

# Pupil premium strategy statement 2020/21



## School overview

<b>Metric</b>	<b>Data</b>
School name	Downs Infant School
Pupils in school	350 at October 2020 census rising to 359 January 2021 census
Proportion of disadvantaged pupils	14.86% rising to 15.32% in January 2021 census
Pupil premium allocation this academic year	£70,828
Academic year or years covered by statement	20/21
Publish date	January 2021
Review date	July 2021
Statement authorised by	Hildi Mitchell
Pupil premium lead	Hildi Mitchell
Governor lead	Anita Bullock

## Disadvantaged pupil attainment scores for last academic year

<b>Measure</b>	<b>Score</b>
Reading expected standard KS1	NA in 2020
Writing expected standard KS1	NA in 2020
Maths expected standard KS1	NA in 2020
Reading high standard KS1	NA in 2020
Writing high standard KS1	NA in 2020
Maths high standard KS1	NA in 2020

**Strategy aims for disadvantaged pupils based on 2019 National 'All' data**

<b>Measure</b>	<b>Score</b>
Achieving expected standard at KS1	
Reading	75%
Writing	69%
Maths	76%
Achieving high standard at KS1	
Reading	25%
Writing	15%
Maths	22%
Achieving Phonics Test Pass Year 1	82%
Achieving GLD in EYFS	72%

## Teaching priorities for current academic year

Aim	Target	Target date
Attainment in Reading	Achieve National average (2019 75%) expected in reading	July 2021
Attainment in Writing	Achieve National average (2019 69%) expected in writing	July 2021
Attainment in Mathematics	Achieve National average (2019 76%) expected in maths	July 2021
Phonics	Achieve national average expected standard in phonics test (2019 82%)	July 2021
Other	Ensure attendance of disadvantaged pupils is above 95%	July 2021

**Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.**

Measure	Activity
Priority 1 To narrow the attainment gap between disadvantaged and non-disadvantaged pupils	<p>Ensure the quality of teaching – particularly of literacy - is high, as evidence indicates this has a disproportionate positive impact on disadvantaged pupils (<a href="https://www.suttontrust.com/wp-content/uploads/2019/12/2teachers-impact-report-final-1.pdf">https://www.suttontrust.com/wp-content/uploads/2019/12/2teachers-impact-report-final-1.pdf</a> ).</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.( <a href="https://educationendowmentfoundation.org.uk/tools/guidance-reports/literacy-ks-1/#recommendation-1">https://educationendowmentfoundation.org.uk/tools/guidance-reports/literacy-ks-1/#recommendation-1</a>)</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. (<a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/</a> ).</p> <p>1:1 interventions in reading for bottom 20% using BRP model (<a href="https://everychildcounts.edgehill.ac.uk/better-reading-support-partners/">https://everychildcounts.edgehill.ac.uk/better-reading-support-partners/</a> )</p> <p>Group interventions in maths in Y2 to fill gaps in knowledge and understanding especially using technology and preteaching <a href="https://educationendowmentfoundation.org.uk/news/five-evidence-based-strategies-pupils-with-special-educational-needs-send/?utm_source=site&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=pre-teaching">https://educationendowmentfoundation.org.uk/news/five-evidence-based-strategies-pupils-with-special-educational-needs-send/?utm_source=site&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=pre-teaching</a> <a href="https://www.ntu.ac.uk/_data/assets/pdf_file/0041/856967/Pre-teaching-presentation.pdf">https://www.ntu.ac.uk/_data/assets/pdf_file/0041/856967/Pre-teaching-presentation.pdf</a></p>

<p>Priority 2 For all disadvantaged pupils in school to make or exceed nationally expected progress rates.</p>	<p>Identify disadvantaged pupils with previous high attainment for interventions so that potential is maximised (<a href="https://www.suttontrust.com/wp-content/uploads/2019/12/PotentialForSuccess.pdf">https://www.suttontrust.com/wp-content/uploads/2019/12/PotentialForSuccess.pdf</a> ).</p> <p>Interventions to support SEMH needs which are barriers to learning by nurture provision. (<a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/social-and-emotional-learning/?utm_source=site&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=social%20and%20emo">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/social-and-emotional-learning/?utm_source=site&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=social%20and%20emo</a>)</p> <p>Use of 'Speech Link' to support pupils with speech and language difficulties. <a href="https://speechandlanguage.info/">https://speechandlanguage.info/</a></p> <p>1:1 and bespoke work to support attendance, as disadvantaged pupils are disproportionately represented in our persistent absentee group. (<a href="https://www.gov.uk/government/publications/improving-attendance-at-school">https://www.gov.uk/government/publications/improving-attendance-at-school</a> )</p>																		
<p>Barriers to learning these priorities address</p>	<ul style="list-style-type: none"> <li>• Inconsistent resources being used throughout the school confusing for pupils with fewer resources at home.</li> <li>• Lack of resources at home.</li> <li>• SEMH needs especially for children who have been subject to care plans.</li> <li>• Speech and language needs in Reception cohort with limited SALT input available from the LA.</li> <li>• Attendance issues – disadvantaged pupils are disproportionately represented in our persistent absentee group.</li> </ul>																		
<p>Projected spending</p>	<table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th></th> <th style="text-align: right;">£</th> </tr> </thead> <tbody> <tr> <td>Costs of training support staff</td> <td style="text-align: right;">3,000</td> </tr> <tr> <td>Photocopying and phonic resources</td> <td style="text-align: right;">500</td> </tr> <tr> <td>TA time to deliver interventions</td> <td style="text-align: right;">24,000</td> </tr> <tr> <td>Additional non contact time for SENCo</td> <td style="text-align: right;">2,000</td> </tr> <tr> <td>Speechlink</td> <td style="text-align: right;">200</td> </tr> <tr> <td>Time for English leads</td> <td style="text-align: right;">1,000</td> </tr> <tr> <td>Top up for phonics books</td> <td style="text-align: right;">2,000</td> </tr> <tr> <td><b>Total projected spend</b></td> <td style="text-align: right;"><b>32,700</b></td> </tr> </tbody> </table>		£	Costs of training support staff	3,000	Photocopying and phonic resources	500	TA time to deliver interventions	24,000	Additional non contact time for SENCo	2,000	Speechlink	200	Time for English leads	1,000	Top up for phonics books	2,000	<b>Total projected spend</b>	<b>32,700</b>
	£																		
Costs of training support staff	3,000																		
Photocopying and phonic resources	500																		
TA time to deliver interventions	24,000																		
Additional non contact time for SENCo	2,000																		
Speechlink	200																		
Time for English leads	1,000																		
Top up for phonics books	2,000																		
<b>Total projected spend</b>	<b>32,700</b>																		

## Targeted academic support for current academic year

Measure	Activity														
Priority 1 Reading	<ul style="list-style-type: none"> <li>• Target disadvantaged pupils using teacher assessment</li> <li>• To monitor levels of home reading and take up of Bug Club</li> <li>• To promote and celebrate reading through the Thursday Bedtime Reading club, the Reading Round Up, use of the library and other activities generated through the year</li> <li>• To analyse assessment data and identify the children who require catch up</li> <li>• To ensure clear progression in phonics which is effectively monitored using new phonics tracking sheets</li> </ul>														
Priority 2 To ensure end of KS1 results are at, or exceed, national expectations	<ul style="list-style-type: none"> <li>• To increase capacity of adults to teach literacy effectively</li> <li>• To upskill support staff with appropriate approaches and pedagogy to teaching interventions</li> <li>• To identify pupils who may require more targeted support on a daily basis</li> </ul>														
Barriers to learning these priorities address	<ul style="list-style-type: none"> <li>• Pupils have been working remotely for a considerable time over the past 6 months, some being affected by class bubbles isolating and all bar the key workers being at home during lockdown</li> <li>• Pupils basic emotional and social needs may not be currently met and thus mean they are not in a position to make accelerated progress</li> <li>• Learning behaviours may need developing due to long periods of self isolation</li> </ul>														
Projected spending	<table border="1"> <thead> <tr> <th></th> <th>£</th> </tr> </thead> <tbody> <tr> <td>Bug Club</td> <td>1,000</td> </tr> <tr> <td>Zoom costs</td> <td>1,200</td> </tr> <tr> <td>Training for TAs</td> <td>1,000</td> </tr> <tr> <td>Additional teaching hours</td> <td>24,000</td> </tr> <tr> <td>Additional non contact time for DSL</td> <td>2,000</td> </tr> <tr> <td><b>Total projected spend</b></td> <td><b>29,200</b></td> </tr> </tbody> </table>		£	Bug Club	1,000	Zoom costs	1,200	Training for TAs	1,000	Additional teaching hours	24,000	Additional non contact time for DSL	2,000	<b>Total projected spend</b>	<b>29,200</b>
	£														
Bug Club	1,000														
Zoom costs	1,200														
Training for TAs	1,000														
Additional teaching hours	24,000														
Additional non contact time for DSL	2,000														
<b>Total projected spend</b>	<b>29,200</b>														

## Wider strategies for current academic year

Measure	Activity												
<p>Priority 1</p> <p>To improve attendance and progress of disadvantaged pupils and ensure they are in line with national expectations</p>	<ul style="list-style-type: none"> <li>To identify pupils who are falling behind expectations</li> <li>To provide tailored support for families with low attendance, working with support services</li> <li>To provide pupils with the opportunity to attend the breakfast club for free to support attendance</li> <li>To provide support for families to understand how they can support academic skills at home</li> </ul>												
<p>Priority 2</p> <p>To enhance pupils' cultural capital by providing a breadth of experiences</p>	<ul style="list-style-type: none"> <li>To ensure the curriculum is balanced and carefully sequenced, and allows opportunities for cultural development</li> <li>To support disadvantaged pupils to attend school trips, including preparing them for the experience</li> <li>To ensure access to quality texts through the library and Bug Club</li> <li>To have themed curriculum days to deepen children's understanding of specific topic areas</li> <li>To provide activities associated with 'child-hood' such as Splash Day and parties and use these as a learning stimulus</li> </ul>												
<p>Priority 3</p> <p>To work proactively with families and provide bespoke support</p>	<ul style="list-style-type: none"> <li>To develop the use of Tapestry to support close home-school engagement so that we are able to identify families who are in need to bespoke support</li> </ul>												
<p>Barriers to learning these priorities address</p>	<ul style="list-style-type: none"> <li>Poor attendance, including the impact of Covid19</li> <li>Ensure targeted children attend breakfast club and have access to support from external services</li> <li>Covid19 measures limit visitors coming into school and the breadth of virtual platforms is restricted</li> </ul>												
<p>Projected spending</p>	<table border="1"> <thead> <tr> <th></th> <th>£</th> </tr> </thead> <tbody> <tr> <td>Cost of support for trips</td> <td>500</td> </tr> <tr> <td>Library</td> <td>6,000</td> </tr> <tr> <td>Splash day books</td> <td>100</td> </tr> <tr> <td>Breakfast club</td> <td>4,000</td> </tr> <tr> <td><b>Total projected spend</b></td> <td><b>10,600</b></td> </tr> </tbody> </table>		£	Cost of support for trips	500	Library	6,000	Splash day books	100	Breakfast club	4,000	<b>Total projected spend</b>	<b>10,600</b>
	£												
Cost of support for trips	500												
Library	6,000												
Splash day books	100												
Breakfast club	4,000												
<b>Total projected spend</b>	<b>10,600</b>												

## Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given to allow staff high quality Professional Development.	Use of INSET Days and twilight sessions. Cover for the SLT and subject leaders on a weekly/as needed basis PDM programme linked to CPD
Targeted support	Ensuring quality interventions with skilled staff happen regularly. Staff absences.	Training for a number of staff so that we have additional staff to call on in the event of staff absence
Wider strategies	Engaging the families facing the most challenges	Working closely with the PILL group to share ideas within the community and locality. Actively encourage parent participation and engagement with school. SLT to be as approachable and visible as possible.

## Review: last year's aims and outcomes

Aim	Outcome
Please see previous report on website	Please see previous report on website

<b>TOTAL PROJECTED SPEND</b>	£72,500
------------------------------	---------