



Pupil premium strategy statement

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	Downs Infant School
Number of pupils in school	347
Proportion (%) of pupil premium eligible pupils	13.5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2024 2024-2025 2025-2026
Date this statement was published	31 December 2023
Date on which it will be reviewed	31 December 2024
Statement authorised by	H Mitchell
Pupil premium lead	H Mitchell
Governor / Trustee lead	A Bullock

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£68,778 + £12,650
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	£81,428



Part A: Pupil premium strategy plan

Statement of intent

At Downs Infant School we strive for all our pupils to achieve their potential. We firmly believe that, as an infant school, our primary purpose is to give children a positive and age appropriate early experience of education so that they develop a love of learning and a positive ongoing engagement with school.

We also want all children to have developed the characteristics of learning they will need to be resilient learners as they go to their next stage of education. Research shows this can and does seem to operate as a kind of safety net for disadvantaged children. Where their better off peers benefit from support from their families, access to resources and opportunities and culture that protect them from the consequences of failure or bad decisions, disadvantaged children need *more* grit, *more* social intelligence and *more* self-control and belief than wealthier children (Paul Tough in *How Children Succeed*).

In order to be able to respond to pupils' needs in a flexible way, we allocate a significant proportion of this additional funding to keeping a good adult/child ratio for both learning and pastoral purposes. This enables us to ensure that we address the bottom layers of Maslow's Hierarchy of Need which are the base on which to build the academic learning.

In terms of learning, we have identified that learning to read is the gateway into so much other learning that all children need to leave us as confident readers so that they can access ongoing learning. Our primary interventions are therefore around phonics (including phonological awareness and accurate production of sound) and reading.

In identifying pupils for intervention, we are led firstly by the needs of the pupils, and prioritise those children eligible for pupil premium for these interventions. We are also mindful of the need for children not to be overwhelmed with intervention. As a result of both these principles, not all children eligible for the pupil premium will be in receipt of interventions all of the time. Other children who are not currently eligible for the pupil premium may also at times receive interventions.

In reporting on impact, we are mindful of not identifying individuals.

Challenges

This section details the key challenges to achievement that we have identified among our disadvantaged pupils. We have identified these needs through observation, discussions with parents and carers, looking at data, and discussions with staff and governors.

Challenge number	Detail of challenge
1	<p>Attendance</p> <p>Pupils eligible for pupil premium are disproportionately represented in our persistent absence numbers. They are also the children who tend to take more time getting ready for learning in the mornings and so therefore miss the first inputs of the day, or our early morning activities.</p>
2	<p>Social and Emotional Needs, including the development of the Characteristics of Effective Learning</p> <p>Pupils eligible for the pupil premium plus present with some significant social and emotional needs. Our disadvantaged children struggle more with friendships and their parents tell us they are worried about being included in social events such as parties and play dates. Disadvantaged pupils are sometimes less resilient and able to persevere, but this is not consistent over all groups and all contexts, for example, some children are able to demonstrate these skills in fields where they already have some mastery such as making and modelling.</p>
3	<p>Literacy and Language</p> <p>Our 'bottom 20%' of pupils in reading and phonics are disproportionately those eligible for the pupil premium in all year groups. Pupils who are disadvantaged display less confidence with new vocabulary, and with speaking and listening. Observations of carpet time reveal that they are less likely to engage with talk partners in ways that promote good outcomes.</p>
4	<p>Home-school Relationships</p> <p>Pupils not eligible for the pupil premium are better represented at parent workshops and meetings than those eligible for PP. Some parents of pupils eligible for the pupil premium report negative experiences of their own schooling.</p>
5	<p>Overlap with SEND</p> <p>There is a significant overlap of our SEN and pupil premium groups. Pupils eligible for pupil premium who also have SEND are less likely than their peers to achieve age related expectations.</p>

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. **Coloured annotations show progress towards these outcomes during this academic year (2023-24).**

Intended outcome	Success criteria
<p>To ensure that by the end of KS1, children eligible for the pupil premium and who are not also SEN, achieve in line with national NON pupil premium children in phonics and reading.</p>	<p>Termly data indicates 75% of pupils on track in phonics and reading. Data from reading interventions shows accelerated progress.</p> <p><u>Autumn 2023 DIS PP data:</u></p> <p>Year 1 (22 children) 23% on track with writing 45% just below on writing 27% below on writing</p> <p>50% on track with reading (phonics) 14% above with reading (phonics) 18% just below with reading (phonics) 18% below with reading (phonics)</p> <p>Year 2 (20 children) 10% on track with writing 40% just below with writing 50% below with writing</p> <p>40% on track with reading (book bands) 20% just below with reading 40% below with reading</p> <p>Reception (13 children) 69% on track with phonics 69% on track with reading (book bands)</p>
<p>Pupils with speech and language difficulties are well supported with appropriate interventions so that the impact on their phonological development is minimised.</p>	<p>All pupils with identified speech and language difficulties have access to a differentiated programme and high quality intervention.</p> <p>Reviews of interventions show impact.</p> <p>Data available in Speechlink.</p>
<p>Children are able to demonstrate the characteristics of effective learning.</p>	<p>Observations of children in continuous provision evidence the characteristics of effective learning. Pupils demonstrate resilience when faced with learning challenges.</p> <p><u>Autumn 2023</u> Y1 child with SEN/PP Tapestry observations of him having a go with writing, model-making and practicing sounds using the</p>

	<p>computer – he got a ‘Chair of Champions’ certificate for this hard work.</p> <p>Y1 child with SEN/SEMH increasingly able to take adult direction and help – was successfully in the Y1 Christmas show!</p>
<p>Children are supported to be able to manage their social, emotional and mental health needs at an age appropriate level.</p>	<p>PSE and PSHE monitoring finds evidence that children are able to self regulate and have age appropriate social and emotional skills.</p> <p>Children with an identified SEN for SEMH have access to enhanced support and make progress as a result of this.</p> <p><u>Autumn 2023</u></p> <p>Child in Y2 with SEMH previously excluded now able to identify ‘fizziness’ and ask for time out. Since October no incidents of hurting other children – compared with last year where this was daily.</p> <p>Child in Y1 with SEMH/Attachment now able to access classroom and has positive relationships with a larger number of school adults.</p> <p>Child in Y2 with SEMH/ASC now able to access classroom with very little adult support – mostly successfully supported with check-ins rather than fulltime 1:1 (in Reception needed full time 1:1).</p>
<p>Attendance for pupils eligible for the pupil premium is equal to that of non pupil premium peers.</p>	<p>Attendance above 95% for all pupils, including those with SEN and/or eligible for pupil premium without an identified medical need.</p> <p><u>Autumn 2023</u> Case Study 1</p> <p>DD year 1, SEN and Pupil Premium. Last year attendance was 68%, with 5% lates.</p> <p>Current attendance November 2023: 97% with 0 lates.</p> <p>Actions taken/chronology:</p>

- Class teacher liaison with mum all last year, and building relationship with school adults. Attendance was improving until Mum booked a holiday in term time and came very embarrassed she had mixed up term dates. Conversation with mum/headteacher about this.
- Absence letters sent.
- Year 1, very clear bridging into school put into provision. Active building of relationships from new class adults with mum.
- Lots of provision in class for activities he enjoys such as making. He really enjoys school at the moment!
- Adjustment to Hive timetable to allow a consistent routine in the mornings, with Hive in the afternoons.

Case Study 2

SN year 1, PP, no SEN. Last year attendance was 82% with 0 lates.

Current attendance November 2023: 81% with 0 lates.

Actions taken/chronology:

- Last year every reason given until end of Summer term was to do with physical illness. Letters were sent, but no impact.
- Towards the end of last year, Mum started to open up to office that not all was well regarding child's feelings about school and office referred to class teacher and SENCo.
- Class teacher made early intervention call this year and mum raised concerns regarding neurodiversity which are now being followed up.

Case Study 3

AA year 1. Last year attendance was 86% with 1.7% lates.

	<p>Current attendance November 2023: 98% with 4% lates.</p> <p>Actions taken/chronology:</p> <ul style="list-style-type: none"> • Close work with class TA last year on separation anxiety following an operation near the start of the year. <p>Case Study 4</p> <p>AB year 1, PP no SEN. Last year attendance was 58% with 11.2% lates.</p> <p>Current attendance November 2023: 87% with 18% lates.</p> <p>Actions taken/chronology:</p> <ul style="list-style-type: none"> • Last year letters were sent and meetings with mum who responded negatively and defensively. • Shifted to a more supportive approach and mum became more open about the challenges she was facing as a parent. • Referral was made to FDFP with mum's permission. • This year early intervention phone call was made by class teacher. Mum said she struggles to get going in the morning and discussion was held about supporting the learning. • Child has been present although late since the phone call.
<p>All pupils with SEND who need an EHCP have access to one.</p>	<p>100% of EHCP applications are successful through close work with parents and carers and working with nurseries.</p> <p>Autumn 2023</p> <p>All EHCP applications have been successful either initially or when resubmitted. Children joining Reception in Sept 2023 had needs identified and provision in place prior to joining the school with 1 exception where the information from nursery was lacking.</p> <p>In some cases we have supported parents to make applications for EHCPs.</p>

<p>Parents and carers of pupils eligible for the pupil premium access support from school.</p>	<p>Parent workshops and meetings have increasing levels of attendance from the parents and carers of pupils eligible for pupil premium throughout this strategy.</p> <p><u>Autumn 2023</u> SEN parent workshop was well attended and parents/carers have now set up a whatsapp to support each other. Maths day Summer 2022 was attended by over 2/3 of the school families including nearly all PP families. All PP families attended a parent/carer consultation meeting Autumn 2023. Half of our PP and PP+ families in Reception attended the phonics and reading meeting in September 2023 (5 out of 10).</p>
<p>Pupils with disadvantage are supported to feel they belong in the school.</p>	<p>Pupils want to come to school and they have a positive experience when they are here. This is particularly important for pupils with an SEN as this has been identified nationally as a concern for this group.</p> <p><u>Autumn 2023</u> Reception child with EHCP (SLCN) joined in the Y2 singing in the treetops and was welcomed by the children to be part of their rehearsal – Tapestry observation, ‘The children made room for him and encouraged him to join in.’</p> <p>Two Reception children with SEND (SEMH/SLCN) were supported to play a game together. Tapestry observation: ‘J and L shared the kinetic sand and toys beautifully with each other and myself.’</p> <p>Year 1 child SEND/EHCP/PP unable to attend school due to illness, was sent activities via Tapestry. Parent posted a photo of him and said, ‘he wanted to make the house and the parts of the body like his peers. Thank you for taking the time to share what you have been doing in class.’</p>



Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £32,380

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ensure that all staff, including TAs have access to high quality training for phonics and reading – this will involve use of instructional coaching for phonics, ongoing phonics training, talk partners and roll out of Talk 4 writing.</p> <p>INSET x 2 PDMs x 3 T4W project days Release time £7,000 T4W incl cover</p>	<p>Ensure the quality of teaching – particularly of literacy - is high, as evidence indicates this has a disproportionate positive impact on disadvantaged pupils (https://www.suttontrust.com/wp-content/uploads/2019/12/2teachers-impact-report-final-1.pdf).</p> <p>Ensure a clear progression in phonics is mapped out throughout the year groups, supported by training for staff, and consistent resources used by all pupils in whole class and intervention work. https://educationendowmentfoundation.org.uk/tools/guidance-reports/literacy-ks-1/#recommendation-1)</p> <p>Devote CPD to developing agreed way of working with Learning Partners. http://www.bteducation.org/awards/casestudy/05.ikml?id=1260</p>	3
<p>Roll out and embed the use of continuous provision and playbased learning throughout the school.</p> <p>This to include sufficient adults to be able to support play-based learning.</p> <p>PDMs x 3 TA meetings weekly £2,000 payment for meetings</p>	<p>Lego/UNICEF https://www.unicef.org/sites/default/files/2018-12/UNICEF-Lego-Foundation-Learning-through-Play.pdf</p> <p>Play Scotland https://www.playscotland.org/resources/print/Power-of-Play-an-evidence-base.pdf?plsctl_id=13153</p>	2

Contribution to staffing costs of TAs £22,380		
Use of 'Just Right' to support SEMH and regulation. Training of new staff through working with the Hive. Additional hours for TAs £1,000	https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/social-and-emotional-learning/?utm_source=site&utm_medium=search&utm_campaign=site_search&search_term=social%20and%20emo	2, 5

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

Budgeted cost: £19,180

Activity	Evidence that supports this approach	Challenge number(s) addressed
Better Reading Partners Interventions £14,000 (0.5 TA)	Better reading partners annual report shows impact of the programme. https://everychildcounts.edgehill.ac.uk/wp-content/uploads/2017/10/BRSP-Sample-School-Report.pdf	2
Application for EHCPs at the earliest opportunity are well evidenced with what works. This includes support from skilled adults. £3,000 to enable implementation of BHISS recommendations	Sutton Trust reports on the importance of early intervention https://www.suttontrust.com/wp-content/uploads/2019/12/Pupil-Premium-Summit-Report-FINAL-EDIT-1.pdf	4, 5
Use Speechlink to provide support for pupils with speech and language difficulties. £180	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions https://speechandlanguage.info/	3, 5



<p>Provide 'Bug Club' so that families have access to unlimited phonics linked books, skilling up parents and carers at the same time. £2,000</p>	<p>Provide phonic matched reading books for all pupils, ensuring that disadvantaged pupils have access to both real and e-books through additional reading sessions in school.</p> <p>(https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/).</p>	<p>3, 4</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £29,868

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Teachers and leaders to work closely with parents and carers on attendance. Release as required to attend TAFs etc. £1,000</p>	<p>1:1 and bespoke work to support attendance, as disadvantaged pupils are disproportionately represented in our persistent absentee group. (https://www.gov.uk/government/publications/improving-attendance-at-school)</p>	<p>1, 4</p>
<p>Promote reading for pleasure to families and model reading for parents and carers through 'Bedtime Story Club' and 'five a day'. No cost.</p>	<p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/284286/reading_for_pleasure.pdf</p> <p>https://www.researchgate.net/publication/227717974_Teachers_as_readers_Building_communities_of_readers</p>	<p>3, 4</p>
<p>Therapeutic work where required, especially for PP+ children. 3 x play therapy blocks in the year £5,400 Additional adults in classrooms for 'every interaction is therapeutic' as well as</p>	<p>https://www.bacp.co.uk/news/news-from-bacp/2021/21-january-effectiveness-of-school-counselling-revealed-in-new-research/</p>	<p>2,3,4,5</p>



maths and writing support. £23,468		
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Total budgeted cost: £81,428



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.

End of 2022-23 Data

GLD

School	LA	National
69.1%	69%	67%

Phonics

Year 1

School	LA	National
78.6%	79%	79%

Year 2

School	LA	National
95%	89%	

KS1 Reading ALL

School		LA		National	
ARE	GDS	ARE	GDS	ARE	GDS
65.8%	19.2%	69%	19%	68%	19%

KS1 Reading DA



School		LA		National	
ARE	GDS	ARE	GDS	ARE	GDS
66.7%		57%		54%	

KS1 Writing ALL

School		LA		National	
ARE	GDS	ARE	GDS	ARE	GDS
48.3%	2.5%	57%	5%	60%	8%

KS1 Writing DA

School		LA		National	
ARE	GDS	ARE	GDS	ARE	GDS
33.3%		42%		45%	

KS1 Maths ALL

School		LA		National	
ARE	GDS	ARE	GDS	ARE	GDS
70.8%	14.2%	70%	14%	70%	16%

KS1 Maths DA

School		LA		National	
ARE	GDS	ARE	GDS	ARE	GDS
50%		51%		56%	



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
N/A	

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?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	



Further information (optional)

N/A