



Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	354
Proportion (%) of pupil premium eligible pupils	14%
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 2021
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	£73,940
Recovery premium funding allocation this academic year	£1,885
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	£75,825



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.

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.

Covid 19:

This year it is particularly important to recognise that the Covid 19 pandemic has created many additional barriers for all children but in particular for those in receipt of the pupil premium. We know that for many children, compensating for the negative impact of school closures will require a sustained approach, which goes across all areas of life and learning.

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

Challenges

This 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, and all pupils' social and emotional needs have been impacted by Covid 19, in particular the lockdowns.</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.

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.</p> <p>Data from reading interventions shows accelerated progress.</p>
Pupils with speech and language difficulties are well supported with appropriate interventions so that the impact on their phonological development is minimised.	<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>
Children are able to demonstrate the characteristics of effective learning.	Observations of children in continuous provision evidence the characteristics of effective learning. Pupils demonstrate

	resilience when faced with learning challenges.
Children are supported to be able to manage their social, emotional and mental health needs at an age appropriate level.	<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>
Attendance for pupils eligible for the pupil premium is equal to that of non pupil premium peers.	Attendance above 95% for all pupils, including those with SEN and/or eligible for pupil premium without an identified medical need.
All pupils with SEND who need an EHCP have access to one.	100% of EHCP applications are successful through close work with parents and carers and working with nurseries.
Parents and carers of pupils eligible for the pupil premium access support from school.	Parent workshops and meetings have increasing levels of attendance from the parents and carers of pupils eligible for pupil premium throughout this strategy.

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: £20,159

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</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>Review phonics scheme and assessment</p>	<p>Link phonics planning to both sight word reading, and spelling. 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/</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</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

play-based learning.		
Use of 'Just Right' to support SEMH and regulation.	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, 3

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

Budgeted cost: £46,665

Activity	Evidence that supports this approach	Challenge number(s) addressed
Better Reading Partners Interventions	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 is include support from skilled adults.	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.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions https://speechandlanguage.info/	1, 3
Provide 'Bug Club' so that remote learning interventions can be carried out, skilling up parents and carers at the same time.	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

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

Budgeted cost: £9,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
SEN team and AHTI to engage with parents regarding attendance and other early support.	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'.	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

Total budgeted cost: £75,825

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 2020 to 2021 academic year.

Teacher assessment of pupils in Summer 2021 indicated that all pupils had been impacted by the various Covid 19 restrictions and disruptions including those pupils eligible for pupil premium. During the period of restricted opening, many of our pupils eligible for the pupil premium were able to attend as they were also in the vulnerable category and/or had EHCPs. They benefitted from the smaller groups and from opportunities to play with peers and we have tried to maintain this during the 2021-22 academic year.

During remote learning, pupils eligible for the pupil premium were supported in the following ways:

- Borrowing tech equipment so they could access remote learning
- Remote reading interventions using Bug Club delivered by our SEN staff and teachers
- Home visits from the DSL and DDSL

Due to the extremely disrupted nature of the year, we are unable to accurately measure the impact of the interventions, however, participation in the online reading intervention was high, among both non PP and PP children, and parental feedback was positive. Where pupils eligible for the PP were not able to access online interventions in spite of support, these children were taken into school for interventions, even where they were not able to attend as part of the bubbles.

Attendance during Covid was extremely challenging, and continues to be as families as well as school navigate changing guidance. Getting attendance for all groups back up to pre-pandemic levels will be difficult and bespoke approach including discussing risk assessments with families is working, but is time consuming.

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