



Dowson Primary Academy



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	Dowson Primary Academy
Number of pupils in school	471
Proportion (%) of pupil premium eligible pupils	26%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22 (Final year of a three year strategy)
Date this statement was published	October 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Kathryn Thornburn Principal
Pupil premium lead	Kathryn Thornburn
Governor / Trustee lead	Jaimie Holbrook

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£155,561
Recovery premium funding allocation this academic year	£14,645
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	£170,206

Part A: Pupil premium strategy plan

Statement of intent

Vision for the Pupil Premium Grant Expenditure

ALL pupils, regardless of their family's socio-economic status or any 'vulnerabilities' they may face that potentially impact learning and progress, leaving primary school competently **literate** and **numerate** and with all the **knowledge, skills and attributes of values and citizenship** necessary to equip them for success and achievement in an unknown future and 21st Century Modern Britain.

OBJECTIVES AND RATIONALE OF PPG SPENDING AT DOWSON

Our strategic aim when planning the spending of the Pupil Premium Grant is to remove any barriers that disadvantaged children face to achievement, and allow them to achieve as well as their peers, nationally.

The EEF states, "Pupil Premium students are not a homogeneous group". We agree and recognise that, although students eligible for the Pupil Premium are more likely to be low-attaining than other children, we also have a mixture of middle and high attainers who attract this funding. In making provision for the pupil premium pupils, we recognise that not all children in receipt of free school meals will be 'disadvantaged' and that not all 'disadvantaged' pupils will be registered or qualify for free school meals and as such, we use our funding accordingly and in-keeping with this recognition.

The belief that all eligible children should be positively impacted by this strategy heavily influences our spending strategy and rigorous and robust tracking and monitoring systems in school ensure that this is the case.

We invest heavily in additional support for pupils who are disadvantaged or 'vulnerable' to suffering academically or in personal growth due to any of a wide range of possible contributing factors; therefore much of our grant supports staffing which affords both academic and pastoral support for pupils and their families and promotes inclusion.

These guiding principles, along with our vision and values for school, drive the Key Objectives we set out for the PPG expenditure:

Key Objectives:

1. To diminish the difference between the achievements of disadvantaged children and that of 'others' by ensuring the highest quality of education and standards of teaching.
2. To afford the same experiences and opportunities to the disadvantaged pupils as other pupils in order to provide equity in cultural capital.
3. To support our children's health and well-being to enable them to access learning at an appropriate level.
4. To offer bespoke support - both reactive and proactive - to children and their families who are vulnerable / disadvantaged at any time during their Dowson school years in order that they do not suffer barriers to their learning.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Attainment in reading, writing and maths for some pupils in the disadvantaged group is lower than their peers.
2	Lack of school readiness, in particular, poor oracy, communication and language skills upon entry to school.
3	Additional or special educational needs or disabilities, including social and emotional and mental health issues.
4	Poor attendance and punctuality for a significant number of the disadvantaged pupils.
5	Socioeconomic factors, which prevent them accessing the full curricular offer of school, and / or support for school learning and homework.
6	Lack of parental engagement and support for children in their learning and in working with school in removing barriers to learning.

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
Increase the proportion of disadvantaged learners ready to access the next stage of their education.	<ul style="list-style-type: none"> ✓ Pupils with poor communication and language upon entry make accelerated progress in CLL strand of DM21 ✓ In all statutory measures, attainment for disadvantaged learners is in line with national averages and no different to their peers.
Proactive and reactive bespoke support for children and families to overcome barriers to learning.	<ul style="list-style-type: none"> ✓ Disadvantaged learners are supported to overcome barriers to learning which means they make at least expected progress. ✓ Family liaison means that signposts are made to other agencies or resources in order to ensure pupils get the support they need if external expertise is necessary.
Disadvantaged children are afforded the same experiences and opportunities as others.	<ul style="list-style-type: none"> ✓ Disadvantaged learners are able to take part in all trips and visits. ✓ Access to extra-curricular after school clubs is provided and uptake is high.
Support and challenge for parents to increase their engagement e.g. attendance and punctuality	<ul style="list-style-type: none"> ✓ Attendance of disadvantaged learners is in line with national averages and no different from their peers. ✓ Where attendance of disadvantaged learners is not in line with NA, clear plans are in place and progress / improvement is evident as a result

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: £ 48,425

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Partially fund UQT appointed to work within Early Years and Lower School to provide smaller group work, particularly in Year 1 phonics, where appropriate.</i> (£12,500)</p>	<p>EEF (+4) Small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group. This arrangement enables the teacher to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.</p> <p>Building on this, phonics is also stated by the EEF as having a significantly positive impact on attainment (+5)</p>	1,2,3
<p><i>Release time for Nursery Teacher on 3 afternoons to provide phonics intervention to pupils in danger of not being able to decode fluently by the end of Year 1.</i> (£4925)</p>	<p>EEF (+4) Small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group. This arrangement enables the teacher to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.</p> <p>EEF (+6) On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas. Tuition is more likely to make an impact if it is additional to and explicitly linked with normal lessons.</p>	1,2,3
<p><i>Partially fund the SEND Lead and designated LAC</i></p>	EEF	1,2,3,6

<p><i>teacher to be non-class based and support in-class provision through targeted CPD for teachers (£15,000)</i></p>	<p>The EEF SEND evidence review (2020) makes a wide-ranging number of recommendations to improve provision for children with SEND. In order to implement these, particularly around multi-agency working and to ensure our most complex needs are met, our SEND Lead</p> <p>The EEF Pupil Premium guide states that improving quality first teaching should be the first priority. Spending on developing high quality teaching may include investment in professional development, training and support for early career teachers, along with recruitment and retention. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be a top priority for pupil premium spending.</p> <p>We use evidence informed approaches to develop staff in this way such as Rosenshine’s Principles and Sherrington’s Walkthru methodology which are both based on a synthesis of evidence in the field.</p>	
<p><i>Part fund special educational needs assistant (many PP children have coinciding SEN) to deliver bespoke interventions to needs of pupils, including those that focus on oracy, speech and language. (£10,000)</i></p>	<p>EEF (+6)</p> <p>There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives.</p> <p>Given that Oral language interventions can be used to provide additional support to pupils who are behind their peers in oral language development, the targeted use of approaches may support some disadvantaged pupils to catch up with peers, particularly when this is provided one-to-one.</p> <p>Oral language interventions are based on the idea that comprehension and reading skills benefit from explicit discussion of either content or processes of learning, or both, oral language interventions aim to support learners’ use of vocabulary, articulation of ideas and spoken expression.</p>	<p>1,2,3,6</p>
<p><i>Part fund an additional TA in the Early Years Foundation Stage to ensure school (Reception) and Key Stage 1 readiness. (£2000)</i></p>	<p>EEF (+4)</p> <p>In England, positive effects have been found in studies where teaching assistants deliver high-quality structured interventions which deliver short sessions, over a finite period, and link learning to classroom teaching. An additional adult deployed to provide these interventions will ensure more disadvantaged learners close the gap to a good level of development.</p>	<p>1,2,3</p>
<p><i>CPD for staff development in areas identified that will enable them to</i></p>	<p>EEF</p>	<p>1,2,3</p>

<p><i>successfully and effectively meet the needs of pupils with particular barriers to learning.</i> (£4000)</p>	<p>The EEF Pupil Premium guide states that improving quality first teaching should be the first priority. Spending on developing high quality teaching may include investment in professional development, training and support for early career teachers, along with recruitment and retention. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be a top priority for pupil premium spending.</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 30,320

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Fund a recovery teacher for KS2 children to provide tutoring and targeted support for individuals and groups of individuals in need of catch up.</i> (£18,000)</p>	<p>EEF (+4) Small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group. This arrangement enables the teacher to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.</p> <p>EEF (+6) On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas. Tuition is more likely to make an impact if it is additional to and explicitly linked with normal lessons.</p>	<p>1,2,3,6</p>
<p><i>Fund a recovery teacher for KS1 to provide tutoring and targeted support for individuals and groups of individuals in need of catch up.</i> (£9000)</p>	<p>EEF (+4) Small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group. This arrangement enables the teacher to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.</p>	<p>1,2,3,6</p>

	EEF (+6) On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas. Tuition is more likely to make an impact if it is additional to and explicitly linked with normal lessons.	
<i>Beanstalk volunteer reading initiative funded so that reading deficit from home can be depleted (£1320)</i>	EEF (+6) On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas. Tuition is more likely to make an impact if it is additional to and explicitly linked with normal lessons. EEF (+6) Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction.	1,2,3,6
<i>Resources and opportunities for curriculum and learning support e.g. providing revision booklets (£2000)</i>	Pupils eligible for free school meals typically receive additional benefits from homework. However, surveys in England suggest that pupils from disadvantaged backgrounds are less likely to have a quiet working space, are less likely to have access to a device suitable for learning or a stable internet connection and may receive less parental support to complete homework and develop effective learning habits. These difficulties may increase the gap in attainment for disadvantaged pupils.	1,5,6

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

Budgeted cost: £ 91,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Partially fund a full time pastoral manager to ensure a dedicated person to remain abreast of most up to date information and to coordinate all aspects of inclusion and safeguarding, including attendance monitoring. Ensure attendance of the disadvantaged learners is</i>	EEF (+3) We define parental engagement as the involvement of parents in supporting their children's academic learning. It includes: approaches and programmes which aim to develop parental skills such as literacy or IT skills; general approaches which encourage parents to support their children with, for example reading or homework; the involvement of parents in their children's learning activities; and more intensive programmes for families in crisis.	1,2,3,4,5,6

<i>strong and PA reduces for this group. (£20,000)</i>		
<i>SLA with 'Let Your Sun Shine' company for 3 days a week pastoral and family support and intervention, including safeguarding expertise and training, individual, group and whole class teaching around areas of citizenship, RHE and personal development (£23,500)</i>	EEF (+4) Social and Emotional Learning – interventions which target social and emotional learning seek to improve pupil's interaction with others and self management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family and community. These include: specialised programmes which are targeted at students with particular social or emotional needs.	1,2,3,4,5,6
<i>Pupil Support Service (LA SLA). School support in relation to social and emotional and behavioural difficulties, particularly exclusion etc. (£5000)</i>	As well as the social and emotional aspects mentioned above, the EEF also states a (+4) benefit to behaviour interventions which seek to improve attainment by reducing challenging behaviour in school. This spending covers interventions aimed at reducing a variety of behaviours that in-school strategies and expertise has not proved effective enough and is mainly for those pupils who are at risk of exclusion due to persistent disruption, destruction of property, aggression, violence, bullying, and general anti-social activities. The interventions themselves can be split into three broad categories:	3,4,6
<i>Specialised therapies or therapeutic equipment and resources which are specific to children's needs in removing their barriers to learning and strengthening their emotional resilience / improving well-being where internal expertise cannot cover these. (£15,000)</i>	EEF (+4) Social and Emotional Learning – interventions which target social and emotional learning seek to improve pupil's interaction with others and self management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family and community. These include: specialised programmes which are targeted at students with particular social or emotional needs.	1,2,3,4
<i>PPG standard package from school for all PP children, including: -uniform package -daily milk -trips and visits -2 x after school clubs -emergency wrap around care and holiday club as deemed necessary (£20,000)</i>	EEF (+3) Arts participation. This spend also seeks to develop 'cultural capital' in order that our disadvantaged pupils experience and learn about things that would be outside their daily experience, preparing our pupils to live and thrive in culturally and ethnically diverse modern Britain. The clubs also contribute to personal development, health and well-being. EEF (+3) We define parental engagement as the involvement of parents in supporting their children's academic	2,4,5,6

	<p>learning. By supporting parents with such initiatives as this, we break down barriers and open doors to engaging with school for wider things. Children feeling ready to learn and not 'different' is critical to their engagement and aspiration also.</p>	
<p><i>Additional curriculum support, equipment or enrichment opportunities where relevant e.g. revision books, music lessons, clubs in the community to enhance cultural capital or support reduction in anti-social behaviour etc.</i> (£2000)</p>	<p>EEF (+3) Arts participation is defined as involvement in artistic and creative activities, such as dance, drama, music, painting, or sculpture. It can occur either as part of the curriculum or as extra-curricular activity. Arts-based approaches may be used in other areas of the curriculum, such as the use of drama to develop engagement and oral language before a writing task. This spend also seeks to develop 'cultural capital' in order that our disadvantaged pupils experience and learn about things that would be outside their daily experience, preparing our pupils to live and thrive in culturally and ethnically diverse modern Britain.</p>	1,3,5,6
<p><i>Global Policing – Project Chameleon for Year 5 and 6: A 10 week citizenship project looking at a different aspect of crime and the law, helping children to make the right choices and find their social and moral positions within the community as good citizens.</i> (£5000)</p>	<p>Studies and statistics over time prove strong links between poverty and crime and that socioeconomic disadvantage impacts on the criminal justice system. The Edinburgh Study of Youth Transitions and Crime, was just one of these pieces of evidence to justify our spend on improving our children's understanding of their citizenship and social responsibility as well as being well informed of the consequences of a range of potential behaviours they could engage in as they grow up. By doing this we hope to reduce the likelihood of them engaging in anti-social behaviour or criminal activity as they mature. The study has found that "poverty is a strong driver of violent offending amongst young people". Using four measures for poverty including low socio-economic status of the head of the household and neighbourhood deprivation, the Professors found that "poverty had a significant and direct effect on young people's likelihood to engage in violence at 15, even after controlling for a range of other factors", positive and negative, including poor family functioning, drug use, impulsiveness, strong relationships with parents.</p>	3,4,5,6

Total budgeted cost: £ 170,245

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.

Due to COVID-19, performance measures have not been published for 2019 to 2020 or 2020 to 2021. This means that we have no data to evaluate our strategy at the interim points. This academic year marks the final year in this three year strategy, and as national curriculum assessments are due to take place this year, we should have a full set of quantitative data to assess the intended outcomes related directly to attainment in particular by the end of this strategy (July 2021)

Increase the proportion of disadvantaged learners ready to access the next stage of their education.

- ✓ The gap between disadvantaged and their peers reaching a good level of development is diminishing: 2018 41%, 2019 (anomaly where the disadvantaged group outperformed their peers), 2020 14% and 2021 despite the disruption of the pandemic and the exacerbated impact this had on the disadvantaged group, was only 19%
- ✓ In 2019, there was a 41% gap between disadvantaged and their peers in meeting the threshold for the phonics screening check. In 2020 this was not performed in Year 1 but this cohort took the check in Autumn of Year 2 and the gap had reduced to 3% - 87% of the pp group passed. At the end of Y1 in 2021, the cohort once again were not expected to take the check. An internal administration of a past paper showed no gap between the disadvantaged group and their peers – 78% of each group passed.
- ✓ End of KS1, there was no difference in the RWMC measure in 2021 compared to a 29% gap in 2019.
- ✓ End of KS2 (TA in the absence of statutory measures), there was a 14% gap compared to 23% in 2019.

Proactive and reactive bespoke support for children and families to overcome barriers to learning.

- ✓ The Relax Kids therapist continued her work during the lockdown offering bespoke support to identified children and families and performing sessions virtually or over the phone. This helped with well being and a sense of connection with school.
- ✓ Our pastoral team continued to support children and families throughout the lockdown period and when pupils were in school, running parenting courses and supporting and signposting families to access a wide range of agencies and support materials where needed.
- ✓ 28 children had 1:1 bespoke sessions to support their personal development, social and emotional well-being, mental health or behaviour causing barriers to learning.
- ✓ A further 34 pupils were supported by Relax Kids sessions with the same intention, 13 of which were able to be exited from the programme due to their ability to independently apply the strategies.

Disadvantaged children are afforded the same experiences and opportunities as others.

- ✓ *Due to the coronavirus pandemic, after school clubs were limited last year because of the nature of having to run these in small consistent groups. The offer was still there within the PP package and % of the PP group accessed at least one club within the year. In 2020, up until the point of lockdown, 35% of the PP group accessed at least one club within the year. This is a figure we continue to try and increase but parental engagement and needing to change pick up arrangements, particularly in multiple children families, is a significant barrier.*
- ✓ *All pupils accessed the uniform package*
- ✓ *Emergency access to our wrap around care was granted where this would support families, for example through a period of crisis or bereavement.*
- ✓ *The disadvantaged group accessed all trips and visits, including the Y6 residential visit to Robinwood. This was even more of a valuable experience in terms of social and emotional resilience and building skills that would see those pupils more 'high school' ready after such disruption to their upper Key Stage 2 education.*

Support and challenge for parents to increase their engagement e.g. attendance and punctuality

- ✓ *The challenge to families from our teaching staff and pastoral team during the third lockdown and the quality of the remote education offer from the school, saw an increase from 87% engagement without additional support or intervention to 96% engagement with some targeted monitoring and intervention.*
- ✓ *Attendance has been impacted by the pandemic and, in particular, the way vulnerable pupils were coded during lockdown 3 if they did not attend school. However, despite this, we have managed to ensure the gap did not widen too much from 1.2% in 2019 at the start of the strategy. The gap between the two groups in 2021 was 2.3%. Attendance was 96.9% overall and 94.6% for the disadvantaged group.*

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
Times Tables Rockstars	Maths Circle
Numbots	Maths Circle
Letter Join	Letter Join
Espresso	Discovery Education
Nessy	Nessy
Wellcomm	Wellcomm