

Pupil Premium Strategy Statement Downton Primary School 2019 - 2020

1. Summary information					
School	Downton CE Primary School				
Academic Year	2019 - 20	Total PP budget	£29,885	Date of most recent PP Review	Sept 2019
Total number of pupils	261	Number of pupils eligible for PP	11 FSM/Ever 6 3 service 1 Post LAC	Date for next internal review of this strategy	Feb 20

2. Current attainment				
<ul style="list-style-type: none"> Does not include progress scores for one pupil working at ARE 	<i>Pupils eligible for PP July 2017</i>	<i>Pupils eligible for PP July 2018</i>	<i>Pupils eligible for PP July 2018</i>	<i>All pupils 2019</i>
% achieving Expected Standard in reading, writing and maths	0%	25%	40%	50%
Average Progress Score - Reading	-1.5 (25%)	-1.92* (50%)	+1.28 (80%)	+1.12 (91%)
Average Progress Score - Writing	0.5 (25%)	0.78* (75%)	-3.3 (40%)	-0.6 (78%)
Average Progress Score - Maths	-4.4 (0%)	-6.13* (25%)	+ 1.12 (60%)	-1.91 (64%)

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A.	To diminish the difference between the attainment of PP pupils and non-PP pupils at the end of KS1 and KS2 Increase rates of progress for disadvantaged pupils in both key stages
B.	Significant attainment gap between PP and non-PP pupils in writing
C.	Increasing pupil resilience, therefore improving pupil attitudes
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
D.	Persistent absenteeism of a number of children eligible for PP is impacting on their attainment and progress

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	To diminish the difference between the attainment of PP pupils and non-PP pupils at the end of KS1 and KS2	Attainment of PP pupils is in line with national average for ALL pupils Attainment of non-SEN PP pupils in in line with national average for Non-PP pupils
B.	To continue to increase the % of PP pupils who meet the expected standard in maths and writing to exceed KS1 starting points	Increase in % of PP pupils achieving expected standard in maths and writing All non-SEN PP pupils achieve the expected standard in maths and reading
C.	A growth mindset culture amongst pupils and staff based on high-expectations of all learners is evident	Pupil perceptions of themselves as learners is positive – staff feedback at pupil progress meetings is that of increased resilience amongst pupils
D.	Attendance rates for some PPG pupils will increase, as engagement with parents is improved.	Pupil's % for attendance is below current levels - Evidence in learning and termly attendance data. Significant reduction in % of PP pupils who are persistently absent

5. Planned expenditure					
Academic year	2019 – 20				
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To diminish the difference between the attainment of PP pupils and non-PP pupils at the end of KS1 and KS2 Increase rates of progress for disadvantaged pupils in both key stages	KS1 and KS2 leaders to lead progress meetings to analyse attainment and progress of PP children and plan necessary interventions. Time allocated for teachers to create provision maps, Personalised learning Plans, one page profiles and pupil portfolios to target support provided to PP pupils	Data shows a significant difference between the attainment of disadvantaged pupils compared to those in other groups, especially at the end of KS2. Raising awareness of these pupils will allow for better provision to be planned implemented and monitored This approach was effective in 18/19.	Pupil Progress meetings led by Head, Assessment lead and SENCO to monitor effectiveness. Regular review meetings with PP teachers and class teachers to discuss impact of provision on identified pupils Ensure deployment of a highly skilled practitioner to deliver the tuition. Regular data analysis to monitor progress	HT/SENCO	End of term 2

To continue to increase the % of PP pupils who meet the expected standard in maths	<p>High quality CPD for teachers and teaching assistants to further improve quality of teaching and learning.</p> <p>2 teachers to continues working with the TRG Maths mastery programme</p> <p>Full access to additional training opportunities provided by the Teaching Schools hub, particularly focusing in maths teaching and learning</p>	<p>There is significant evidence to suggest that high quality teaching has a disproportionately positive impact on PP pupils.</p> <p>This approach is also recognised as an effective way of enabling the PP grant to impact positively on all pupils. This includes GDS modelling and the development of construction skills through extensive practice.</p>	<p>Staff encouraged and given time to share training with colleagues.</p> <p>Impact evaluations to be completed a few weeks after training is completed.</p> <p>Teaching and learning community reviews with a focus on vulnerable learners</p>	Headteacher SENCO	<p>End of term 2</p> <p>End of term 3</p> <p>End of term 5</p>
To continue to increase the % of PP pupils who meet the expected standard in Literacy with a focus on oracy and writing	<p>High quality CPD for teachers and teaching assistants to further improve quality of teaching and learning via talk for writing training for teachers and use of Read Write Inc Spelling – resources</p> <p>Spelling age assessments used to deploy spelling support to ensure a reduction in the number of children whose fluency is below their chronological age</p> <p>Use of KA for grammar</p>	<p>Successful approach 2019 – build on this approach for writing Research (EEF) shows that by developing pupils' language capability it will dramatically support pupils to develop fluent reading capabilities.</p> <p>Use of NFER assessments to identify gaps in learning and validate teacher spelling assessments</p> <p>EEF research fast and accurate spelling of an extensive vocabulary is a key component of writing fluency. There is limited high quality evidence about how to teach spelling, but it is clear that by analysing the types of spelling errors pupils make it is possible to provide support specific to their needs</p>	<p>Staff encouraged and given time to share training with colleagues.</p> <p>Impact evaluations to be completed a few weeks after training is completed.</p> <p>IPeal training for two teachrs Word of the day Talk 4 writing training</p> <p>Monitoring termly via reading age and NFER test analysis</p> <p>Moderation within the Salisbury cluster</p> <p>Monitoring termly via spelling age and NFER test analysis</p>	Headteacher/ SENCO	<p>End of term 2</p> <p>End of term 4</p> <p>End of term 6</p>
Total budgeted cost					<p>£3,500 Training</p> <p>£2,500 Tteaching</p> <p>£ 800 release</p> <p>£ 500 materials</p> <p>£4150 Total</p>

ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To diminish the difference between the attainment of PP pupils and non-PP pupils at the end of KS1 and KS2	1 to 1 tuition for identified pupils focusing on basic skills acquisition in maths spelling	EEF research suggests indicates that high quality 1:1 tuition is one of the most effective ways of achieving accelerated progress. Approach has been highly effective in raising attainment of PP pupils in other contexts. Same approach to be implemented in both keystages from January 2018.	Ensure the appointment of a highly skilled practitioner to deliver the tuition. Regular data analysis to monitor progress Good communication with parents to ensure that learning is enforced at	PPG lead Class teacher	End of term 2 End of term 3 End of term 5
To continue to increase the % of PP pupils who meet the expected standard in maths	Weekly small group sessions in maths for high-attaining as well as low attaining pupils with an experienced teacher	We want to provide extra support to maintain high attainment as well as improve low attainment. Small group interventions with highly qualified staff have been shown to be effective, in reliable evidence sources such as the EEF toolkit. Use of Third Space learning in 2019 was effective in engaging and motivate pupils Outcomes in maths for this group show progress at +1.12 this is above the cohort whose progress score was -1.91 for this subject	Extra teaching time and preparation funded from PP budget not encouraged as additional and extra. Impact overseen by maths subject leader Engage with parents and pupils before intervention begins to address any concerns/questions about additional sessions	HT Maths Lead	End of term 2 End of term 3 End of term 5
To increase the % of PP pupils who meet the expected standard in writing	Weekly small group sessions focusing on spelling and handwriting support Improve oracy skills by extending vocabulary Improve technical vocabulary – implement knowledge organisers leveling pupil background knowledge and increasing confidence in cross curricular writing	Small group interventions with highly qualified staff have been shown to be effective, in reliable evidence sources such as the EEF toolkit. Teaching and learning community research focuses on improvement of core knowledge and technical vocabulary to provide pupil Using foundations in memory and recall research by Atkinson and. Shiffrin and Baddeley Spelling and oracy interventions	Organise timetable to ensure staff have preparation time and delivery time in a quiet area. TD day time to plan KA for grammar – action research via teacher learning communities	HT Literacy Lead	End of term 2 End of term 3 End of term 5
Total budgeted cost					1:1Tuition £5,631 T&L research £800 Total £6,431
iii. Targeted Support					

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Increased number of children ready to learn and responding positively to feedback	<p>Develop a growth mindset amongst the staff so that they can deliver learning based on high-expectations of all learners – ambition aspiration</p> <p>Lesson study cycle – reviewing feedback and marking for impact</p>	<p>Pupil resilience is commonly raised as a barrier to learning in progress reviews. Pupil views of themselves as learners and ability to react positive to mistakes is low. Pupils tell us that they don't like improving work</p> <p>Sutton Trust EEF research effective feedback and marking up +8 months gains Ofsted feedback – pupil discussions</p>	<p>Training bought in to be delivered with all staff</p> <p>Parent information sessions Termly assemblies</p> <p>Lesson study via staff PDMS to ensure that a consistent and effective pedagogical approach is adopted</p>	<p>HT</p> <p>HT</p>	<p>End of term 3 End of term 5 In pupil progress reviews and pupil discussions</p>
	<p>Provision of ELSA and Time to talk</p> <p>Employment of Part- time ELSA to provided targeted support to vulnerable pupils, giving them the best chance of being ready to learn</p>	<p>Evidence 2017 that Raising of Self-esteem has led to improved attitudes and attendance – providing reactive support for high levels of emotional need.</p> <p>ELSA sessions have a proven track record of increasing levels of self-esteem, leading to improved attitudes and attendance. Increasing the number of ELSA hours available will enable us to support more pupils in all year groups.</p>	<p>Regular meetings with social skills lead to measure impact</p>	HT	Termly
	<p>Small group sessions in KS1 led by Teaching Assistants running proven intervention programmes and working towards Personalised Learning Targets, directed by class teachers.</p> <p>Counselling /Pastoral Service available to targeted pupils.</p>	<p>Mental health and wellbeing of pupils is a national priority. We have noticed a significant rise in the number of pupils facing very challenging circumstances outside of school. Increasing numbers of pupils, many with significant academic potential, are not in a place where they are ready to engage fully in learning.</p> <p>Postive family Project</p> <ul style="list-style-type: none"> Mental health and well being workshops for whole school KS1 family reading area 	<p>Regular meetings with ELSA to assess impact</p> <p>Pupil voice</p>	SENCO	termly
Total budgeted cost					<p>Improved mindsets £2500 ELSA £1421 PFP £2,500</p>

iv.					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Persistent absenteeism of a number of children eligible for PP is impacting on their attainment and progress	<p>Headteacher to follow up on attendance analysis</p> <p>Liaison with Downton 4 Families to improve out of school support</p> <p>Absence is challenged pupils encouraged to come to school for school to assess</p> <p>Attendance rewards incl celebration of a determination to be in school</p> <p>Support at CAMHS meetings</p>	<p>We cannot improve attainment for children if they are not actually attending school. Persistent absenteeism is a current DFE key priority and a measure by which Ofsted will be judging overall school effectiveness.</p> <p>This was very effective in supporting vulnerable families in 2019</p> <p>We believe that by offering a wide-range of extra-curricular opportunities will lead to increased engagement, improved self-esteem and ultimately improved attendance</p> <p>Proven effective in other schools</p> <p>Effective in promoting attendance</p>	<p>Regular monitoring of attendance of targeted pupils Reasons for absence recorded on Sims</p> <p>Frequent communication with parents to discuss funding opportunities</p> <p>Monitoring of attendance at clubs and enrichment activities</p> <p>Weekly attendance review</p>	<p>SENCO/Headteacher</p> <p>SENCO/Headteacher</p> <p>PP lead</p>	Termly
Financial support	<p>Free or subsidised access for PP pupils to residential visits, breakfast club</p> <p>Subsidised fees for music/sport tuition/story circle</p> <p>Free places at paid clubs offered as an incentive for increased attendance</p> <p>Coloured parts of uniform provided to ensure full inclusion</p>	<p>Children will have access to opportunities which cannot always be provided at home including additional trips, swimming and experiences</p>	<p>Regular review of impact</p> <p>Monitoring of attendance at support and pupil/ parent voice</p>	SENCO/Headteacher	Termly
Total budgeted cost					<p>£8,000</p> <p>£24,982</p>

6. Review of expenditure													
Previous Academic Year		2018 - 19											
i. Quality of teaching for all													
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost									
Diminish the difference between PP and non-PP pupils at the end of ks2	<p>One to one support by Teachers</p> <p>PP Champion and SENCo to lead pupil progress meetings to analyse attainment and progress of PP children and plan necessary interventions.</p> <p>Time allocated for teachers to create provision maps, Personalised Learning Plans and One Page Profiles to target support provided to PP pupils</p>	<p>Impact of of provision by teaching assistants aless effective than a qualified teacher</p> <p><i>KS2 attainment across all subjects improved at end of KS2 Reading 80% +1.28; Writing 40% - 3.3; Maths 60% +1.12</i></p> <p><i>Reading progress for PPG pupils was higher than the cohort Combined data shows 40% combined</i></p> <p><i>Analysis of pupil data from Sept 18 to May 19 shows a significant improvement</i></p> <table><tr><td></td><td>Sept 18</td><td>May 19</td></tr><tr><td>Reading</td><td>40%</td><td>80%</td></tr><tr><td>Maths</td><td>0%</td><td>60%</td></tr></table> <p>Attainment gap has reduced significantly Attainment of PP pupils in reading is higher than non-PP pupils nationally. Comprehensive One Page Profiles and Personalised Learning Plans have ensured tailored provision fo all pupils.</p>		Sept 18	May 19	Reading	40%	80%	Maths	0%	60%	<p>Use of qualified teachers for PP interventions – review has shown that use of a supply teacher was less effective than a member of staff – sessions were more regular and liaison and accountability more robust</p> <p><i>Progress from starting points were low – for Disadvantaged children with Special Educational Needs. Ensure staff training is widened to promote high aspirations</i> <i>Writing data remains low and is impacted by pupil attendance as well as spelling and handwriting issues.</i></p> <p><i>Growth mindset culture staff raising aspirations for all learners</i></p> <p>Third space learning was an effective use of PPG as pupils engaged positively and enjoyed personalised lessons</p> <p>Dedicated time of Pupil Premium Champion allows for a flexible and rigorous approach to implementing and evaluated a number of strategies. This will continue next year.</p>	£14,299
	Sept 18	May 19											
Reading	40%	80%											
Maths	0%	60%											

Increase the % of PP pupils who meet the expected standard in maths, reading and writing	<p>Times table strategy TTRS</p> <p>Reading age assessment – to ensure fluency – targeted interventions in maths and reading to focus interventions</p>	<p>EEF / Sutton Trust research indicates that high quality 1:1 tuition is one of the most effective ways of achieving accelerated progress.</p> <p>Approach was highly effective in raising attainment of non-SEN PP pupils at KS1 and KS2</p> <p>Third space learning was effective in engaging PPG pupils in dedicated learning support for maths – improvement from 0% ARE in Sept to 60% ARE May 19</p> <p>One to one tuition for Reading resulted in 80% in reading from 20% in September 18. The reading ages for all pupils were above chronological age at the end of the year with reading age improvements up to +2 years for many.</p> <p>Writing attainment was lower (40%) due to specific needs of pupils mainly spelling and transcription needs – a focus for 19/20</p>	<p>Middle leaders programme influenced internal research – targeted leadership has improved leadership capacity in maths – parental monitoring of TTRS still an issue -</p> <p>Use of volunteers resulted in inconsistency in assessment of tables recall – training for volunteers factored in for 2018/19</p> <p>Create opportunities for PPG pupils to aspire to being readers and writers through enrichment eg author visits</p> <p>PPG pupils enjoyed breakfast maths – attendance improved</p>	
--	---	---	---	--

ii. Targeted support

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Persistent absenteeism of PPG	PSA support	<p>Parent supported through trauma.</p> <p>Effective at reinforcing school message</p> <p>PSA attended meetings with parents</p> <p>Engagement with health visits</p> <p>Positive learning attitudes</p> <p>Attendance improved</p>	<p>PSA support was crucial to keep parents on track</p> <p>This approach had no impact on attendance – this will not be used going forward.</p> <p>Engaging Downton for Families</p>	
	Attendance reviews	Use of a taxi for one pupil for six weeks improved attendance up to 90%	% gains can be marginal – explore further possibilities – breakfast club – CAF /health reviews	
	Increased lunchtime clubs	PPG priority attendance at clubs will lead to increased engagement – improved self-esteem and ultimately improved attendance	% gains for individuals showed increased engagement with extra curricular activities resulted in no further absences from school from Jan 18.	

iii. Other approaches				
	Emotional learning support tools	ELSA, time to talk provided to pupils for short term support	Important in improving pupil-self esteem – needs regular impact review to be effective	
	Uniform/trips/extra-curricular	Pupils without uniform are provided with aspects which are missing	Pupils had a positive view of school and themselves – communication with home important in ensuring that uniform is available	Total £14,621

7. Additional detail
N/A