

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	288
Proportion (%) of pupil premium eligible pupils	10% (30 children)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published	December 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Paula Carlton
Pupil premium lead	Paula Carlton
Governor / Trustee lead	Greg Yveko

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£37,695.00
Recovery premium funding allocation this academic year	£3,335.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£4316.10
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	£45,346.10

Part A: Pupil premium strategy plan

Statement of intent

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. 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). We currently have 30% of disadvantaged pupils with additional SEND or EAL needs – this 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 2022 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

<p>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.</p>	<p>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.</p>	<p>4, 6</p>
<p>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.</p>	<p>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.</p> <p>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</p>	<p>3</p>
<p>Fund the pupil premium lead in the school (0.1 contract) to lead, manage and oversee a number of the</p>	<p>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</p>	<p>1, 2, 3</p>
<p>strategies in place and monitor the impact of these.</p>	<p>stages 3 and 4 – the implementation and monitoring phases. Dedicated time ensures that this work can be done highly effectively.</p>	
<p>Provide training for all members of the EYFS and KS1 team in early reading and early mathematics, provided by the Ramsbury Hub.</p>	<p>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.</p>	<p>4, 5, 6</p>

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>	
<p>Speech and Language therapy provided by a trained TA 1 day per week.</p>	<p>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</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	<p>5</p>

<p>Relaxed kids/thrive therapy provided by a trained therapist 1 day per week.</p>	<p>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.</p> <p>https://fhcappg.org.uk/wpcontent/uploads/2019/01/practicebased-evidence-report-300119.pdf</p>	<p>1</p>
--	---	----------

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

Budgeted cost: £8,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>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.</p>	<p>We know the emphasis placed on developing pupils' cultural capital, These opportunities are crucial for achieving this for our disadvantaged learners.</p>	<p>1</p>
<p>Provide fully funded or subsidised access to extracurricular activities such as educational visits, music lessons, after school sports clubs etc</p>	<p>Enrolling pupils vulnerable to poor attendance in these activities has impacted very positively since implementing this strategy.</p> <p>This has been one of most effective strategies for reducing persistent absenteeism.</p>	<p>1</p>

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: £ 28,200

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.

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 2023. These are summarised below:

End of KS2 disadvantaged attainment

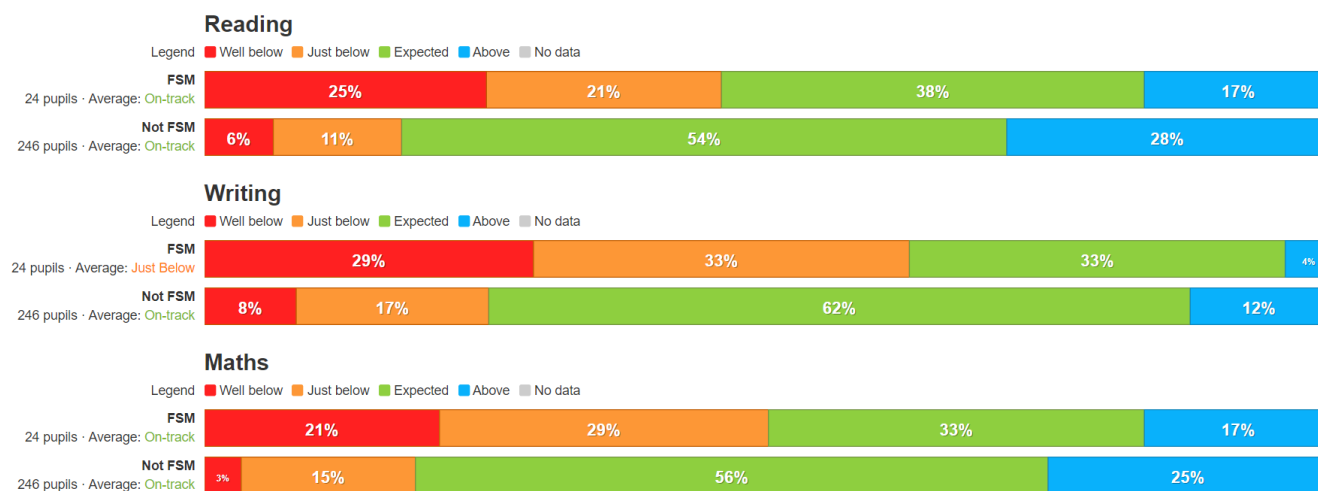
	RWM Combined	Reading	Writing	Maths
Downton DA Pupils	67%	100%	67%	67%
National DA Pupils (2023)	44%	60%	58%	59%
National NOT DS pupil (2023)	66%	78%	77%	79%
National ALL Pupils	59%	73%	71%	79%

We are really proud that our year 6 disadvantaged cohort outperformed the national average for combined reading, writing and maths by 8%. They also outperformed the national average for reading with 100% of disadvantaged children achieving the expected standard and 67% of disadvantaged children reaching the greater depth standard. 100% of the disadvantaged cohort received additional boosting and enriching linked to reading with funding from the pupil premium grant.

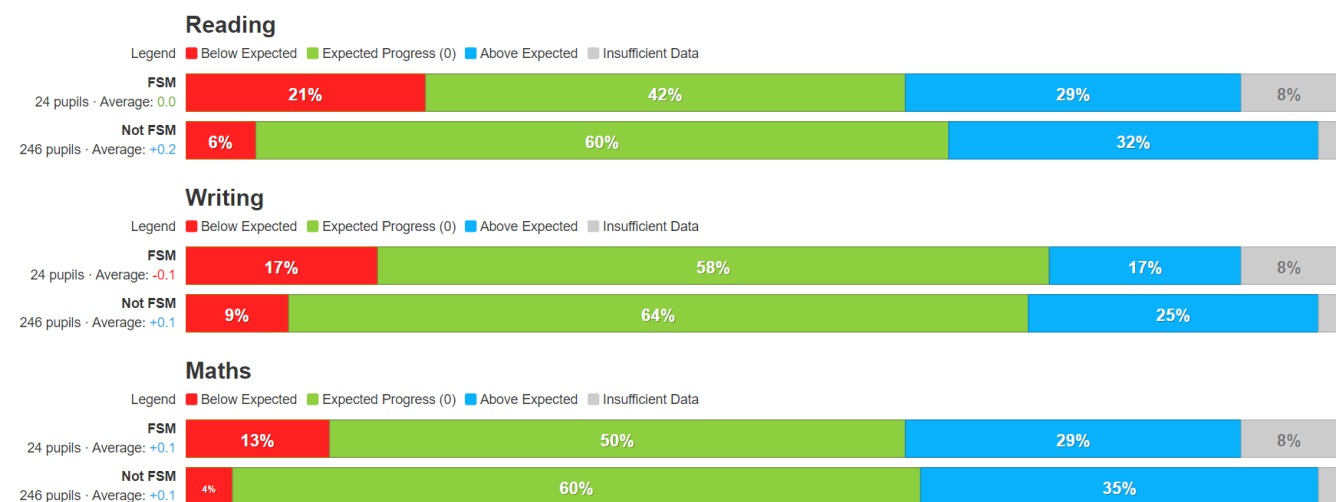
In writing, the percentage of children reaching the expected standard was higher than the national average for disadvantaged and this is also true for writing. Part of the funding was used to provide breakfast maths groups of which children who were not at the expected standard attended.

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.

Attainment Overview for All Pupils (from 2022-2023) – 2022-2023 Autumn to 2022-2023 Summer Main Assessment



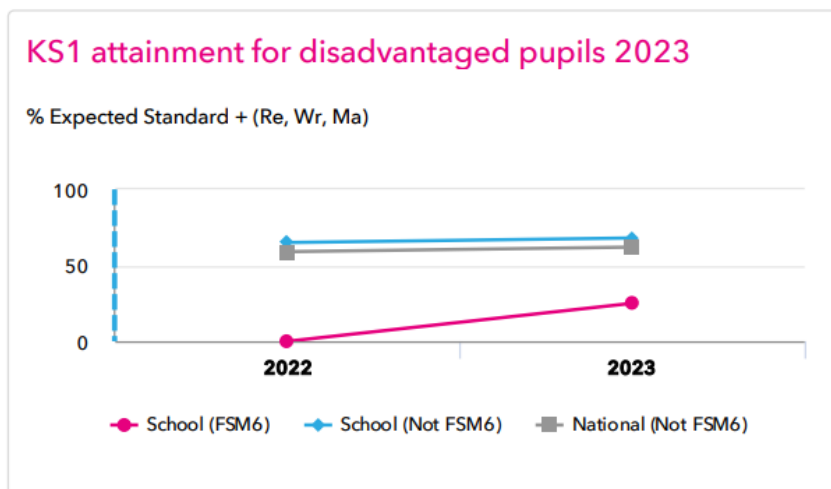
Progress Overview for All Pupils (from 2022-2023) – 2022-2023 Autumn to 2022-2023 Summer Main Assessment



Across the school, non-disadvantaged continue to outperform disadvantaged children in reading, writing and maths; however, during the course of the year, this gap began to close with Year 6 KS2 SATs showing that our school disadvantaged outperformed disadvantaged children nationally.

Progress shows that an area of focus for the school is reading with non-disadvantaged outperforming disadvantaged by 15%. This will be addressed by the implementation of a new phonics scheme. More details of which can be found below.

KS1 attainment for disadvantaged pupils 2023



In key stage one, the attainment for disadvantaged pupils was below national; however, it has increased since 2022 so progress is being made in this area. We believe that this is, in part, due to the level of disadvantaged children with additional SEND needs in this cohort. As a result of this, we will be targeting our spending for children in Year 3 to receive additional pastoral and academic intervention.

Despite having a good track record of strong phonics outcomes in the Year 1 phonics screening check, last year year 1 pupils performed less well. In response to this, we have made the decision to implement one of the DfE accredited phonics programme. 'Read Write Inc' will be implemented from September 2024. Alongside this, increased spending on phonics interventions will form part of the 2023/24 spending strategy. We are working with Ramsbury DfE hub to implement this change

Personal Development

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. They have also attended a wide range of trips that develop their cultural capital in every single year group and 100% of disadvantaged pupils have participated in these events.

With the boosting and support to close the academic attainment gap in Year 6, these children were set up to more successful in their transition to secondary school. We know that reading underpins everything and are proud that 100% of disadvantaged children achieved the expected standard for reading and know this will help prepare them for the next stage of their career.

Wellbeing

A large proportion of disadvantaged children accessed the wide range of pastoral support on offer and the positive impact of this has been captured in parent and pupil voice. Next year, we aim to increase this to at least 50% of all PPG children accessing this support.

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
Pastoral Support	Thrive, Relax Kids and ELSA