

Number of pupils and PP funding received	
Total number of pupils on roll	507
Total number of pupils eligible for PP funding	154
Number of pupils eligible for Free School Meal (FSM)	134
Number of pupils who are currently Looked After Children (LAC)	0
Number of pupils who are Post-Looked After	0
Number of pupils who are Service Children	0
Total amount of PP funding received	187073

Principles and school compliance

We work to ensure that all pupils are subject to Quality First Teaching (QFT), recognising the impact of this on attainment and progress.

We offer an engaging curriculum that provides rich and ambitious learning opportunities for all.

We ensure that teaching and learning opportunities meet the needs of all pupils at Downsell Primary School; offering appropriate interventions, in addition to QFT, to extend or to support learning.

We ensure that effective provision is made for pupils from vulnerable groups; this includes ensuring that the individual needs – both academic and social - of disadvantaged pupils are adequately assessed and addressed.

The impact of actions is evaluated termly at pupil progress meetings with the HT and provision is amended as appropriate.

The schools Pupil Premium Strategy Statement 2020 – 21, reflect these areas and is available on the school’s website, therefore meeting the requirements for Pupil Premium reporting.

In line with the changes made, the school will go forward with the DfE’s new template pro-forma (see appendix 1) for our Pupil Premium Strategy Statement 2021 -22. We will also ensure that our spending strategy is informed by research evidence, referring to ranges of sources, including the toolkit published by the Education Endowment Foundation (EEF).

Activities detailed on our strategy will include those that:

- Support the quality of teaching, such as staff CPD
- Provide targeted academic support, such as tutoring
- Tackle non-academic barriers to success in school, such as attendance, behaviour, and social and emotional support

We understand that the DfE will perform monitoring checks on a sample of schools’ published reports.

Attendance

3rd September 2020 – 7th July 2021

Year Group 1

Percentages

	Pupils in group	Attendances	Authorised Absences	Unauthorised Absences
Pupil Premium	22	87.05	12.11	0.62
Not Pupil Premium	50	95.55	3.90	0.54

Year Group 2

Percentages

	Pupils in group	Attendances	Authorised Absences	Unauthorised Absences
Pupil Premium	22	93.90	4.90	1.19
Not Pupil Premium	49	95.16	4.30	0.53

Year Group 3

Percentages

	Pupils in group	Attendances	Authorised Absences	Unauthorised Absences
Pupil Premium	22	90.57	7.30	2.13
Not Pupil Premium	41	95.00	4.55	0.45

Year Group 4

Percentages

	Pupils in group	Attendances	Authorised Absences	Unauthorised Absences
Pupil Premium	21	91.67	6.71	1.62
Not Pupil Premium	44	95.09	3.77	1.14

Year Group 5

Percentages

	Pupils in group	Attendances	Authorised Absences	Unauthorised Absences
Pupil Premium	22	91.21	8.02	0.77
Not Pupil Premium	38	95.33	4.17	0.50

Year Group 6

Percentages

	Pupils in group	Attendances	Authorised Absences	Unauthorised Absences
Pupil Premium	28	92.27	6.51	1.22
Not Pupil Premium	46	94.42	5.21	0.37

Attendance summary

Pupil premium	91%	Non pupil premium	95%
----------------------	------------	--------------------------	------------

AfL Groups

In making provision for groups of pupils, we recognise that not all pupils who are eligible for free school meals will be academically disadvantaged; we recognise the needs of more-able disadvantaged pupils and ensure that they are challenged to meet their full potential. This is reflected through the % of PP pupils within each AfL group being very nearly in line with each other, with the highest % of PP pupils being in our Af1 groups.

The following table shows the % of PP pupils in each AfL group from Years 1 – 6.

	Af1	Af2	Af3
Year 1	35%	18%	44%
Year 2	32%	32%	38%
Year 3	29%	53%	38%
Year 4	30%	35%	33%
Year 5	46%	17%	58%
Year 6	31%	39%	45%
Total across Years 1 - 6			
	40%	30%	30%

Pupil Premium Review of Targets: Summary of PP Spending Objectives

The following is a review of the outcomes set in the Statement for Pupil Premium Strategy 2020 – 21.

The evidence for the review of each objective was done through lesson observations, learning walks, book looks, pupil voice, analysis of data and registers.

Objective	Review / Outcome												
Gap between PP and non-PP pupils is closed and they achieve at the expected standard or above in Maths and Reading. Higher % of pupils achieve Greater Depth.	See page 6 for comparison charts. Data review shows that PP pupils were very much in line with non PP pupil's average attainment across the school in both Reading and Maths at baseline for this academic year; with the following % differences:												
	<table border="1"> <thead> <tr> <th>% difference between PP and non PP pupils at Baseline</th> <th>Attainment at ARE</th> <th>Attainment at above ARE</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>PP 3 % lower than non PP</td> <td>PP 5 % lower than non PP</td> </tr> <tr> <td>Maths</td> <td>PP 5% lower than non PP</td> <td>PP 1% higher than non PP</td> </tr> </tbody> </table>	% difference between PP and non PP pupils at Baseline	Attainment at ARE	Attainment at above ARE	Reading	PP 3 % lower than non PP	PP 5 % lower than non PP	Maths	PP 5% lower than non PP	PP 1% higher than non PP			
% difference between PP and non PP pupils at Baseline	Attainment at ARE	Attainment at above ARE											
Reading	PP 3 % lower than non PP	PP 5 % lower than non PP											
Maths	PP 5% lower than non PP	PP 1% higher than non PP											
	The second round of assessments took place in the Spring Term. The review of this data showed overall that the gap narrowed further and the percentage of PP children at age expected was higher than non-PP pupils. The table shows the following % differences for Spring Term assessments:												
	<table border="1"> <thead> <tr> <th>% difference between PP and non PP pupils - Spring Term</th> <th>Attainment at ARE</th> <th>Attainment at above ARE</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>PP 2% higher than non PP</td> <td>PP 2% lower than non PP</td> </tr> <tr> <td>Maths</td> <td>PP 1% higher than non PP</td> <td>PP 1% lower than non PP</td> </tr> </tbody> </table>	% difference between PP and non PP pupils - Spring Term	Attainment at ARE	Attainment at above ARE	Reading	PP 2% higher than non PP	PP 2% lower than non PP	Maths	PP 1% higher than non PP	PP 1% lower than non PP			
% difference between PP and non PP pupils - Spring Term	Attainment at ARE	Attainment at above ARE											
Reading	PP 2% higher than non PP	PP 2% lower than non PP											
Maths	PP 1% higher than non PP	PP 1% lower than non PP											
	Higher % of pupils achieving Greater Depth												
	The review of data showed the following, with a higher % of PP pupils achieving GD in Spring than at their baseline in Reading. Maths showed that there was a 1% decrease of PP pupils achieving GD in Maths.												
	<table border="1"> <thead> <tr> <th></th> <th>Baseline</th> <th>Spring</th> <th></th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>17%</td> <td>24%</td> <td>Increase of 7%</td> </tr> <tr> <td>Maths</td> <td>18%</td> <td>17%</td> <td>Decrease of 1%</td> </tr> </tbody> </table>		Baseline	Spring		Reading	17%	24%	Increase of 7%	Maths	18%	17%	Decrease of 1%
	Baseline	Spring											
Reading	17%	24%	Increase of 7%										
Maths	18%	17%	Decrease of 1%										

Maths reasoning ability of PP pupils need to be further developed	From the sample of books of PP children, seen during book looks, we can see that PP pupils are performing in line with non-PP in terms of accessing successfully Think It and Master It in Maths lessons.												
Intervention matched accurately to the needs of the pupils in order to develop positive attitude to work and achievement	Booster clubs – Summer Term analysis Based on in class teacher assessments, baseline and spring term assessments and pupil progress meetings teachers have planned for the needs of their pupils identified for pupil premium. Across Year 1 – 5, 42% of those attending were pupil premium children.												
Improved provision to enable PP pupils to access a range of enrichment activities including trips and residential visits	Due to Covid-19 restrictions our usual offer of trips has been stopped. Previously, trips have been subsidised to ensure our pupil premium children are not at a disadvantage to others in regards to enrichment. In addition to subsidised residential trips, we also support disadvantaged pupils through the buying of school uniform each year, including shoes.												
Higher level of attendance for PP children	See attendance data detailed above – page 2 <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="background-color: #0070C0; color: white; padding: 5px;">Pupil premium</td> <td style="text-align: center; padding: 5px;">91%</td> <td style="background-color: #0070C0; color: white; padding: 5px;">Non pupil premium</td> <td style="text-align: center; padding: 5px;">95%</td> </tr> </table>	Pupil premium	91%	Non pupil premium	95%								
Pupil premium	91%	Non pupil premium	95%										
Support for PP pupils experiencing complex emotional, behavioural and social needs	42 children on the SEND register are under the category of SEMH. Of these 42, 5 children are PP = 12%. The support for these children includes the following: <ul style="list-style-type: none"> • Learning mentor interventions – small group or 1:1. • Therapeutic groups with TAs – art group currently running. • School counsellor. • Small group and 1:1 support for high needs. 												
Positive playtimes for PP children where social interaction improves	Pupil voice– 27 pupil premium were asked a series of questions about the school, of which they could state that they agree, not sure or disagree. The below is a summary of the statements related to this strategy objective. <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <tr> <td style="background-color: #0070C0; color: white; padding: 5px;">I enjoy school</td> <td style="padding: 5px;">89% agreed</td> <td style="background-color: #0070C0; color: white; padding: 5px;">I have friends at school</td> <td style="padding: 5px;">96% agreed</td> </tr> <tr> <td style="background-color: #0070C0; color: white; padding: 5px;">I feel safe in the playground</td> <td style="padding: 5px;">70% agreed</td> <td style="background-color: #0070C0; color: white; padding: 5px;">I enjoy playtimes and lunchtimes</td> <td style="padding: 5px;">89% agreed</td> </tr> <tr> <td style="background-color: #0070C0; color: white; padding: 5px;">I have not experienced bullying at school</td> <td style="padding: 5px;">63% agreed</td> <td></td> <td></td> </tr> </table>	I enjoy school	89% agreed	I have friends at school	96% agreed	I feel safe in the playground	70% agreed	I enjoy playtimes and lunchtimes	89% agreed	I have not experienced bullying at school	63% agreed		
I enjoy school	89% agreed	I have friends at school	96% agreed										
I feel safe in the playground	70% agreed	I enjoy playtimes and lunchtimes	89% agreed										
I have not experienced bullying at school	63% agreed												

PP pupils make healthy and creative lifestyle choice, which enrich their lives

Due to Covid-19 restrictions there are currently no after school clubs operating. Prior to Covid-19 we had 86 after school clubs running. These clubs were either subsidised significantly or offered for free. Using a sample of the breakfast club registers (October 2020) – an average of 35% of pupils attending breakfast club and play centre were pupil premium. Pupil voice analysis showed that 89%, of pupil premium children given the questionnaire, felt that the school encouraged a healthy lifestyle.

Performance of Pupil Premium children

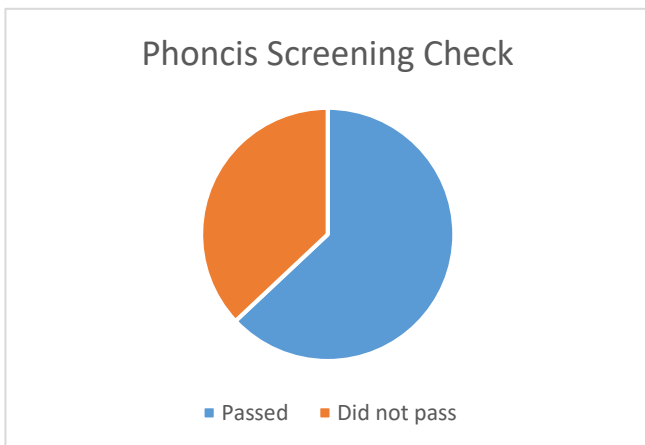
Phonics Screening

Y1 Phonics Screening – June 2021

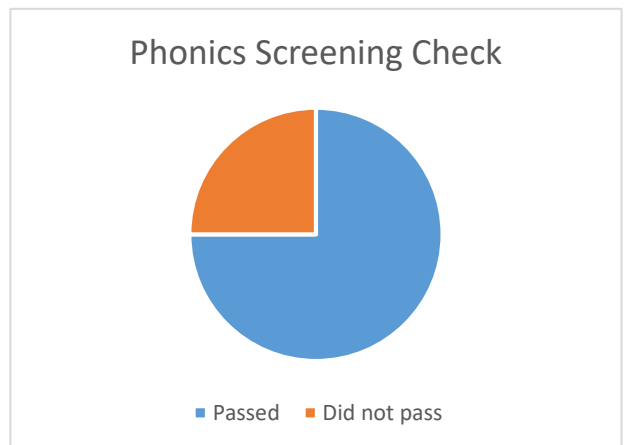
Context

- 60 children on roll in Year 1 in June 2021. One pupil was not assessed due to being a new starter to the school and no English, therefore this data is representative of 59 pupils.
- Of these pupils: pupil premium – 19 children in cohort / Non pupil premium – 40 children in cohort
- Pass mark of 32.

Pupil Premium Pupils



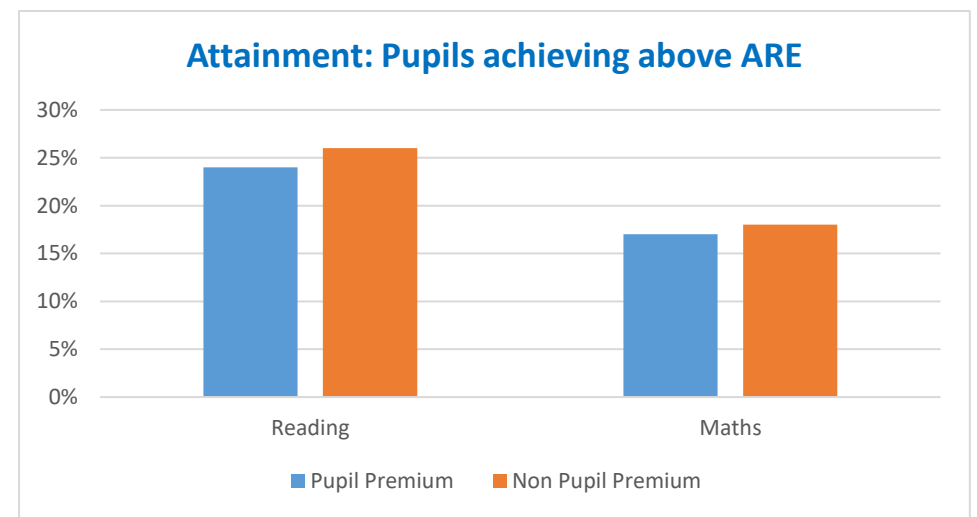
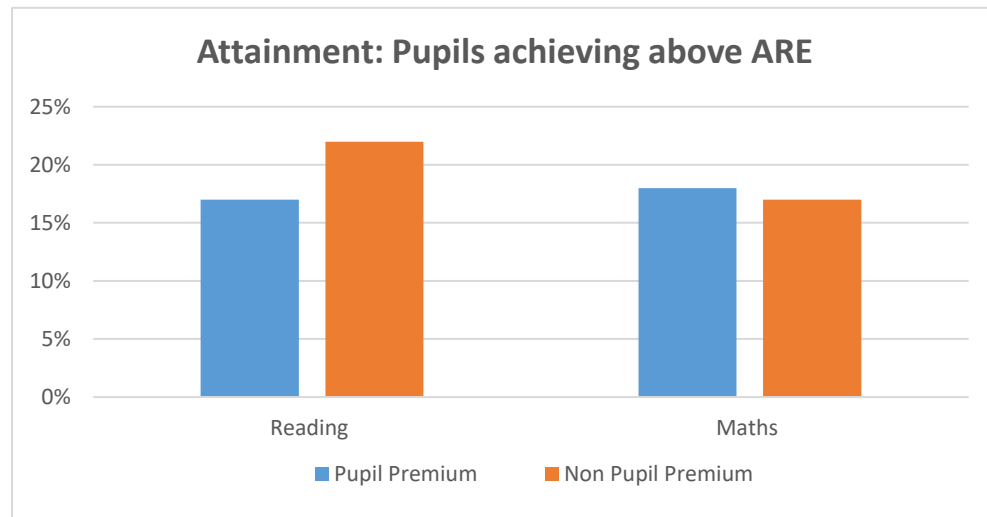
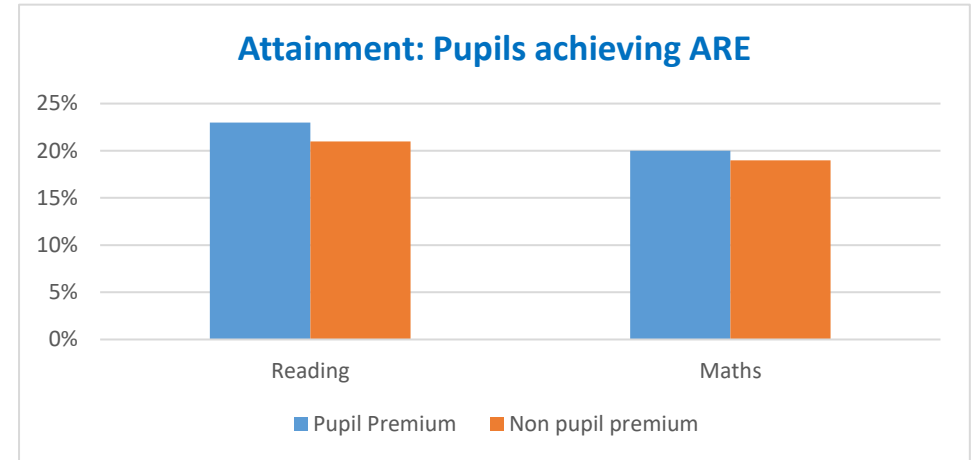
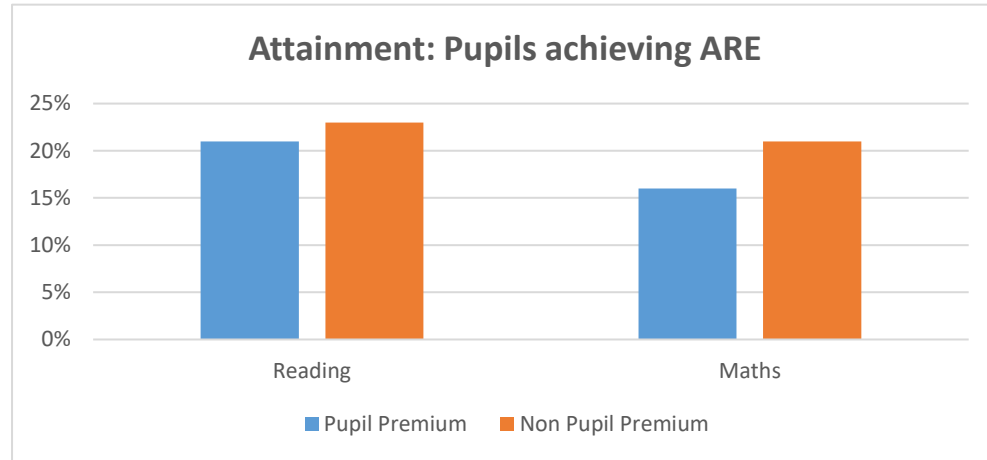
Non Pupil Premium Pupils



63% of PP children passing and 75% of non-pupil premium children passing

Year 1 – 6 Baseline assessments

*Year 1 (December 2020) and Years 2 – 6 (September 2020)



Appendix 1

Pupil Premium Strategy Statement

DfE template to be used for academic year 2021 – 22

Pupil premium strategy statement

School overview

Metric	Data
School name	Click or tap here to enter text.
Pupils in school	Click or tap here to enter text.
Proportion of disadvantaged pupils	Click or tap here to enter text.
Pupil premium allocation this academic year	Click or tap here to enter text.
Academic year or years covered by statement	Click or tap here to enter text.
Publish date	Click or tap here to enter text.
Review date	Click or tap here to enter text.
Statement authorised by	Click or tap here to enter text.
Pupil premium lead	Click or tap here to enter text.
Governor lead	Click or tap here to enter text.

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	Click or tap here to enter text.
Writing	Click or tap here to enter text.
Maths	Click or tap here to enter text.

Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standard at KS2	Click or tap here to enter text.
Achieving high standard at KS2	Click or tap here to enter text.
Measure	Activity
Priority 1	Click or tap here to enter text.
Priority 2	Click or tap here to enter text.
Barriers to learning these priorities address	Click or tap here to enter text.
Projected spending	Click or tap here to enter text.

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Click or tap here to enter text.	Click or tap here to enter text.
Progress in Writing	Click or tap here to enter text.	Click or tap here to enter text.
Progress in Mathematics	Click or tap here to enter text.	Click or tap here to enter text.
Phonics	Click or tap here to enter text.	Click or tap here to enter text.
Other	Click or tap here to enter text.	Click or tap here to enter text.

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.

Targeted academic support for current academic year

Measure	Activity
Priority 1	Click or tap here to enter text.
Priority 2	Click or tap here to enter text.
Barriers to learning these priorities address	Click or tap here to enter text.
Projected spending	Click or tap here to enter text.

Wider strategies for current academic year

Measure	Activity
Priority 1	Click or tap here to enter text.
Priority 2	Click or tap here to enter text.
Barriers to learning these priorities address	Click or tap here to enter text.
Projected spending	Click or tap here to enter text.

Monitoring and Implementation

Area	Challenge	Mitigating action
------	-----------	-------------------

Teaching	Click or tap here to enter text.	Click or tap here to enter text.
Targeted support	Click or tap here to enter text.	Click or tap here to enter text.
Wider strategies	Click or tap here to enter text.	Click or tap here to enter text.

Review: last year's aims and outcomes

Aim	Outcome
Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.