



Downe Primary School

Pupil Premium Strategy Statement

2021-2022

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	Downe Primary School
Number of pupils in school	75
Proportion (%) of pupil premium eligible pupils	12%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3
Date this statement was published	17/12/2021
Date on which it will be reviewed	July 2022
Statement authorised by	Jodene Panteli
Pupil premium lead	Jodene Panteli
Governor / Trustee lead	Kim Brown

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£14,790
Recovery premium funding allocation this academic year	£2,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£16,790



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Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker or those in temporary accommodation. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. 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. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the School Lead Tutoring for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in their day to day teaching and learning, across all areas of the curriculum
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve, regardless of whether the disadvantage is funded through the Pupil Premium grant.



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Challenges

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

Challenge number	Detail of challenge
1	Attendance. Some of the children identified are affected by lower than expected attendance.
2	Mental health and wellbeing. In some cases, the impact of disadvantage has contributed to poor MHWB.
3	Technological capital. Some pupils do not have access to technology at home and therefore access to technology is less than peers.
4	Cultural capital. Some pupils do not access cultural opportunities i.e. music, theatre, library, languages
5	Additional learning needs. Some pupils experience lower levels of literacy.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our 3 year strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Technological divide decreases through clear curriculum strategy for whole school computing teaching and learning.	<p>Pupils will use technology in school to enhance learning across the curriculum, increasing digital literacy and decreasing the digital divide between disadvantaged and non-disadvantaged pupils.</p> <p>Rolling programme of purchasing devices for every pupil in the school until all have a device for use in school in all areas of learning.</p> <p>A clear and bespoke curriculum map for teaching and learning in the subject area of computing, will have been developed and driven forwards by the subject leader responsible for computing.</p>
Increased reading and spelling attainment in disadvantaged pupils, including high attaining disadvantaged pupils.	<p>Digital subscriptions to support increased attainment in the areas of reading and spelling will demonstrate progress.</p> <p>Reading volunteers will have been provided with CPD (English subject leader) to</p>



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	<p>increase understanding, knowledge and skills necessary to support pupil progress in the area of reading.</p> <p>Disadvantaged pupils reading scores will increase in termly reading tests.</p>
<p>Disadvantaged pupils will participate in cultural opportunities provided by the school.</p>	<p>Funding to support the inclusion of disadvantaged pupils in engaging in activities within the school to increase cultural capital, will be allocated, in consultation with the pupil and their parent/carers. Examples may include music tuition, trips or visits.</p> <p>No child will be excluded from participating in such activities due to disadvantaged status.</p>
<p>A school wide approach to MHWB will be in place.</p>	<p>Headteacher will have completed DfE approved training for becoming the School's 'Senior Mental Health Lead'.</p> <p>A policy for MHWB will have been developed.</p> <p>Resources required to develop the whole school approach will have been sourced.</p> <p>Increased capacity for providing targeted support for MHWB at school-level for disadvantaged and non-disadvantaged pupils, through additional training for intervention i.e. Learning Mentor, Therapeutic Play.</p>



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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 (for example, CPD, recruitment and retention)

Budgeted cost: £4000

Activity	Evidence that supports this approach	Challenge number (s) addressed
Purchase of standardised diagnostic assessments. Training for staff to ensure assessments are interpreted and administered correctly	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	5
In-school specialist computing teaching for one term	Short term specialist teaching in order to provide high quality experience for pupils alongside increasing teacher knowledge, skills and confidence. https://www.idra.org/resource-center/bridging-the-digital-divide-in-our-schools/ https://publications.parliament.uk/pa/cm201617/cmselect/cmstech/270/270.pdf https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital	3
In-school specialist language	Short term specialist teaching in order to provide high quality experience for pupils alongside increasing teacher knowledge, skills and confidence.	4



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teaching for one term	https://educationinspection.blog.gov.uk/2021/05/04/languages-in-outstanding-primary-schools/	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £12,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
School led tutoring	Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from one to one tuition. Low attaining pupils are particularly likely to benefit. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	5
Speech and Language Therapy to address early literacy difficulties.	There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	5
Educational Psychology support	Links between SEND, deprivation and attendance have been identified by Educational Psychologists. https://www.aep.org.uk/education-policy-institute-link-deprivation-attendance-send/	5
Music Lessons	Evidence suggests that socially deprived children have reduced access to music lessons. https://www.bpi.co.uk/news-analysis/bpi-calls-on-government-to-tackle-growing-inequality-in-access-to-music-in-state-schools/	2, 4
Social Emotional and Mental Health intervention (5 hours per week)	Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	2



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Targeted intervention for 1:1 and small group reading (4 hours per week)	On average, disadvantaged children are less likely to own a book of their own and read at home with family members, and for these reasons may not acquire the necessary skills for reading and understanding challenging texts. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	5
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £0

Activity	Evidence that supports this approach	Challenge number(s) addressed

Total budgeted cost: £16,500



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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.

See separate evaluation from 2020-21.

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

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	NA
What was the impact of that spending on service pupil premium eligible pupils?	NA