

# Downe Primary School



## Pupil Premium Strategy Statement

### 2022-2023

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	Downe Primary School
Number of pupils in school	65
Proportion (%) of pupil premium eligible pupils	6 children
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	3
Date this statement was published	18 <sup>th</sup> November 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Rebecca Dolan
Pupil premium lead	Rebecca Dolan
Governor / Trustee lead	Kim Brown

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£13,450
Recovery premium funding allocation this academic year	£2,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

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Total budget for this academic year	£15,450
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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>

## 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.

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

Budgeted cost: £3000

Activity	Evidence that supports this approach	Challenge number (s) addressed
<p>Purchase of standardised diagnostic assessments. Target Tracker and NCA paper tests.</p> <p>MARK online gap analysis tool purchased to support interventions and quality of them taking place.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly</p>	<p>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:</p> <p><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p>	5

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

Budgeted cost: £10,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>To raise attainment by ensuring that all pupils receive challenging and engaging quality first teaching to meet their needs by:</b></p> <ul style="list-style-type: none"> <li>• Ensuring teaching in all subjects is of the highest quality, well planned to support and challenge all with differentiation and variation throughout</li> <li>• Exposure to a broad and balanced curriculum</li> <li>• Year group provision maps ensure children have access to appropriate support throughout the week.</li> <li>• Small groups given opportunities through pre- and post-teaching close gaps identified by teachers through AfL.</li> <li>• Closing the vocabulary gap Continue to develop the following teaching strategies in all classes within DFE report: supporting the attainment of disadvantaged pupils: articulating success and good practice.</li> </ul>		
<p><b>School led tutoring</b></p> <p>Year 5 and 6 teacher to tutor key children including PP children to support gaining expected standard by July 2023</p>	<p>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.</p> <p><a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/one-to-one-tuition</a></p>	5
<p>Speech and Language Therapy to address early literacy difficulties.</p>	<p>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.</p> <p><a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/oral-languageinterventions">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/oral-languageinterventions</a></p>	5

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<b>Educational Psychology support</b>	<p>Links between SEND, deprivation and attendance have been identified by Educational Psychologists.</p> <p><a href="https://www.aep.org.uk/education-policy-institute-linkdeprivation-attendance-send/">https://www.aep.org.uk/education-policy-institute-linkdeprivation-attendance-send/</a></p>	5
<b>Music Lessons</b>	<p>Evidence suggests that socially deprived children have reduced access to music lessons.</p> <p><a href="https://www.bpi.co.uk/news-analysis/bpi-calls-ongovernment-to-tackle-growing-inequality-in-access-to-music-in-state-schools/">https://www.bpi.co.uk/news-analysis/bpi-calls-ongovernment-to-tackle-growing-inequality-in-access-to-music-in-state-schools/</a></p>	2, 4
<b>Targeted intervention for 1:1 and small group reading (4 hours per week)</b>	<p>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.</p> <p><a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/readingcomprehension-strategies">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/readingcomprehension-strategies</a></p>	5

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

Budgeted cost: £1000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Increase parental engagement with school so they feel more empowered to support their children</b></p> <ul style="list-style-type: none"> <li>• Class Dojo for communication between school and home</li> <li>• Half termly coffee mornings</li> <li>• Engagement event held with outside agencies so parents can see the school offer and services outside promoted</li> </ul>		



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**Total budgeted cost: £15,540**

## **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.

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We have analysed the performance of our school's disadvantaged pupils during the 2022/23 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

Schools are not required to publish their 2022 key stage 2 results as DfE is not publishing this data. This is because statutory assessments returned for the first time since 2019, without adaptations, after disruption caused by the pandemic. This is a transitional arrangement for one year only, and DfE plans to publish key stage 2 school performance data for 2023.

DfE has shared our school's 2022 performance data with us, to help us better understand the impact of the pandemic on our pupils and how this varies between different groups of pupils. COVID-19 had a significant impact on the education system and this disruption affected schools and pupils differently, and because of this, it is more difficult to interpret why the results are as they are using the data alone.

To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils at a national and regional level (although these comparisons are to be considered with caution given the caveats stated above). We also looked at these comparisons using pre-pandemic scores for 2019, in order to assess how the performance of our disadvantaged pupils has changed during this period.

Data from tests and assessments suggest that, despite some strong individual performances, the progress and attainment of the school's disadvantaged pupils in 2021/22 was below our expectations. Our analysis suggests that the reason for this is primarily the ongoing impact of COVID-19, although we also identified that some of the approaches we used to boost outcomes for disadvantaged pupils had less impact than anticipated.

The attainment gap between our disadvantaged pupils and non-disadvantaged pupils has grown since the start of the pandemic. This is reflective of national figures and demonstrates the additional impact of COVID-19 on disadvantaged pupils.

Pupil Premium Attendance in 2021-22 was 89.69% compared to whole school attendance at 92.2%. We recognise this gap is too large which is why raising the attendance of our disadvantaged pupils is a focus of our current plan.

Our observations and assessments demonstrated that pupil behaviour improved last year, but challenges in relation to wellbeing and mental health remain significantly higher than before the pandemic. The impact on disadvantaged pupils has been particularly acute.

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These results mean that we are not at present on course to achieve the outcomes that we set out to achieve by 2024/25, as stated in the Intended Outcomes section above. We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year, as set out in the Activity in This Academic Year section above. The Further Information section below provides more details about our planning, implementation, and evaluation processes.

## 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