



Pupil premium strategy statement

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	Downs Infant School
Number of pupils in school	345
Proportion (%) of pupil premium eligible pupils	15.3%
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	31 December 2022
Date on which it will be reviewed	Annually
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	£77,558
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	£77,558



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.

Challenge number	Detail of challenge
1	<p>Early Reading</p> <p>Our 'bottom 20%' of pupils in reading and phonics are disproportionately those eligible for the pupil premium in all year groups.</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.</p>
3	<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>
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>Attendance</p> <p>Pupils eligible for pupil premium are disproportionately represented in our persistent absence numbers.</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 (2022-23).**

Intended outcome	Success criteria
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.	<p>Termly data indicates 75% of pupils on track in phonics and reading. Data from reading interventions shows accelerated progress.</p> <p><u>Autumn 2022 DIS data:</u></p> <p>Reception</p> <p>89% of all Reception Pupils are on track in reading, 67% of PP children are on track in reading. 76% of all Reception pupils are on</p>

	<p>track in phonics, 47% of all PP children are on track in phonics.</p> <p>Year 1 Awaiting Autumn 2 data for Y1. (End of R 84% exp in Reading, 60% PP expected in Reading. 62% on track in phonics, 25% PP on track in phonics).</p> <p>Year 2 53% of all pupils on track for reading (end of Y1 52%) and 40% of PP pupils on track for reading (end of Y1 29%). 50+% of all pupils on track for phonics, 45% of PP children on track for phonics. (End of Y1 58% ARE in phonics, 33% PP on track in phonics).</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 2022:</u> Year 2 child (W) eligible for PP+ and SEN demonstrated applying some taught learning (writing own Christmas songs) within the Hive provision using emergent writing and organising other pupils to put on a show.</p> <p>3/11/22 Y2 Tapestry post of a PP child doing column addition and subtraction.</p> <p>Reception child 22/11/22 PP+ independent art work (Tapestry evidence).</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 2022:</u></p> <ul style="list-style-type: none"> • Observations of Hive children.

	<ul style="list-style-type: none"> • Tapestry 9/12/22 children using teamwork to perform a show. • 22/11/22 Hive child continuing with learning at home.
Attendance for pupils eligible for the pupil premium is equal to that of non pupil premium peers.	<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 2 (9/12/22)</u></p> <ul style="list-style-type: none"> • Over all 93.1% • PP 85.6% • Non PP 94.4% • SEN 89.8% • Non-SEN 93.4% <p>School had outbreak of Scarlet Fever</p> <p>Attendance a high priority for the school at present.</p>
All pupils with SEND who need an EHCP have access to one.	<p>100% of EHCP applications are successful through close work with parents and carers and working with nurseries.</p> <p><u>Autumn 2022</u></p> <p>All EHCP applications have been successful. Children joining Reception in Sept 2022 had needs identified and provision in place prior to joining the school with 1 exception.</p>
Parents and carers of pupils eligible for the pupil premium access support from school.	<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>1/32 PP families attended our phonics workshops Autumn 2022.</p> <p>All PP families attended a parent/carer consultation meeting or a phone call Autumn 2022.</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: £23,040

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, and roll out of Talk 4 writing.</p> <p>INSET x 2 PDMs x 3 Instructional coaching training Release time £7,000 T4W incl cover £1,500 Instructional coaching 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>	1
<p>Roll out and embed the use of continuous provision and playbased learning throughout the school. This to include sufficient adults to be able to support play-based learning.</p> <p>PDMs x 3 TA meetings weekly Coaching release time £12,540 release £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, 5
<p>Use of 'Just Right' to support SEMH and regulation.</p>	<p>(https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/social-and-emotional-learning/?utm_source=site&utm_medium=sea)</p>	2, 3

Training of new staff through working with the Hive.	rch&utm_campaign=site_search&search_term=social%20and%20emo	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £18,180

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	1
Application for EHCPs at the earliest opportunity are well evidenced with what works. This includes support from skilled adults. £2,000 cover for collaborative work Ts and AHT (I)	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	3, 4
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/	1, 3
Provide 'Bug Club' so that families have access to unlimited phonics linked books, skilling up parents and	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. (https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/).	1, 4

carers at the same time. £2,000		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £36,338

Activity	Evidence that supports this approach	Challenge number(s) addressed
SEN team and AHTI to engage with parents regarding attendance and other early support. £6,270 release time for DSL	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)	4
Promote reading for pleasure to families and model reading for parents and carers through 'Bedtime Story Club' and 'five a day'. £1,200	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/284286/reading_for_pleasure.pdf https://www.researchgate.net/publication/227717974_Teachers_as_readers_Building_communities_of_readers	1, 4
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 maths and writing support. £23,468	https://www.bacp.co.uk/news/news-from-bacp/2021/21-january-effectiveness-of-school-counselling-revealed-in-new-research/	2,3,4,5

Total budgeted cost: £77,558



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.

2021-22 Pupil Premium Children Achieving ARE (National in brackets where available)	
Year 2	
Reading	19% (51%)
Writing	19% (41%)
Maths	31% (52%)
19% Combined	
Year 1	
Reading	29%
Writing	24%
Maths	48%
Year R	
Reading	56%
Writing	50%
Maths	69%
Attendance 2021-22	
Overall	94.2%
PP	91.0%
Non PP	94.7%



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
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