

Downsway Primary School Pupil Premium Strategy Statement 2023-2024



This statement details our school's use of pupil premium and recovery 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	Downsway Primary
Number of pupils in school	213
Proportion (%) of pupil premium eligible pupils	8%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 2022/2023 2023/2024
Date this statement was published	September 2021
Date on which it will be reviewed	September 2024
Statement authorised by	Mrs K. Ayres
Pupil premium lead	Mr. K. Edwards
Governor lead	Mrs M. Fyans

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£20,187
Recovery premium funding allocation this academic year	£2,045
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£22,233

Part A: Pupil premium strategy plan

Statement of intent

At Downsway Primary School, we have high aspirations and ambitions for our children and we believe that all learners should be able to reach their full potential. We strongly believe that reaching your potential is not about where you come from, but instead, about developing the necessary skills and values required to succeed. Our pupils in receipt of the pupil premium funding face specific barriers to reaching their full potential, and, at Downsway Primary, we are determined to provide the support and guidance they need to help them overcome these barriers. In addition to this, we aim to provide them with access to a variety of exciting opportunities and a rich and varied curriculum.

Our three year pupil premium strategy plan objectives are:

- To diminish the attainment gap between disadvantaged and non-disadvantaged pupils.
- For all disadvantaged pupils in school to make/exceed nationally expected progress rates.
- To support our children's health and wellbeing to enable them to access learning at an appropriate level.

We aim to do this through:

- Ensuring that teaching and learning opportunities meet the needs of all the pupils
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Challenges

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

Challenge number	Detail of challenge
1	Low attainment and slow progress rates made by pupil premium/disadvantaged children. The children have gaps and misconceptions and find it difficult to retain/recall prior knowledge.
2	Narrowing the attainment gap across Reading, Writing and Maths
3	Pupil's social, emotional and mental health difficulties.
4	Attendance and Punctuality issues.

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
<p>Disadvantaged pupils maintain at least the standard of attainment they achieved at the end of the previous year (reading, writing and maths) and previous key stage; those who have ‘fallen behind’ make accelerated progress and ‘catch up’ or exceed prior attainment standards. To ensure fallen behind children receive targeted high-quality intervention monitored by the class teacher.</p>	<p>End of summer 2024 data will show that 95 – 100% of disadvantaged children have made expected progress from the previous summer.</p> <p>End of summer 2024 data will also show that 10 – 20% of disadvantaged children will have made accelerated progress.</p> <p>Analysis of interventions will show that interventions have had a positive impact on the disadvantaged children’s learning and has helped in accelerating their progress.</p>
<p>Pupils with identified social, emotional or/and health needs are well supported by school staff so that the needs are removed or alleviated.</p>	<p>Class teachers (<i>along with Inclusion Manager and/or PP Lead, if needed</i>) identifies and support children to alleviate barriers to learning. Identified children are invited to ELSA provision, Lego Therapy sessions, for example.</p> <p>Social skills, independence, perseverance and team work are developed.</p>
<p>Pupils will meet national expectations for attendance/persistent absence.</p>	<p>Disadvantaged pupils will match or exceed national attendance averages for non-disadvantaged pupils (96+%).</p> <p>Monitoring of attendance by Head teacher brings about an increase in PP pupils’ attendance and a decrease in persistent absence.</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.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £2,626

Activity	Evidence that supports this approach	Challenge number(s) addressed
Allocation of funds towards Continuing Professional Development (CPD) for teachers and TAs across school to ensure effective teaching and learning.	EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD. Quality is at least good teaching in all classes every day. Provision of interventions and challenge teaching for children identified as needing to ‘catch up – see www.gov.uk/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully	1, 2, 3
Quality first teaching for all pupils, including effective teaching resources/equipment.	Sutton Trust – quality first teaching has direct impact on student outcomes.	1, 2

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

Budgeted cost: £18,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Tutoring for equivalent of 10 children.	EEF - <i>Small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group. This arrangement enables the teacher to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more</i>	1, 2

	<i>general strategy to ensure effective progress, or to teach challenging topics or skills.</i>	
Provide targeted, structured interventions to children across whole school delivered by teachers and Teaching assistants. Interventions to be monitored and evaluated by Inclusion Manager. Intervention teacher appointed to deliver reading, writing and maths sessions in Years 5 & 6.	Provision of QFT, mastery curriculum and effective challenge for children identified as needing to catch-up – see www.gov.uk/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully .	1, 2
Funding to cover Forest schools teacher and provide training and resources for forest schools teacher. Forest schools teacher to deliver forest schools' sessions to targeted pupils.	https://www.forestresearch.gov.uk/documents/805/fr0112forestschoolsreport.pdf https://www.forestresearch.gov.uk/research/forest-schools-impact-on-young-children-in-england-and-wales/	3
Purchase web based programs to be used in school at home. <ul style="list-style-type: none"> • Spelling Shed • Times Tables Rock Stars • My Maths 	EEF toolkit – parental engagement EEF guide to pupil premium – targeted academic support EEF – digital technology – clear evidence technology approaches are beneficial for writing and maths practice.	1, 2
Speech and language, and phonics interventions in place, including NELI language programme and additional targeted phonics sessions.	EEF – oral language interventions consistently show positive impact on learning.	1, 2

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

Budgeted cost: £5,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improving attendance - School Secretary to telephone home by 9.30 am if pupil is not in school and identify barriers/offer supports by PP lead.</p> <p>Headteacher to ensure parents are made aware of expected attendance levels when they fall below 90%.</p> <p>Partnership working with EWO re; pupils <90% to promote good attendance.</p>	<p>Data shows pupils with highest attendance make the most progress at Downsway, due to increased opportunities for overlearning and access to a personalised curriculum.</p> <p>Dedicated person who monitors attendance and who has a good relationship with parents is most effective at ensuring good pupil attendance.</p> <p>Deployment of staff to support families to improve attendance and eradicate persistent absenteeism see www.gov.uk/publications/the-pupilpremium-how-schools-are-spending-the-funding-successfully.</p>	4
<p>ELSA provision (both individual and groups), "SNUG" style activities and mindfulness sessions in place.</p>	<p>EEF – social and emotional learning – improves interaction with others and self - management of emotions – impacts on attitudes to learning and social relationships in school, which increases progress in attainment.</p>	3
<p>Outdoor learning activities/Forest school activities</p>	<p>EEF – outdoor adventure learning shows positive benefits on academic learning and self -confidence.</p>	3

Total budgeted cost: £ 22,233

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.

Pupils in school 2022/2023	213 pupils
Proportion of disadvantaged pupils 2022/2023	8%
Pupil premium allocation for 2022/2023, including recovery premium and carry forward	£22,233
Pupil premium spent during 2022/2023	£22,233
Carry forward to 2023/2024	£0

To ensure all pupils receive high quality teaching experiences with targeted support

- CPD opportunities for all staff.
- Exposure to professionals and enrichment activities across the curriculum, including themed days
- Pre-teaching
- Teaching assistant support
- Adult led interventions (small group/individual)
- ABC to Read
- Spelling Shed
- Precision teaching
- Curriculum resources
- 121 tuition

Teachers and teaching assistants have excellent subject knowledge. The Inclusion Manager has ensured that all staff leading on interventions are fully trained either through in-house training or external training and as a result, the senior leaders have confidence that the staff have the knowledge to be able to deliver them correctly, consistently and to a high standard. Interventions have been successful for the children in terms of increased confidence, greater positive attitudes to their learning and learning concepts reinforced. A range of small group and individual support is given within the classroom, especially within English and maths lessons, and as a result, the children have an increased understanding, greater confidence when tackling their learning and developing further resilience. Additional TA support has been placed, where needed, and as a result, this enables these children to have greater adult intervention to support them with their behaviour choice, attitudes to their learning and to provide alternative provision. Resources are not a barrier to the children's learning, as we have purchased specific resources to ensure teaching and learning is as effective as possible. 6 pupil premium children have benefitted from tutoring, as this has enabled them to work 1:1 with a teacher on specific gaps within their learning.

To ensure the disadvantage pupils social, emotional and well-being needs are met in a therapeutic way.

- ELSA provision
- PSHE jigsaw scheme
- Therapeutic Thinking training for staff
- Outdoor learning training and provision
- Sports coaches
- Class assemblies and themed days linked to positive well-being
- Inclusion Manager monitoring impact of support in regards to the children's well-being
- Forest School training

ELSA has been successful in improving the children's emotional well-being, as well as working on specific areas, such as turn taking, anxiety, confidence, etc. PSHE sessions have been delivered by the class teachers and as a result, it has also helped with improving the children's emotional well-being. Further therapeutic thinking training has been delivered to staff and has resulted in increased knowledge in this area. We continue to have zero suspensions and permanent exclusions.

To increase the percentage of pupil premium pupils achieving expected or greater depth standard in reading, writing and maths.

- Teacher – pupil premium pupil meetings
- Monitoring of pupil premium provision
- Teachers responsible and accountable for Pupil Premium provision, including documenting on each child's provision grid

Teacher-pupil meetings have taken place and as a result, teachers have built a greater picture of the children's individual needs, as well as building greater rapport and an increased opportunity to share success with dedicated 1:1 time. All individualised provision grids document how the needs of the individual are being met, as it is not the case that "one size fits all". A number of teaching approaches have been used, such as mastery strategies, Ready to Progress, use of vocabulary, video clips, practical resources, talk for writing, etc. to give children the greatest opportunities at succeeding in their learning. The children's attainment data is tracked termly within reading, writing and maths, with provision and next steps being identified, based on the assessment data. Furthermore, formal testing also takes place in reading, maths and grammar, punctuation and spelling, which enables additional assessment data to be made available (standardised school) on how a pupil premium child is performing academically.

All staff to support families with attendance and wider issues.

- Financial support with residential trips

Communication is strong within the school, with the Secretary and School Business Manager having excellent relationships with our parents/carers. Staff are flexible when communicating to parents/carers, including face to face, telephone calls, email, etc. and including making themselves available at times which suit the needs of the parents/carers. Financial support towards residential trips, enabling pupils to attend like their peers. Whole school attendance for 2022-23, including Pupil Premium was 94.7% and attendance for pupil premium children was 90.9%.