

# Downe Primary School



## Pupil Premium Strategy Statement

**2025-28**

This statement details our school's use of pupil premium 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	85
Proportion (%) of pupil premium eligible pupils	22 children
Academic year/years that our current pupil premium strategy plan covers	2025 - 2026
Date this statement was published	December 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Matt Ferguson
Pupil premium lead	Matt Ferguson
Governor / Trustee lead	Kathryn Paterson

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£13,450
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£13,450</b>



## 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. 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.

Our approach is responsive to common challenges and individual needs, rooted in diagnostic assessment. 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.
- Barriers to learning are removed through strong variation and adaptation.
- Act early to intervene at the point need is identified



## 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	Cultural capital. Some pupils do not access cultural opportunities i.e. music, theatre and library facilities
3	Additional barriers to learning - such as SEND needs.



## 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
Improve attendance for disadvantaged pupils	Reduce persistent absence among disadvantaged pupils to be in line with National data (measured termly). Whole-school attendance for disadvantaged pupils reaches at least the school average for non-disadvantaged pupils measured termly.
Improve MHWB so pupils can engage with learning	All disadvantaged pupils with identified MHWB needs have a named key adult for daily check ins. Reduction in number of MHWB incidents leading to missed learning time through CPOMS incidents.
Disadvantaged pupils will participate in cultural opportunities provided by the school.	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.  No child will be excluded from participating in such activities due to disadvantaged status.
Additional barriers to learning - such as SEND needs.	Personalised Learning Plans linked to EHCP outcomes are reviewed termly and show progress against personalised targets of disadvantaged pupils with SEND. TA deployment follows evidence-based guidance and is monitored via lesson observations and intervention outcome

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	data. External Agencies are used for specialist support and training of staff.
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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: £ 3000

Activity	Evidence that supports this approach	Challenge number (s) addressed
<p>Training for staff to ensure variation and adaptation to remove barriers to learning.</p> <p>Training for staff on writing PLPs and delivering targeted support.</p>	<p>EEF guidance report: Making Best Use of Teaching Assistants (detailed recommendations on deployment, training and structured interventions): <a href="#">EEF - Making Best Use of TAs (guidance report)</a></p> <p>EEF Targeted Academic Support guidance and SEND-related guidance emphasise use of high-quality teaching strategies as primary support for pupils with SEND: <a href="#">EEF - Targeted Academic Support (school planning)</a></p>	4

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

Budgeted cost: £9000

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>                      Ensuring teaching in all subjects is of the highest quality, well planned to support and challenge all with adaptation and variation throughout. Small groups given opportunities through pre- and post-teaching close gaps identified by teachers through AfL.</p>	<p>EEF guidance emphasises high-quality teaching as primary lever and recommends CPD, explicit instruction and vocabulary work to support disadvantaged pupils (see EEF literacy and Early Years guidance): <a href="#">Preparing for Literacy (EEF guidance report)</a> and EEF guidance on Improving Literacy in KS1.</p> <p>EEF guidance report: Making Best Use of Teaching Assistants (detailed recommendations on deployment, training and structured interventions): <a href="#">EEF - Making Best Use of TAs (guidance report)</a></p>	4
<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.  <a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/oral-language-interventions</a></p>	5
<p>Educational Psychology support</p>	<p>Links between SEND, deprivation and attendance have been identified by Educational Psychologists.  <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

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<p><b>Targeted intervention for 1:1 and small group reading (4 hours per week)</b></p>	<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>	<p>4</p>
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

**Budgeted cost: £1450**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Attendance strategy: proactive, personalised family communications (Dojo/phone/ letters), early follow-up, and casework for pupils at-risk. Rigorous tracking of all pupils with appropriate escalation.</p>	<p>EEF Attendance Rapid Evidence Review and guidance: personalised, positive parental communication (texts/‘nudge’ letters) and tailored support show promise; EEF’s Supporting School Attendance resources: <a href="#">EEF - Attendance interventions rapid evidence assessment</a> and <a href="#">EEF - Supporting school attendance (reflection &amp; planning tool)</a>.</p>	<p>1</p>
<p>Music Lessons</p>	<p>EEF message on cultural learning: arts programmes can support skills and engagement even if effects on attainment are mixed; schools should include cultural learning as part of a well-rounded curriculum: <a href="#">EEF - Arts-based education evaluations and guidance</a></p>	<p>3</p>

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<p>Cultural capital programme: subsidised music lessons, school theatre/visits, library access and in-school arts experiences for disadvantaged pupils (planned as part of curriculum subjects to build knowledge and vocabulary).</p>	<p>EEF commentary and evaluations of arts-based education: arts activities support communication, creativity and engagement though impact on attainment is mixed; but include cultural opportunities as essential for a well-rounded curriculum: <a href="#">EEF - Arts-based education evaluations</a> and literature review on arts participation: <a href="#">University of Dundee - Impact of arts participation review</a>.</p>	<p>3</p>
<p>Wraparound care and enrichment through clubs. To develop experiences children have and support attendance.</p>	<p>EEF attendance and SEL reviews highlight that practical barriers and inclusive culture underpin improved attendance and engagement; DfE/EEF recommend considering meal provision and targeted support: <a href="#">EEF - Supporting school attendance (reflection &amp; planning tool)</a>.</p>	<p>1, 2</p>

**Total budgeted cost: £13,450**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

We have analysed the performance of our school's disadvantaged pupils during the 2024/25 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

62% overall reached a Good Level of Development in EYFS compared to 71% of disadvantaged pupils.

Year 1 – 70% of all pupils achieved the Phonics outcome, and 100% of disadvantaged pupils achieved the outcome (one pupil)

Year 6 – No pupils were disadvantaged.

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Pupil Premium Attendance in 2024-25 was 84.9% compared to whole school attendance of 92.7%.

## 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
CPOMS	CPOMS
Times Table Rockstars	Maths Circle
White Rose Maths	Collins
CUSP	Unity Schools Partnership
Jigsaw PSHE	Jigsaw Education Group
Purple Mash	2 Simple

## 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