

Pupil Premium Strategy Report 23-24



The Downley School

Pupil Premium strategy statement

School overview

Detail	Data
School name	The Downley School
Number of children in school	399
Proportion (%) of pupil premium eligible children	11.70% (48 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023/2026
Date this statement was published	December 2023
Date on which it will be reviewed	November 2024
Statement authorised by	Interim Head teacher
Pupil premium lead	A Perry
Governor / Trustee lead	Sally Perkins

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£55290
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
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	£ 55290

Part A: Pupil premium strategy plan

Statement of intent

- We are committed to supporting all children, regardless of background or individual barriers to success, to make excellent progress, achieve high levels of attainment in core subjects and achieve strong outcomes across all areas of the curriculum.
- To achieve this, our Pupil premium strategy takes a tiered approach to ensure that all children, including those who are disadvantaged, consistently experience the highest possible quality of teaching, have access to the targeted academic support and benefit from a range of wider strategies including pastoral support for social and emotional difficulties, attendance and behaviour, impacting on success in school.
- Evidence shows that high quality teaching has the greatest impact on closing the disadvantaged attainment gap. Consequently, ensuring the highest possible quality of teaching is our primary objective. Not only will continuing to develop the quality of teaching directly impact the progress and attainment of our disadvantaged children, but our non-disadvantaged children will also benefit.
- The strategies we implement will reflect the common challenges and barriers to success and children's individual needs through careful assessment and partnership working with children and families.
- The principles we have embedded to ensure our strategy is effective are to: ensure all disadvantaged pupils are appropriately challenged in the work that they're set, to act early to intervene at the point need is identified, to adopt a whole school approach in which all staff take responsibility for the outcomes of all pupils and raise expectations of what they can achieve.

Challenges

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

Challenge number	Detail of challenge
1	Increase in the number of pupils experiencing social disadvantage – there has been a significant increase in the number of pupils in receipt of pupil premium. There are now 48 children in the school, however, the children are still in a significant minority within their cohorts.
2	Co-mobilities are a key challenge for these pupils – the vast majority of these pupils have more than one factor contributing to their academic achievement. This could be either SEN, Social care involvement or new arrival to the UK.
3	Legacy underachievement due to the school's current Ofsted rating – as a result of the turbulent history of the school compounded with the impact from Covid these pupils have not been provided with the consistent Quality First Teaching and staffing stability to enable them to maximise their progress.

4	The changing demographics and impact of the pandemic has shown an increase in pupils and families with SEMH needs. Children in the early stages of their schooling have development gaps which have impacted on their PSED and therefore, their readiness to learn.
5	Attendance for the whole school is an area of focus in order to raise it to consistently over 96% particularly following the impact of the pandemic. Persistent absence amongst disadvantaged children and children with SEND impacts on their progress and this gap must close.
6	Internal assessment data evidence lower attainment levels in writing which has been exacerbated by the lockdowns resulting in gaps still being evident despite catch up interventions. Handwriting, spelling and grammar have all been impacted. Children arrive at school with lower levels of gross and fine motor skills.
7	Assessments evidence that disadvantaged children have greater difficulties with reading and phonological awareness compared to their peers and this impacts on reading fluency and comprehension.
8	Internal assessment indicate that maths attainment among disadvantaged pupils is below that of non-disadvantaged peers. In reception, a greater proportion of disadvantaged pupils arrive well below expected levels in Number compared to non-disadvantaged. This impacts on both fluency in calculation and the ability to reason in Maths which continues throughout KS2.

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>That all disadvantaged pupils will be moving towards or achieving ARE in Reading, Writing and Maths. Closing gaps for PP pupils</p> <p>Increase of Key Stages 1 and 2 attainment in reading, writing and maths.</p>	<p>By Summer 2024 - there is an increase in the percentage of pupils in each cohort that are achieving ARE in RWM</p> <p>By Summer 2024 – PIXL interventions are used effectively to target the individual needs of disadvantage pupils and there is evidence of a closing achievement gap in RWM</p> <ul style="list-style-type: none"> • Evidence of raised attainment • Evidence that ‘gaps’ in PP children’s learning have been identified, and that those ‘gaps’ have been targeted through 1:1 or small group support. • Evidence of pupil being able to articulate through ‘pupil voice’ the benefits of the tuition to their learning
<p>Pupils who are disadvantaged and have SEN needs are effectively supported by robust SEN support plans and intervention. Where</p>	<p>By Summer 2024 – those pupils who progress has stagnated are reviewed and</p>

appropriate professional advice is sought swiftly and is implemented.	other consideration such as SEN provision is considered. By Summer 2024 – those pupils already identified as SEN and PP received clear targeted support for their individual needs and the PIXL shows impact of these interventions.
Programmes to support SEMH including a robust behaviour policy will promote healthy attitudes to school and mental wellness. To increase well being and emotional support for all pupils, including those eligible for PP.	By Summer 2024 – attendance for pupils who are disadvantaged to be at least in line with all pupils within the school By Summer 2024 – pupils are able to feel they are effectively supported in promoting their own mental health and wellbeing. (pupil survey)
Good progress for disadvantaged children with additional learning needs. LSAs deployed effectively to support children with SEND needs. Training to be given to enable staff to deliver effective provision.	By Summer 2024 -all disadvantaged pupils with additional educational needs meet their termly targets detailed in their EHCPs and children without EHCP achieve their targets detailed in their support plans.
Disadvantaged children have a positive attitude to school and show good learning behaviours.	Pupil Voice says they are happy and enjoy school. Pastoral interventions have clear criteria for success which are monitored. '# Children are ready for learning and demonstrate a good attitude towards it as evidenced by books, observations and conversations with staff and children.
To achieve and sustain improved attendance for all pupils particularly disadvantaged pupils. PP children to improve levels of attendance and punctuality.	Sustained improvement in attendance from 2023/2024 evidenced by: <ul style="list-style-type: none"> • School attendance meets the national expectation of 96% • The number of children classed as persistently absent has reduced and the gap between disadvantaged children who are persistently absent and non-disadvantaged children has closed. • Evidence of PP children with poor attendance being offered/attending breakfast club.
Pupils' achievement in wider curriculum subjects is in line with non PP pupils.	Experiences and visits planned for children across the school. Extra-curricular clubs on offer.

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: £18625.28

Activity / Resource	Evidence that supports this approach	Challenge number(s) addressed
<p>To implement a robust assessment system that enables teachers to clearly identify the gaps in pupils learning.</p> <p>Resources Bromcom to be used for Formative and Summative Assessments PiXL and SATs tests to be used for assessment – following on from QLA targeted interventions and therapies to be introduced</p> <p>Interventions including Dyslexia Gold to support assessment and interventions.</p>	<p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/644871/Primary_assessment_consultation_response.pdf</p> <p>EFF Findings state that when clear targeted intervention take place by teaching assistants where they are clear on the needs of the child that can have a significant impact on progress. The advantage of using programmes such as PIXL is that the next steps of learning and the required intervention are highlighted and personalised to the individual pupil.</p> <p>Sandardised tests can provide reliable insights into strengths, areas for development as well as gaps in learning. This will highlight what additional support/interventions are needed.</p> <p>To continue to use Dyslexia Gold which is a suite of programs primarily for children with SEN. Three programs focus on reading, one on spelling and one on times tables. They are all designed to be calm, engaging and effective.</p> <p>Three of the programs, Engaging Eyes, Fluency Builder and Spelling Tutor were subjected to formal trials during 2018. A further trial, in 2019, was planned for Engaging Eyes and Fluency Builder. Unfortunately, due to school closures, only the Engaging Eyes was completed.</p> <p>Key Conclusions 98% of struggling readers cannot sustain convergence (focus both eyes on the same point for a period of time). Playing Engaging Eyes for 10 or more times improves the average reading speed and reading age of pupils. Playing Fluency Builder for even a short amount of time improves reading age. Playing Spelling Tutor for 10 or more times improves spelling age. The intervention is suitable for pupils with English as an Additional Language.</p>	<p>1,2,3,6,7 & 8</p>

	Daily interventions within the school environment need to be prioritised to allow pupils to make swift progress.	
<p>To promote attainment in early reading and phonics. The foundation phonics skills necessary a new phonics scheme was purchased and implemented.</p> <p>Implement and embed structured phonics intervention programme in KS1 and KS2 Additional resources of Little Wandle to support Catch Up for Pupils in Years 3,4 and 5.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils</p> <p>Phonics improves the accuracy of the child's reading but not necessarily their comprehension. It is important that children are successful in making progress in all aspects of reading including comprehension, the development of vocabulary and spelling, which should also be taught explicitly.</p> <p>https://www.gov.uk/government/publications/choosing-a-phonics-teaching-programme/list-of-phonics-teaching-programmes</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>As recommended in The Reading Framework, a systemic approach should be consistent across the phase of phonic teaching and learning. Last year The Downley School invested in a new DFE approved phonics scheme. Further investment is needed for pupils to catch up in Years 3, 4 and 5. The reading framework states that 'children who fail to learn to read early on start to dislike reading' Therefore a 'keep up' approach is important from the beginning and to enable all pupils to develop into confident readers.</p> <p>Phonics is now directly taught in Years 2 to address the legacy of underachievement and these pupils are following the same structured programme as those pupils in Year 1.</p> <p>Year 3 and 4 are following Little Wandle Catchup programme</p>	1, 2 3 & 7
Enhancing of teaching and curriculum planning for English (English Shed from Julie Sergeant) and Maths (using	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p>	1,2,3,6 & 7

<p>Power Maths) in line with EEF guidance.</p> <p>Teacher release time and CPD funded to embed key elements of guidance.</p> <p>Subject leaders release time to ensure that subjects are being embedded and that the training is being disseminated.</p> <p>AHT and Maths lead will develop the quality of maths teaching through CPD. The school will be well resourced to meet the needs of the children (concrete resources)</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</p> <p>EEF states that promoting high quality CPD staff and providing them with the effective planning tools to structure their curriculum will enable pupils to access higher quality teaching.</p> <p>Schemes such as Power Maths and Literacy Shed provide staff with a clear structure for teaching and planning – this enables pupils to access a well sequences curriculum.</p> <p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</p> <p>EEF Maths EY KS1 Guidance Report.pdf (d2tic4wvo1iusb.cloudfront.net)</p>	<p>1,2,3,7 & 8</p> <p>1,2,3, & 8</p>
<p>Implement new behaviour policy – ensuring that there is a consistent and fair approach on how teachers respond to children’s behaviour.</p> <p>Staff CPD to develop confidence and consistency in de-escalation</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF_Social_and_Emotional_Learning.pdf</p> <p>The IHT and SENDCO have completed Step On Tutor training and will train all new staff and those that need their training updated. Step On training is a de-escalation training scheme that empowers a focus on positive relationships to address the root causes of behaviour.</p> <p>12 teachers to be trained on STEP UP</p>	<p>1,2,3,4,5</p>

<p>Continue to implement highly structured handwriting.</p> <p>Letter Join</p>	<p>See previous outcomes and evaluated pupil premium plan 2020-2021.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p>	1,2,3 & 6
<p>SENCo & SLT to identify the training needs of staff and organise CPD & its effective implementation to address the identified needs of children with specific learning needs. Purchase resources to support this.</p>	<p>The EEF guidance for SEN in Mainstream schools uses evidence to outline the key principles behind effectively meeting the needs of SEN pupils, most of whom are also disadvantaged.</p> <p>https://educationendowmentfoundation.org.uk</p>	1,2,3 & 5

Targeted academic support (for example, tutoring, one-to-one support structured interventions) Budgeted cost: £19188.97

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of LSA support within classes	<p>Our new English and maths mastery approach (Power Maths) relies on children not falling behind. In order to give timely, quality intervention and support a teacher needs to be able to intervene.</p> <p>Ensuring High quality teaching for all children who have the greatest need features in most EEF guidance across all areas.</p> <p>The use of same day interventions to support those pupils who require additional support before beginning the next stage of the learning, prevents the gap from appearing in the first place.</p> <p>Same day interventions allow pupils to feel confident about their learning and that they can succeed. It assists in preventing systematic under achievement as misconceptions are address as they appear.</p>	1,2,3,4,5
Support staff to run targeted support for Social and emotional skills Curriculum based targeted support	<p>https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/teaching-assistants</p> <p>Evidence from the EEF's Teaching and Learning Toolkit suggests that effective SEL can lead to learning gains of +4 months over the course of a year. Yet – even though SEL is already a large (and often unrecognised) part of their current job – few teachers and LSA receive support on how they can develop these skills in their everyday teaching practice.</p>	1,2,3,4 &5
Implementation of Dyslexia Gold to support pupils in KS2 with identified literacy gaps in spelling and reading	<p>Dyslexia Gold</p> <p>Dyslexia Gold is a suite of programs primarily for children with SEN. Three programs focus on reading, one on spelling and one on times tables. They are all designed to be calm, engaging and effective.</p> <p>Three of the programs, Engaging Eyes, Fluency Builder and Spelling Tutor were subjected to formal trials during 2018. A further trial, in 2019, was planned for Engaging Eyes and Fluency</p>	1,2,3,4, 6 &7

	<p>Builder. Unfortunately, due to school closures, only the Engaging Eyes was completed.</p> <p>Key Conclusions from Dyslexia Gold trials</p> <p>98% of struggling readers cannot sustain convergence (focus both eyes on the same point for a period of time).</p> <p>Playing Engaging Eyes for 10 or more times improves the average reading speed and reading age of pupils.</p> <p>Playing Fluency Builder for even a short amount of time improves reading age.</p> <p>Playing Spelling Tutor for 10 or more times improves spelling age.</p> <p>The intervention is suitable for pupils with English as an Additional Language.</p> <p>Daily interventions within the school environment need to be prioritised to allow pupils to make swift progress.</p>	
--	---	--

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

Budgeted cost: £ £12 825 + £4863.18

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Our Family Worker will spend 50% of her working day supporting vulnerable children and children with wider disadvantage and their families.</p> <p>To work with families to support their needs. Ensure pastoral support for children and families is strong, supports wellbeing, enables children to be successful in class and attends school.</p> <p>External factors need to be addressed to ensure 'Readiness for Learning' and improved attendance at school.</p> <p>Develop use of nurture which identifies specific barriers and puts in place programs of pastoral support; ensure impact of family support worker through early help assessments.</p>	<p>The average impact of the Parental engagement approaches is about an additional four months' progress over the course of a year.</p> <p>There are also higher impacts for pupils with low prior attainment. This suggests that developing effective parental engagement to improve their children's attainment is challenging and needs careful monitoring and evaluation.</p> <p>The use of open classrooms, informal opportunities for parents to engage with school, paired with targeted invitational work enables the school to begin to build bridges with those vulnerable families.</p> <p>The FSW to achieve and sustain improved attendance for all pupils particularly disadvantaged pupils. We endeavour for PP children to improve levels of attendance and punctuality through targeted support that may include attendance at breakfast club, help with transport and targeted work.</p> <p>EEF Social and Emotional Learning.pdf (d2tic4wvo1iusb.cloudfront.net)</p> <p>EEF Parental Engagement Guidance Report.pdf (d2tic4wvo1iusb.cloudfront.net)</p> <p>Attendance-REA-report.pdf (d2tic4wvo1iusb.cloudfront.net)</p>	<p>1, 4 & 5</p>
<p>Whole school training on behaviour management developing school ethos and</p>	<p>Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p> <p>The IHT and SENDCO have completed Step On Tutor training and will train all new staff and those that need</p>	<p>4 & 5</p>

<p>improving behaviour</p> <p>Implement new behaviour policy – ensuring that there is a consistent and fair approach on how teachers respond to children’s behaviour.</p> <p>Staff CPD to develop confidence and consistency in de-escalation</p>	<p>their training updated. Step On training is a de-escalation training scheme that empowers a focus on positive relationships to address the root causes of behaviour.</p> <p>12 teachers to be trained on STEP UP</p> <p>The Step On training focuses on de-escalation that empowers a focus on positive relationships to address the root causes of behaviour.</p> <p>EEF blog: Managing behaviour – the challenge of consistency EEF (educationendowmentfoundation.org.uk)</p>	

Total budgeted cost: £ 5502

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 children in the 2021 to 2022 academic year.

School name	The Downley School
Pupils in school (Jan 23)	407
Proportion of disadvantaged pupils	10.3%
Pupil premium allocation this academic year ¹	£55

¹ 2022-23 PP allocation includes Deprivation (i.e FSM ever), Service child and Post LAC Pupil Premium allocations

Disadvantaged pupil performance EYFSP 2023

<i>No. Disadvantaged</i>	5%
Achieved a Good Level of Development in EYFSP	33%

Disadvantaged pupil performance Year1 Phonics 2023

<i>No. Disadvantaged</i>	8
Meeting expected standard at Year 1 Phonics	5 pupils

Disadvantaged pupil performance Key Stage 1 2023

<i>No. Disadvantaged</i>	11 pupils
Meeting expected standard at KS1 Reading	63%

Meeting expected standard at KS1 Writing	27%
Meeting expected standard at KS1 maths	36%
Working at greater depth in KS1 Reading	0%
Working at greater depth in KS1 Writing	0%
Working at greater depth in KS1 Maths	0%

Disadvantaged pupil performance Key Stage 2 2023

<i>No. Disadvantaged</i>	4
Meeting expected standard at KS2 Reading	100%
Meeting expected standard at KS2 Writing	75%
Meeting expected standard at KS2 maths	50%
Meeting expected standard at KS2 R/W/M	50%
Achieving high standard at KS2 Reading	0%
Achieving high standard at KS2 Writing	0%
Achieving high standard at KS2 Maths	0%
Achieving high standard at KS2 R/W/M	0%
Reading progress score	0.01
Writing progress score	0.53

Maths progress score	0.33
-----------------------------	------

Attendance

2020/21 – Disadvantaged attendance = 96% (non-disadvantaged = 97%)

2021/22 – Disadvantaged attendance = 94% (non-disadvantaged = 94%)

2022/23 – Disadvantaged Attendance = 95.52% (non-disadvantaged 97%)

Persistent Absentee Percentage – whole school = 12.7% (previous Year 18%)

Percentage of Persistent Absentees who are disadvantaged = 30% (previous Years 36% (2021/2022) (47% 2020/21)

Our assessments and observations indicated that children’s behaviour, wellbeing and mental health were impacted over the course of the year as a result of COVID. The impact has been felt by disadvantaged children and their peers. We used pupil premium to support these children through new curriculum and adult support.

We are starting to see improved attendance in disadvantaged pupils as well as Persistent absenteeism)