

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2024 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	431
Proportion (%) of pupil premium eligible pupils	32.25% (139 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 – 2022 2022 – 2023 2023 – 2024
Date this statement was published	17 th December 2021
Date on which it will be reviewed	July 2022
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	£186,955
Recovery premium funding allocation this academic year	£20,155
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	£207,110

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. Use of AFL groups (assessment for learning groups) to provide children with smaller group sizes for core subjects as well as highly differentiated, targeted learning that meets their needs
2. Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching
3. Provide targeted intervention and support through the use of boosters and Saturday school
4. Provide targeted interventions during the school day led by Senior leaders, HLTA and Teaching Assistants
5. Provide opportunities for all pupils to participate in a range of enrichment activities
6. 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 pupils 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.	Three year increase in the Y1 pass rate with pupils achieving above national expectations by the third year of implementation.
Reduce the gap between non-PP and PP pupils achieving Greater Depth in Reading, Writing and Maths at the end of KS2.	Pupil data from the end of KS2 shows an upward trend of PP pupils achieving a Greater Depth standard.
To increase the number of PP pupils achieving age expectations in Maths	Pupil data shows KS2 PP children achieving in line with non-PP children.
Attendance for pupil premium children improves and persistent absence reduces.	Attendance data indicates that the gap to national closes year on year.
More cultural capital opportunities for PP pupils	Amount of PP pupils accessing club is in line with non-PP.
To improve the outcomes of those in EYFS despite lower starting points for PP pupils	EYFS data shows children making expected rate of progress.

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: £86,110

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Implementing RWI phonics consistently across the school.</p> <p>Phonics lead to model phonics sessions, support new to school teachers to enable consistency and monitor teaching and assessment of phonics across the school (including Fresh start)</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.</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>	<p>1</p>
<p>To increase the number of PP children achieving:</p> <ol style="list-style-type: none"> 1. age expectations in Maths 2. GD in Maths, Reading and Writing 	<p>Reviewing of our marking and feedback policy</p> <p>Staff training</p> <p>Regular moderation and monitoring of marking and feedback</p> <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>	<p>1,3,6</p>

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

Budgeted cost: £110,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics intervention	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	1
Reading intervention for those identified as not reading daily at home	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	1, 3
Reading fluency project	EEF have stated that this offers an average impact of an additional five months' of progress.	
Rapid Reading interventions	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. 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.	
Booster lessons from Y1 – Y6 Saturday school	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. 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. 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> Extending school time	
Interventions delivered by HLTAs	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.' EEF Small Group Tuition	1,3
Effective deployment of Teaching assistants in class	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.' Teaching Assistant Interventions	1,2,3

<p>EYFS early literacy</p>	<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>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £11,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Parent phonics workshops and reading mornings	Parental engagement 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.' Parental Engagement	1,3
Parent reading workshop about how to support children in their reading journey	Parental engagement 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.' Parental Engagement	1,3
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. The activities will include: 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.	EEF Research: Physical activity and Arts Participation	4
EYFS targeted parent workshops: Speech and language Maths Phonics	Parental engagement 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.' Parental Engagement	2
Embedding a good system for monitoring, tracking and supporting those families with attendance causing concerns (below 96%)	DfE guidance: Improving school attendance: support for schools and local authorities EEF Rapid evidence assessment on attendance interventions for school aged pupils	5

Total budgeted cost: £207,110

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.

The 2020 – 21 outcomes highlight the large impact Covid-19 had on our pupil's attainment. This was despite our remote learning provision and extensive support put in place during this period. As evidenced across the country, school closures were most detrimental to disadvantaged pupils in many areas. The impact of this was mitigated by our efforts to provide a high quality remote curriculum and extensive support to pupils on their return to school.

End of KS2 2020-21

	All (out of 69)	Non-PP (out of 46)	PP (out of 23)
Reading EXS	43%	43%	43%
Reading GD	29%	32%	26%
Maths EXS	57%	59%	52%
Maths GD	19%	20%	17%
Writing EXS	57%	55%	57%
Writing GD	19%	22%	17%
Combined EXS ¹	55%	58%	52%
Combined GD	14%	15%	17%

¹ Combined EXS includes children with EXS in all areas and children with GD in one area and EXS in other areas. E.g., Child 1 GD Reading, EXS Maths, EXS Writing would be in Combined EXS.

Phonics Screening (in school Y1 screening assessments)

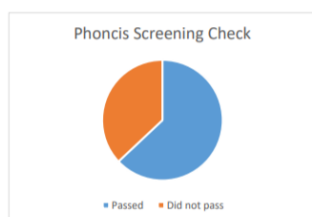
Performance of Pupil Premium children

Phonics Screening

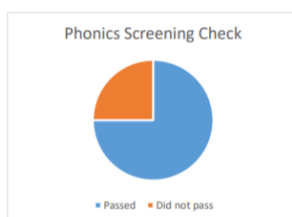
Y1 Phonics Screening – June 2021

- | | |
|----------------|---|
| Context | <ul style="list-style-type: none"> 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. |
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Pupil Premium Pupils



Non Pupil Premium Pupils



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

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