

Pupil premium strategy statement



This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Downsell Primary School
Number of pupils in school	(2021 – 2022: 431) 2022 – 2023: 417
Proportion (%) of pupil premium eligible pupils	(2021 – 2022: 32.25% 139 pupils) 2022 – 2023: 31.8% (133 pupils)
Academic years that our current pupil premium strategy plan covers	2021 – 2022 2022 – 2023 2023 – 2024
Date this statement was published	October 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Deena Chetty (Head Teacher)
Pupil premium lead	Rachael Alexander-Gordon (Deputy Head Teacher)
Governor / Trustee lead	Azeem Ahmed

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	(2021 – 22: £186,955) 2022 -23: £188,360
Recovery premium funding allocation this academic year	(2021 – 22: £20,155) 2022 -23: £19,720
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	2022 -23: £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	(2021 – 22: £207,110) 2022 -23: £208,080

Part A: Pupil premium strategy plan

Statement of intent

As an inclusive school, our intention is to provide an inspirational and inclusive teaching and learning environment with outstanding teaching and learning. The key principle of our strategy plan is to ensure that no child is left behind socially or academically because of any disadvantages.

When making decision about the use of pupil premium funding, it is important to consider the school's context and needs alongside the subsequent challenges faced. We have considered this alongside research conducted by EEF.

Our Pupil Premium Plan aims to address the main barriers our children face and through rigorous tracking, careful planning and targeted support and intervention, provide all children the access and opportunities to enjoy academic success.

The school's demographic

Downsell Primary School is a community school located in Leyton, Waltham Forest.

Waltham Forest is currently ranked 82nd most deprived borough nationally according to the 2019 Index of Multiple Deprivation (an improvement from 35th in the 2015 edition, and 15th most deprived in the 2010 edition).

Waltham Forest is one of the most diverse areas in the country. An estimated 53% of residents are from a minority ethnic background. The last census showed that our children speak 52 other languages (not including English).

Principles

- We ensure that teaching and learning opportunities meet the needs of all the pupils
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals.
- We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis, which will identify priority classes, groups or individuals.

Our ultimate objectives are to:

1. Remove barriers to learning created by poverty, family circumstances and background
2. Improve the attainment of PP pupils in comparison to our non-PP in relation to those gaining age expected in Maths
3. Improve the attainment at GD level of our PP pupils, in relation to our non-PP
4. Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum
5. Develop confidence in our pupil's ability to communicate effectively in a wide range of contexts
6. Support and enable pupils to look after their physical and mental wellbeing
7. Access a wide range of opportunities (cultural capital) to develop their knowledge and understanding of the world

Achieving the objectives

In order to achieve our objectives and overcome identified barriers to learning we will*:

1. Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching
2. Provide targeted intervention and support through the use of boosters
3. Provide targeted interventions during the school day led by Senior leaders and Teaching Assistants
4. Provide opportunities for all pupils to participate in a range of enrichment activities
5. Provide opportunities for children to receive support for their mental wellbeing (including the use of in house counselling)

*This list is not exhaustive and will change according to the needs of the children.

We ensure that through our pupil progress meetings, all teachers are aware of current pupil data and are involved in the analysis of the data, so that they are fully aware of the strengths and weaknesses across their year group.

Challenges

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

Challenge number	Detail of challenge
1	Assessment and observations show that the reading skills of some of our pupil premium pupils is not as well developed as their peers.
2	Pupils entering the EYFS with language and listening skills well below their developmental age and stage. A lack of early language skills within the early years impacts on pupil's ability to hear sounds when practising blending and segmenting; therefore impacting on early reading and fluency.
3	Assessment data showed that the number of pupils exceeding age expected (achieving GD) in Reading and Maths is lower for PP pupils in comparison to non-PP pupils.
4	The impact of Covid alongside the demographic of our school has highlighted that many children have not been able to experience cultural capital opportunities that they would have through being in school. Identified pupils have limited experiences beyond their immediate environment and therefore limited cultural capital experiences. This impacts on pupils understanding of elements of the curriculum and further on language and communication.
5	Attendance for pupil premium children at the end of academic year 2020 – 21, was 91%, whilst attendance for non-pupil premium children in the same year was 95%. This is below the national.
6	PP pupils generally achieve age expectation in line with non-PP, however 2020 – 21 assessments show a significant gap in those achieving age expectations in Maths (PP: 52% and non-PP: 59% at age expected).

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
Implementation of RWI shows an increase in pupils passing the Phonics Screening Test in Y1.	<p>Three year increase in the Y1 pass rate with pupils achieving above national expectations by the third year of implementation.</p> <p>In evaluating the impact we will use:</p> <ul style="list-style-type: none"> • Observations of RWI lessons • Outcomes in books / pupils' work • Phonics screening data
Reduce the gap between non-PP and PP pupils achieving Greater Depth in Reading, Writing and Maths at the end of KS2.	<p>Pupil data from the end of KS2 shows an upward trend of PP pupils achieving a Greater Depth standard.</p> <p>In evaluating the impact we will use:</p> <ul style="list-style-type: none"> • Pupil attainment and progress data (including national benchmarks – SATs) • Observations in learning walks • Outcomes in books / pupils' work
To increase the number of PP pupils achieving age expectation in Maths	<p>Pupil data shows KS2 PP children achieving in line with non-PP children.</p> <p>In evaluating the impact we will use:</p> <ul style="list-style-type: none"> • Pupil attainment and progress data (including national benchmarks – SATs) • Observations in learning walks • Outcomes in books / pupils' work
Attendance for pupil premium children improves and persistent absence reduces.	<p>Attendance data indicates that the gap to national closes year on year.</p> <p>In evaluating the impact we will use:</p> <ul style="list-style-type: none"> • Family / parent voice (through action plan meetings) • Attendance data
More cultural capital opportunities for PP pupils	<p>Amount of PP pupils accessing club is in line with non-PP.</p> <p>In evaluating the impact we will use:</p> <ul style="list-style-type: none"> • Pupil voice • Attendance at clubs data • Monitoring of cultural capital opportunities for all children by subject area
To improve the outcomes of those in EYFS despite lower starting points for PP pupils	<p>EYFS data shows children making expected rate of progress.</p> <p>In evaluating the impact we will use:</p> <ul style="list-style-type: none"> • Observations in learning walks • Outcomes on tapestry • EYFS data

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: **2021 – 22:** £86,110 / **2022 – 23:** £70,230

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>2021 – 22</p> <p>Implementing RWI phonics consistently across the school.</p> <ul style="list-style-type: none"> Phonics lead to model phonics sessions, support new to school teachers to enable consistency Monitoring of teaching and assessment of phonics across the school (including Fresh start) <p>2022 – 23</p> <ul style="list-style-type: none"> Continue to support staff through CPD Good or better teaching across all phonics groups 	<p>Phonics – EEF research shows that implementing a robust phonics scheme of work has a high impact for very low cost based on extensive evidence.</p> <p>Phonics</p> <p>EEF have stated that this offers an average impact of an additional five months’ of progress.</p> <p>Fresh Start (Key Stage 2 pupils) – assessment has shown for a few of our pupils in KS2, there is still an issue with their reading fluency and decoding. We have implemented the use of Fresh Start to support these pupils. The research from EEF also suggests that implementing a phonics based approach for these pupils can be beneficial:</p> <p><i>‘While there have been fewer studies examining phonics with older readers, there is evidence that it can be a positive approach. With any reading intervention, careful diagnosis is required on the difficulties that the reader is experiencing, regardless of age. If an older reader is struggling with decoding, phonics approaches will still be appropriate.’</i></p>	1
<p>To increase the number of PP children achieving:</p> <ol style="list-style-type: none"> age expectations in Maths GD in Maths, Reading and Writing <p>2021 – 22:</p> <ul style="list-style-type: none"> Reviewing of our marking and feedback policy Staff training Regular moderation and monitoring of marking and feedback <p>2022 – 23:</p> <p><u>Maths</u></p> <p>Recognise that only 35% of pupil premium achieved age expected (GD – 16%) in comparison with non-pupil premium achieving 74% age expected.</p> <ul style="list-style-type: none"> Adopting teaching for mastery across the school Implementation of new scheme of work in Maths – White Rose 	<p>EEF research states: ‘Impacts are highest when feedback is delivered by teachers. It is particularly important to provide feedback when work is correct, rather than just using it to identify errors.’</p> <p>The research also states: ‘Studies of verbal feedback show slightly higher impacts overall (+7 months). Written marking may play one part of an effective feedback strategy – but it is crucial to monitor impacts on staff workload.’</p> <p>EEF Feedback</p>	1,3,6

<p><u>Writing</u></p> <ul style="list-style-type: none"> • Launching of 'everybody writes' writing scheme across the school 		
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: **2021 – 22**: £110,000 / **2022 – 23**: £120,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Reduce the gap between non-PP and PP pupils achieving Greater Depth in Reading, Writing at the end of KS2.</p> <p>2021 - 22</p> <ul style="list-style-type: none"> • Phonics intervention • Reading intervention for those identified as not reading daily at home • Reading fluency project • Rapid Reading interventions <p>2022 – 23</p> <ul style="list-style-type: none"> • Accelerated learning – reading intervention for those identified as not reading daily at home • Fresh start intervention • Rapid reading interventions • Due to high mobility - targeted support for new starters • Targeted support for those with poor attendance • Daily whole class phonics sessions Y6 streamed AfL classes for R,W,M • Easter school (Y6) 	<p>Many studies have shown how key pupil's reading ability is across the curriculum and for future life outcomes. An example: Relationship between reading age, education and life outcomes</p> <p>Phonics – EEF research shows that implementing a robust phonics scheme of work has a high impact for very low cost based on extensive evidence. Phonics</p> <p>EEF have stated that this offers an average impact of an additional five months' of progress.</p> <p>According to research, such as an article published by John J. Pikulski and David J. Chard's, Fluency: Bridge between decoding and reading comprehension, fluency is a key skill component of reading to support and develops pupil's understanding. Fluency is more than the speed of which children read words. Pikulski and Chard identified accuracy, expression and understanding as other key aspects of reading fluency.</p> <p>The reading interventions have a particular focus on fluency, however as suggested by the article, fluency is the 'bridge between decoding and reading comprehension' therefore fluency based reading interventions also serve to support pupil's reading abilities.</p>	<p>1, 3</p>
<p>Reduce the gap between non-PP and PP pupils achieving Greater Depth in Reading, Writing and Maths at the end of KS2.</p> <p>To increase the number of PP pupils achieving age expectations in Maths</p>	<p>Booster classes are delivered by class teachers, within pupil year groups, as they are the ones that know the children best and therefore can plan more effectively for their needs.</p> <p>Plans are in place to run a Saturday school for targeted pupils. Research indicates that this model of extended school provision can have a positive impact on improving educational attainment.</p> <p>EEF: <i>'The average impact of approaches involving extending school time is about an additional three months' progress over the course of a year.'</i></p>	<p>1,2,3</p>

<p>2021 – 22</p> <ul style="list-style-type: none"> • Booster lessons from Y1 – Y6 • Interventions delivered by HLTAs • Effective deployment of Teaching assistants in class <p>2022 – 23</p> <ul style="list-style-type: none"> • Booster lessons from Y1 – Y6 • Effective deployment of teaching assistants in class • Easter school for Y6 pupils 	<p>Extending school time</p> <p>EEF Research: ‘The average impact of the small group tuition is four additional months’ progress, on average, over the course of a year. Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or work which is more closely matched to learners’ needs explains this impact. Once group size increases above six or seven there is a noticeable reduction in effectiveness.’</p> <p>EEF Small Group Tuition</p> <p>EEF Research: ‘The average impact of the deployment of teaching assistants is about an additional four months’ progress over the course of a year. However, effects tend to vary widely between those studies where teaching assistants are deployed in everyday classroom environments, which typically do not show a positive benefit, and those where teaching assistants deliver targeted interventions to individual pupils or small groups, which on average show moderate positive benefits. The headline figure of four additional months’ progress lies between these figures.’</p> <p>Teaching Assistant Interventions</p>	
<p>To improve the outcomes of those in EYFS despite lower starting points for PP pupils</p> <p>2021 – 22: EYFS early literacy</p> <p>2022 – 23:</p> <ul style="list-style-type: none"> • EYFS early literacy • Implementation of new maths scheme 	<p>EEF: Early literacy approaches aim to improve young children’s skills, knowledge or understanding related to reading or writing. Common approaches include:</p> <ul style="list-style-type: none"> • storytelling and group reading; • activities that aim to develop letter knowledge, knowledge of sounds and early phonics; and • introductions to different kinds of writing. <p>Early literacy approaches have been consistently found to have a positive effect on early learning outcomes. The early literacy approaches evaluated to date led to an average impact of four additional months’ progress, with the most effective approaches improving learning by as much as six months.</p> <p>Early Literacy Approaches</p>	

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

Budgeted cost: **2021 – 22**: £11,000 / **2022 – 23**: £17,850

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Implementation of RWI shows an increase in pupils passing the Phonics Screening Test in Y1. Reduce the gap between non-PP and PP pupils achieving Greater Depth in Reading, Writing and Maths at the end of KS2.</p> <p>2021 - 22</p> <ul style="list-style-type: none"> • Parent phonics and reading workshops • Author visits <p>2022 - 23</p> <ul style="list-style-type: none"> • Open classrooms • Reading breakfast mornings and author visits encourage a love for reading culture • Parent workshops 	<p>Parental engagement</p> <p>EEF research: ‘The average impact of the Parental engagement approaches is about an additional four months’ progress over the course of a year. There are also higher impacts for pupils with low prior attainment.’</p> <p>Parental Engagement</p> <hr/> <p>Parental engagement</p> <p>EEF research: ‘The average impact of the Parental engagement approaches is about an additional four months’ progress over the course of a year. There are also higher impacts for pupils with low prior attainment.’</p> <p>Parental Engagement</p>	1,3
<p>More cultural capital opportunities for PP pupils</p> <p>2021 – 22</p> <ul style="list-style-type: none"> • Throughout the academic year, the school will seek to subsidise a range of activities that provide children with opportunities outside of the daily timetable. These opportunities seek to enrich the curriculum as well as their lives. They will provide the opportunities missed during COVID, especially for those from disadvantaged backgrounds. • PP children will have opportunities to go on trips and compete in chess competitions including UKCC and Chess Fest • PP children will be invited to an after school chess club and receive fundamental tutoring. <p>2022 – 22</p> <ul style="list-style-type: none"> • Increased school leaders opportunities (i.e. ambassadors) • Establishing of new dedicated music room to inspire pupils’ to consider more musical opportunities • Development of music curriculum through resources and increased CPD opportunities • Subsidised trips including the residential trip for Year 6 • Each class teacher to offer a free club to 1 pupil premium child (14 free places each term across the school) 	EEF Research: Physical activity and Arts Participation	4

<ul style="list-style-type: none"> Free places offered for selected pupils for breakfast club and after school club 		
<p>To improve the outcomes of those in EYFS despite lower starting points for PP pupils</p> <p>2021 - 22 EYFS targeted parent workshops: Speech and language Maths Phonics</p> <p>2022 – 23 EYFS targeted parent workshops: Speech and language Maths Phonics Booster classes</p>	<p>Parental engagement</p> <p>EEF research: ‘The average impact of the Parental engagement approaches is about an additional four months’ progress over the course of a year. There are also higher impacts for pupils with low prior attainment.’</p> <p>Parental Engagement</p>	2
<p>Attendance for pupil premium children improves and persistent absence reduces.</p> <p>2021 – 22</p> <ul style="list-style-type: none"> Embedding a good system for monitoring, tracking and supporting those families with attendance causing concerns (below 96%) <p>2022 – 23</p> <ul style="list-style-type: none"> Revised attendance policy available on website and from school office Attendance prizes Attendance parent workshops Attendance meetings with those below 90% and then those between 90 – 96% Introduction of attendance app to enable parents to track their child’s attendance percentage daily 	<p>DfE guidance: Improving school attendance: support for schools and local authorities</p> <p>EEF Rapid evidence assessment on attendance interventions for school aged pupils</p>	5

Total budgeted cost: 2021 – 22: £207,110 / 2022 – 23: £208,080

Part B: Review of outcomes in the previous academic year (2021-22)

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 - 22 academic year.

Review of Intended Outcomes

- Implementation of RWI shows an increase in pupils passing the Phonics Screening Test in Y1
The last set of national results at the time of this report (June 2021), was produced in 2019. The national result from 2019 is used as an interim comparison with our results / predicted results.

	Year 1 (Pass / WA)	Year 2 (Pass / WA)
2021 – 22 Pupil premium	June 2022* 87.5%	December 2021 76%
2021 – 22 Non-pupil premium	June 2022* 86.2%	December 2021 90%
National results (all pupils)	82%	

*Results based on pass mark of 32

- Reduce the gap between non-PP and PP pupils achieving Greater Depth in Reading, Writing and Maths at end of KS2

Year 6 Reading

	Spring	Summer
Pupil premium GD	5%	30%*
Non-pupil premium GD	15%	19%

Year 6 Writing

	Spring	Summer
Pupil premium GD	4%	5%
Non-pupil premium GD	14%	16%

Year 6 Maths

	Spring	Summer
Pupil premium GD	10%	16%*
Non-pupil premium GD	3%	16*

*x2 pupil premium pupils not included in results – did not sit SATS paper.

3. To increase the number of PP pupils achieving age expectations and above in Maths

	Autumn	Spring	Summer
Pupil premium Year 1 – Year 6	93.8%* (*Year 2 – Year 6)	95.2%	93.9%
Non-pupil premium Year 1 – Year 6	93.9%	95.7%	94.9%
Comparison	Non pupil premium +0.1%	Non pupil premium +0.5%	Non pupil premium +1%

4. Attendance for pupil premium children improves and persistence absence reduces

Attendance

	Whole school Reception – Year 6	Pupil Premium	Non-pupil premium
Academic year 2021 - 2022	93.9%	93.6%	93.9%

Persistent absence (Reception – Year 6)

	2018-19	2019-20	2020-21	2021-22
Total number of children	49	176	87	64
% of pupil premium	32.65%	38.07%	49.43%	42.19%
% of non-pupil premium children	67.35%	61.93%	50.57%	57.81%

5. More cultural capital opportunities for PP pupils

Pupils at Downsell experience a range of cultural capital opportunities, such as specialist visitors to the school and carefully planned trips and visits. In addition to this we offer subsidised clubs for our pupil premium children, who have been selected by their class teacher as being able to benefit from a specific club.

Pupil premium pupil attendance at clubs

Year Group	Percentage of pupils attending an after school club	Percentage of pupils attending after school booster
1	13%	31%
2	19%	29%
3	38%	29%
4	39%	22%
5	19%	38%
6	13%	35%

6. To improve the outcomes in EYFS despite lower starting points for PP pupils
See Early Years Data

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
TT Rockstars	Maths Circle

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A