

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023-24 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	Downham C of E VC Primary School
Number of pupils in school	192
Proportion (%) of pupil premium eligible pupils	8%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-26
Date this statement was published (2023 updated yearly)	December 2024
Date on which it will be reviewed	July 2025
Statement authorised by	J Poulson
Pupil premium lead	R Proctor
Governor / Trustee lead	L. Wright

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£20,330
Recovery premium funding allocation this academic year	£1,116
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	£21,446

Disadvantaged Pupil Performance Overview for last academic year

This is internal assessment data – percentage of children who achieved age related expectations.

Year group (no. of pupils)	Reading %	Writing %	Maths %
Year 1			
Year 2 (1)	100%	0%	100%
Year 3 (3)	100%	100%	100%
Year 4 (3)	100%	33%	100%
Year 5 (3)	33%	100%	33%
Year 6 (2)	100%	50%	100%

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 2022 to 2023 academic year.

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)
Improve decoding, blending and segmenting skills to help children increase word recognition and fluency	<p>Decodable books match children's phonic ability.</p> <p>Fidelity to one phonics scheme – delivered with rigour.</p> <p>Book of the fortnight on newsletter.</p> <p>Children's progress In phonics is consistently and rigorously tracked.</p> <p>Children falling behind in phonics are supported to catch up quickly. Daily interventions and targeted teaching.</p> <p>Love of reading promoted in classroom through book corners, display, class novel, Daily 5 initiative, Power of Reading texts to support literacy teaching.</p>	Improved outcomes in phonics.	<p>All books now matched to phonic level in EYFS and KS1 – children are accessing text at an appropriate level.</p> <p>Phonics assessment every half term – more rigorous than previous assessment meaning children not keeping up are identified quickly. Groupings match assessments.</p> <p>Fidelity to programme established – with class teaching, reading groups, interventions.</p> <p>Staff training and online resources purchased – staff using scheme consistently well.</p> <p>We will continue with this approach and embed the scheme, continuing to focus on staff training and development in this area.</p>
Gaps in learning are identified and supported	<p>TA led interventions to be organised by class teachers/ phases.</p> <p>Intervention impact measured regularly through pupil progress</p>	<p>Children make expected or better progress from baseline</p> <p>Pupil outcomes are in line with or above the national average.</p>	<p>System established for measuring intervention impact.</p> <p>Internal teacher assessment shows that at least expected progress was made</p>

	<p>meetings and tracking by SENCo.</p> <p>Adult support in classes for targeted children.</p> <p>Gap analysis of baseline tests.</p> <p>Classroom resources are used to support learning as appropriate (e.g- manipulatives in maths, word mats, dictionaries in English)</p>		<p>TAs are now measuring the recording the impact of interventions – assessed as part of pupil progress meetings/one planning.</p> <p>Interventions will continue to support pupils, balancing them with ensuring broad access to the curriculum.</p>
<p>Parental engagement is sustained, including support with reading at home.</p>	<p>Children's reading at home will be recorded or logged</p> <p>Reading promoted in newsletters, book fairs, sponsored read events, links with library where possible.</p>	<p>Increased parental engagement in reading. Pupil outcomes in reading are good. Love of reading fostered across all year groups.</p> <p>Learning at home supports pupils in school and fosters love of learning, including reading</p>	<p>RWI daily teaching videos used to support children and parents.</p> <p>Reading results showed to be strongest in internal data this year.</p> <p>Homework focuses on foundations and creative activities to engage and enthuse pupils</p>
<p>Pupils have the same opportunities as their peers in relation to trips.</p>	<p>Pupils will participate in all trips (including residential) and have new and broadening cultural experiences</p>	<p>PPG children participate in trips. PPG children have access to cultural experiences.</p>	<p>All pupils are supported to attend trips, and reasonable allowances made for pupils with PPG</p> <p>Funding supported pupils when required.</p>
<p>Emotional and well-being issues of those eligible for pupil premium will be addressed.</p>	<p>School will employ a counsellor, play therapist or pastoral support to support pupils who need this level of intervention</p>	<p>Pupil well-being will be good. Pupil outcomes will be good.</p>	<p>Emma Nunn – pastoral role and now a qualified councillor, supports one afternoon a week.</p>

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
RWI	Ruth Miskin
White Rose Maths	White Rose

Part A: Pupil premium strategy plan

Statement of intent

At Downham, we have high aspirations and ambitions for our children and we believe that all learners should be able to reach their full potential.

We strongly believe that reaching your potential is not about where you come from, but instead, about developing the necessary skills and values required to succeed.

Our pupils in receipt of the Pupil Premium Funding face specific barriers to reaching their full potential, and, at Downham, we are determined to provide the support and guidance they need to help them overcome these barriers. In addition to this, we aim to provide them with access to a variety of exciting opportunities and a rich and varied curriculum.

Our ultimate objectives are:

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- For all disadvantaged pupils in our school to make good progress from their starting points.
- To support our children's health and wellbeing to enable them to access learning at an appropriate level.

Challenges

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

Challenge number	Detail of challenge
1	Ensuring all of our disadvantaged children meet the expected standard for phonics.
2	Addressing attainment gaps for pupils in Reading, Writing and Maths.
3	Low attendance and persistent absenteeism of PP children
4	Social and emotional difficulties, including mental health and medical issues that arise for some pupils and families.

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
Disadvantaged pupils meet the expected standard in phonics.	Teaching and assessment of early reading is consistent and robust.
Disadvantaged pupils maintain at least the standard of attainment they achieved at the end of the previous year (Reading, Writing and Maths) and previous key stage; those who have ‘fallen behind’ make accelerated progress and ‘catchup’ or exceed prior attainment standards.	<ul style="list-style-type: none"> - All disadvantaged children make expected progress (eg. Expected to expected or greater depth to greater depth) from previous summer 2. - Support staff and class teachers support learning effectively – addressing misconceptions ASAP in preparation for lessons. - Additional intervention sessions will take place – based on gaps in learning
All disadvantaged pupils will meet national expectations for attendance/persistent absence.	<ul style="list-style-type: none"> - Disadvantaged pupils will match or exceed national averages for non disadvantaged pupils (96+%). - Monitoring of attendance by Office attendance lead, SENCo and Head of School brings about an increase in PP pupils’ attendance and a decrease in persistent absence.
Pupils and families with identified social, emotional or health needs are well supported by school staff so that the needs are removed or alleviated.	SENCo and Head of School identify and support families and children and work to alleviate barriers to learning.

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: £3,550

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>RWI CPD (Online subscription and 1 development day) - £1600</i>	<p><u>EEF Findings</u> Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <p>The teaching of phonics should be explicit and systematic to support children in making connections between the sound patterns they hear in words and the way that these words are written.</p> <p>The teaching of phonics should be matched to children’s current level of skill in terms of their phonemic awareness and their knowledge of letter sounds and patterns (graphemes).</p>	1, 2
<i>RWI resources - £1000</i>	<p><u>EEF Findings</u> The teaching of phonics should be matched to children’s current level of skill in terms of their phonemic awareness and their knowledge of letter sounds and patterns (graphemes).</p>	1, 2
<i>Leadership/Monitoring of pupil premium and inclusion</i> £950	<p>‘The leadership and management judgement is about how leaders, managers and those responsible for governance ensure that the education that the school provides has a positive impact on all its pupils’</p> <p>Ofsted School Inspection Handbook</p>	1,2,3,4

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

Budgeted cost: £13,096 – support staff to enable structured and same-day interventions

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>White Rose Maths – same day intervention</i></p>	<p><u>EEF Findings</u></p> <p>Mastery learning approaches aim to ensure that all pupils have mastered key concepts before moving on to the next topic – in contrast with traditional teaching methods in which pupils may be left behind, with gaps of misunderstanding widening. Mastery learning approaches could address these challenges by giving additional time and support to pupils who may have missed learning, or take longer to master new knowledge and skills.</p> <p>In order for mastery approaches to be effective for pupils with gaps in understanding, it is crucial that additional support is provided. Approaches that simply build upon foundational knowledge without targeting support for pupils that fall behind are unlikely to narrow disadvantage gaps.</p>	<p>2</p>
<p><i>RWI interventions – daily 1:1 tutoring</i></p>	<p><u>EEF Findings</u></p> <p>Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. This is likely to be due to the explicit nature of the instruction and the intensive support provided.</p> <p>It is possible that some disadvantaged pupils may not develop phonological awareness at the same rate as other pupils, having been exposed to fewer words spoken and books read in the home. Targeted phonics interventions may therefore improve decoding skills more quickly for pupils who have experienced these barriers to learning.</p>	<p>1, 2</p>

<p><i>Need specific targeted interventions (TA led)</i></p>	<p><u>EEF Findings</u></p> <p>Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average. Often interventions are based on a clearly specified approach which teaching assistants have been trained to deliver.</p> <p>Well-evidenced teaching assistant interventions can be targeted at pupils that require additional support and can help previously low attaining pupils overcome barriers to learning and ‘catchup’ with previously higher attaining pupils.</p>	<p>2</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £4,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Office attendance lead and Head of School to regularly monitor attendance and provide support to families around attendance. £1900</i></p>	<p>If pupils are in school they can access learning and evidence shows that pupils with high attendance make good progress</p>	<p>3</p>
<p><i>External pastoral support worker to work with vulnerable children (and families) providing emotional support. £2500</i></p>	<p>Pupils who are happy and feel secure within themselves have barriers to learning broken down.</p> <p>This impacts on progress.</p> <p>Some pupils need emotional support within school so they can access the curriculum</p> <p>Some pupils need the level of expertise of a counsellor to overcome barriers</p> <p><u>EEF Findings</u></p> <p>The average impact of successful SEL interventions is an additional four months’ progress over the course of a year.</p>	<p>3, 4</p>

<p><i>Pupils access a range of social, cultural and sporting experiences and have the same opportunities as their peers</i></p> <p><i>£400 – trips/clubs/uniform Berlesduna enrichment activities and events</i></p>	<p>Pupils who have access to opportunities are able to draw on these experiences and it can impact on learning Pupils also need to challenge their aspirations</p> <p>The ‘personal development’ Ofsted judgement will recognise the work early years providers, schools and colleges do to build young people’s resilience and confidence in later life, including through participation in sport, music and extra-curricular activities.</p> <p>Ofsted definition – cultural capital: “As part of making the judgement about the quality of education, inspectors will consider the extent to which schools are equipping pupils with the knowledge and cultural capital they need to succeed in life. Our understanding of ‘knowledge and cultural capital’ is derived from the following wording in the national curriculum: ‘It is the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement.’”</p> <p>A report from Sutton Trust includes data from the Office of National Statistics that top earners are almost four times more likely than bottom earners to have paid for out of school enrichment classes.</p> <p>A report from Sutton Trust advises that schools should allocate funding to support families with the ‘hidden costs’ that may impact their education.</p>	<p>4</p>
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Total budgeted cost: £21,446