the impact of these.	stages 3 and 4 – the implementation and monitoring phases. Dedicated time ensures that this work can be done highly effectively.	
Provide training for all members of the EYFS and KS1 team in early reading and early mathematics, provided by the Ramsbury Hub.	High Quality First Teaching has been proven to make the single biggest difference to outcomes for disadvantaged learners. Studies show that disadvantaged pupils benefit disproportionately from high quality teaching, compared to their peers.	4, 5, 6

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

Budgeted cost: £ 11,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>1:1 / Small group tuition for targeted pupils. Sessions will be delivered by a high quality, trained teacher and will focus on bespoke targets for phonics, writing and maths.</p>	<p>Small group and 1:1 tuition targeted at specific needs can be an effective method to support low attaining pupils or those falling behind. Studies have shown that this approach, while moderately expensive, can add an additional 5 months of progress in an academic year.</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>3, 4, 5</p>
<p>Small group phonics interventions for PPG pupils at risk of not passing the Y1 phonics screening.</p>	<p>Small group and 1:1 tuition targeted at specific needs can be an effective method to support low attaining pupils or those falling behind. Studies have shown that this approach, while moderately expensive, can add an additional 5 months of progress in an academic year.</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p>	<p>3</p>
<p>Purchase materials for the DfE validated 'Catch Up Literacy' programme and deliver</p>	<p>The 'Catch-up' intervention programmes are on the DfE's recommended list of intervention programmes. Train two TAs to deliver this programme.</p>	<p>5</p>
<p>associated training to TAs.</p>	<p>EEF studies show that pupils achieve an additional 2 months of progress in an academic year.</p>	

Speech and Language therapy provided by a trained TA 1 day per week.	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality discussion, are inexpensive to implement with high impacts on reading Oral language interventions Toolkit Strand Education Endowment Foundation EEF	5
Relaxed kids/thrive therapy provided by a trained therapist 1 day per week.	A study of over 12,000 cases, shows that between 77% and 84% of children, suffering from mental health issues, show a positive change through the use of play and creative arts therapies when delivered to PTUK standards. The more severe the problem, the higher the percentage of children that show a positive change. https://fhcappg.org.uk/wpcontent/uploads/2019/01/practicebased-evidence-report-300119.pdf	1

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £8,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide heavily subsidised access to residential visits for disadvantaged learners in years 5 and 6 and fully funded places on educational visits for disadvantaged pupils in all year groups.	We know the emphasis placed on developing pupils' cultural capital, These opportunities are crucial for achieving this for our disadvantaged learners.	1

Provide fully funded or subsidised access to extracurricular activities such as educational visits, music lessons, after school sports clubs etc	Enrolling pupils vulnerable to poor attendance in these activities has impacted very positively since implementing this strategy. This has been one of most effective strategies for reducing persistent absenteeism.	1
Employ a part time ELSA , Relaxed Kids and Thrive therapies to provide support for vulnerable pupils and their families.	Research clearly shows how disadvantaged pupils have been disproportionately affected by the COVID-19 pandemic in terms of mental health and wellbeing. We anticipate that increased numbers of pupils and their families will require support in the coming months.	1, 2
Provide 'ELSA' counselling service for vulnerable pupils.	See above Mental health and wellbeing has become an increasingly significant factor, impacting on attendance and academic outcomes, particularly since the pandemic.	1, 2
Implement 'Mindfulness in Schools' project across the school, providing the school lead with the necessary training and materials.	See above. We have seen significant impact since implementing the 'Jigsaw' scheme of work for PSHEC. This has a mindfulness approach at its core.	1, 3

Total budgeted cost: £ 28,197.10

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 2021 to 2022 academic year.

Tackling the challenges and overcoming the barriers faced by some of our vulnerable learners and their families is a long-term process. Pupil Premium funding rarely produces a quick fix. Instead, the funding is strategically used with a long-term view in mind. We strive to ensure that by the time our pupils leave us, they are well prepared for the next stage in their education. To this end, we were delighted with the outcomes achieved by our year 6 pupils in July 2022. These are summarised below:

	RWM Combined	Reading	Writing	Maths
Downton DA Pupils	0%	0% (cusp)	100%	100%
National ALL Pupils	59	74	69	71
National NON-DA Pupils (2019)	71	80	83	81

Our year 6 disadvantaged cohort performed better than all pupils nationally in writing and maths. Pupils scored on the cusp(99) of expected in the reading paper with pupils with a reading age of 10.10+ based on Salford reading scores. All pupils had a love of reading with one below and a love of reading.

Furthermore, the attainment difference when compared to non-disadvantaged (advantaged) pupils nationally, was positive. As a school, we have set the aspirational target of eradicating the difference in attainment between these two groups of pupils by July 2025, so this data represents a significant step towards achieving this.

Outcomes for our disadvantaged pupils at the end of KS1 were lower than usual and the attainment gaps are significant. We believe that this is, in part, due to the disproportionate impact that the pandemic has had on this cohort of pupils. For these pupils, last year was been their **only** uninterrupted school year to date.

The Pupil Premium intervention that these pupils would ordinarily have benefited from in year 1 was seriously disrupted. In response to this, we increased our spending in year 2 in 2021/22 and are confident that this money was well targeted. However, the impact is not yet being represented in the data.

Careful planning and monitoring of provision will be required as this cohort moves through KS2 to ensure that existing gaps are minimised by the end of year 6.

Also, despite having a very good track record of strong outcomes in the year 1 phonics screening check, last year's year 1 pupils performed less well. In response, we have taken the decision to implement one of the DfE accredited phonics programmes. 'Read write inc' will be implemented from September 2023. Alongside this, increased spending on phonics interventions will form part of the 2022/23 spending strategy. We will be working with the Ramsbury DfE hub to implement this change.

We were delighted that 100% of our disadvantaged pupils took part in our residential visits in years 4 and 6. This would not have been possible for many pupils without the significant subsidy provided by our pupil premium funding.

Despite access to these opportunities, attendance of disadvantaged pupils remains a concern. From September 2023, the school will be fully implementing the new government guidance in order to tackle poor attendance and lateness.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Maths tuition	Third space learning
Maths tuition	Number Stacks
Reciprocal reading	FFT
Phonics support	Phonics Tracker