



Downs Infant School

Pupil Premium Report for the Academic Year 2019-20

Pupil Premium funding is delegated to the school to ensure that disadvantaged children are making good progress to close the attainment gap between them and their peers and achieve their potential in spite of their disadvantage. This report details how Downs Infant School has used its Pupil Premium funding for the academic year 2019-20 and the impact of that spending on pupil outcomes. Pupil Premium Plus is additional funding for pupils who are adopted from care or live under special guardianship arrangements.

This report should be read in conjunction with our Pupil Premium Policy.

Contextual Information (as at January 2020 Census)

Number of pupils on roll	350
Number of pupils eligible for Pupil Premium (Ever 6)	47
Number of pupils eligible for Pupil Premium Plus	4

Pupil Premium Allocation for the financial year 2019-20

Amount of Pupil Premium funding received	£44,160
Amount of Pupil Premium Plus funding received	£12,100
Total PP funding received	£56,260

How Pupil Premium money was spent 2019-20

School attendance officer	£180.00
Attendance software	£2692.50 (2020-March 2023)
Interventions for pupils including 1:1 INA support where there was need and release time for teachers to work 1:1 <i>NB although we were in lockdown from March, these staff continued to support doing home visits, remote learning support, resource making and in-school support for the most vulnerable.</i>	INA support for 2 pupils at risk of exclusion £15,000 Release time for teachers for 5 half terms £18,000 Specialist nurture/SEND support 6 days per week equivalent (5 half terms): £11,200
Counselling and therapeutic intervention	£2520
Financial support for attendance	£140
Out of school provision (After school/holiday clubs/provision of free milk/enrichment activities)	£423.59
Jigsaw Assessment for PP+ child	£500.00
Additional Safeguarding time	£5,650
Total	£56,306.09



About the 2019-20 Cohort

In the academic year 2019-20 there were 47 children identified as disadvantaged by eligibility for the Pupil Premium or Pupil Premium Plus (this is over the year, and can change from the January census due to pupil mobility and new claims). This included:

	2018-19	2019-20
Reception	7 pupils	14 pupils
Year 1	15 pupils	16 pupils
Year 2	16 pupils	17 pupils

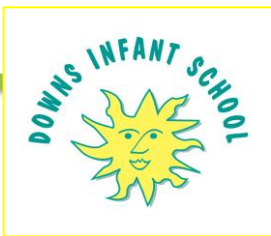
Provision for all of these children was tailored according to need, which varied individually. There were no forces children.

What are the barriers and how do we respond to them to promote accelerated progress for disadvantaged children?

The school is committed to 'Quality First' teaching for all pupils, with high aspirations for all pupils. We use the school's 'Learning Heroes' to embed a shared language of learning which teachers and encourages resilience, collaboration, learning from mistakes and embracing challenge. Pupil premium funding has been used to release teachers to work with children individually to develop these characteristics if this is holding them back, and to provide time for teachers to develop the skills they need to meet individual needs in class e.g. training, staff development or collaboration, as well as address learning needs. After a review in February 2020 we found that this individual pupil premium time was not as effective as it could be because staff sickness impacts on it too often, and so we are working going forward on additional resources to support the areas most resistant to change: attendance, behaviour and social and emotional needs of PP and PP+ children.

We continually review progression in the school to ensure that children do not fall behind in their learning. We have developed a progression document against which we check pupils' learning at the end of every term throughout the school and use targeted interventions to support the progress of any children who miss these checkpoints. Pupil premium funding is used to provide additional staff to run these interventions, or to release teachers to be able to deliver them. In 2019-20 we continued with our strategy to release teachers to work 1:1 with the pupil premium and pupil premium plus children in their classes, whether they appeared to be working 'at age expected' or not. All pupil premium children were therefore given additional support to enable them to reach their potential and increase the chances of achieving 'above age expected' levels.

Pupil premium children are discussed in all pupil progress meetings, whether they are 'on track' to meet age expectations or not. We had a particular focus in 2019-20 on children who should be working at age expectation in reading, writing and maths combined at the end



of year 2. Unfortunately due to the impact of Covid 19 we have very limited data on the impact of this.

Analysis of attendance data told us that the attendance for pupils who are eligible for the pupil premium was lower than for other groups and so we continued invest in 'Study Bugs', an attendance programme, to help us monitor attendance more closely and more immediately allowing faster intervention for these children. Persistent absenteeism for pupil premium children as well as others improved during the year although Covid 19 impacted on attendance patterns across the school from February onwards. We continued to employ an attendance officer to help us monitor attendance and she was able to intervene with some of our pupil premium families to help us improve their attendance. Study Bugs also offer a 'self-registration' solution which has enabled us to gain an additional 2 weeks of learning time (study conducted by Study Bugs) which we use in Key Stage 1 to provide focussed reading time on a daily basis.

The needs of our 'Pupil Premium Plus' children vary but a common theme is a need for attachment and trauma informed work. We provided a number of interventions: art nurture, social communication and social skills, counselling and additional 1:1 support. Accessing thorough diagnosis and programmes for the complex needs of some of these children can be costly and time-consuming and so on a case by case basis we are able to contribute up to half the cost of private assessment work. For some of these children this can make a difference to their ability to access learning, and/or reduce their risk of exclusion.

In 2019-20 we embedded our work on the unintended consequence of 'learned helplessness' and low aspiration for pupil premium children who also have an SEN or speak English as an additional language and who may have been over-scaffolded by adult support through the use of skilled INAs to develop systems which use visuals, rewards etc. that class TAs can carry out. This has been successful, although there needs to be revisiting of this when there are changes e.g. following holidays. We had an unexpected opportunity to build on this during keyworker and bubble school where we worked in mixed age classes, small groups and without our usual 1:1 INAs.

We explored models of supervision for staff who are working with the most vulnerable of these pupils so that they were able to sustain their work with them for long term impact on pupil outcomes. Gail, our SEMH practitioner, continues to provide supervision for INAs (although this has moved to virtual support) who were positive about how this helped them to support the most vulnerable pupils, particularly those eligible for the pupil premium who also have SEN. We have also spent some of our EP hours on coaching for INA's working with our most vulnerable children.

In Key Stage 1, we ensured that when children receive 1:1 intervention they recorded any learning in the same books as they use for classroom learning so that they are able to make direct links between the areas of learning.



We recognised that our pupil premium and pupil premium plus children were already behind their peers on entry into Reception. In 2019-20 we therefore sought to continue to provide a comprehensive transition for children joining us from nursery settings. In 2018-19 this had included the SENCo and EYFS leader making early visits to settings to discuss needs. This was adapted to incorporate an earlier use of Tapestry for our teachers to begin to build relationships with children and the positive impact of this was evident in the positive way in which the children settled into Reception.

Our governor days provide information on the experiences of pupil premium children in the school which continues to inform further provision.

How did these pupils do?

Due to Covid we have very little 'hard data' on the academic attainment of these pupils which can be attributed as evidence of these interventions. Previous year's results are provided below to show trends.

EYFS/Reception

2017			2018			2019		
PP	National ALL pupils	Difference	PP	National ALL pupils	Difference	PP	National ALL pupils	Difference
38%	71%	-33	50%	71%	-21	75%	72%	+3%

Year 1

2017			2018			2019		
PP	National ALL pupils	Difference	PP	National ALL pupils	Difference	PP	National ALL pupils	Difference
79%	81%	-2	85%	83%	+2	76%	82%	-6%

Year 2

Reading Expected Standard

2017			2018			2019		
PP	National ALL pupils	Difference	PP	National ALL pupils	Difference	PP	National ALL pupils	Difference
62%	76%	-14	77%	75%	+2	59%	75%	-16%



Reading Greater Depth Standard

2017			2018			2019		
PP	National ALL pupils	Difference	PP	National ALL pupils	Difference	PP	National ALL pupils	Difference
8%	25%	-17	21%	26%	-5	25%	25%	0

Writing Expected Standard

2017			2018			2019		
PP	National ALL pupils	Difference	PP	National ALL pupils	Difference	PP	National ALL pupils	Difference
62%	68%	-8	73%	70%	+3	56%	69%	-13

Writing Greater Depth Standard

2017			2018			2019		
PP	National ALL pupils	Difference	PP	National ALL pupils	Difference	PP	National ALL pupils	Difference
0%	16%	-16	5%	16%	-11	0	15%	-15

Maths

2017			2018			2019		
PP	National ALL pupils	Difference	PP	National ALL pupils	Difference	PP	National ALL pupils	Difference
54%	75%	-21	78%	76%	+2	50%	76%	-26%

Maths Greater Depth Standard

2017			2018			2019		
PP	National ALL pupils	Difference	PP	National ALL pupils	Difference	PP	National ALL pupils	Difference
0%	21%	-21	10%	22%	-12	13%	22%	-9



Next Steps for 2020-21

- Further develop transition for children joining us from nursery settings including the SENCo and EYFS leader making early visits to settings to discuss needs along side earlier use of Tapestry to develop relationships with families.
- Early intensive intervention to support behaviour for learning on entry.
- Continue to focus on attendance and behaviour for PP and PP+ children, including providing support for social and emotional needs where this is identified.
- Continue supervision for INAs and ensure that new members of the safeguarding team are well trained and supported.
- Invest in teacher development, particularly for the teaching of writing, so that modelling of writing is effective, as research shows that improving quality first teaching has greatest impact on disadvantaged pupils.
- Ensure that pupils eligible for pupil premium are placed with our very best teachers as far as is possible for the above reason.
- Improve the provision for SEN to ensure that children eligible for the PP who are also SEN achieve the best they can.
- Continue to work on the successes in greater depth maths by embedding the mastery approach and investing in resources across the school to enable quality maths talk and reasoning skills.
- Consider the use of online small group work with PP children and their families.
- Support reading at expected standard for children eligible for PP by ensuring more regular 1:1 reading and more opportunities for pupils to be read to including the use of online and e-books and resources.