

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Downside Primary School
Number of pupils in school	982
Proportion (%) of pupil premium eligible pupils	20.2%
Academic year/years that our current pupil premium strategy plan covers	2021- 22
Date this statement was published	December 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Karen Hooker
Pupil premium lead	
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£266,310
Recovery premium funding allocation this academic year	£29,145
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	£295,275

Part A: Pupil premium strategy plan

Statement of intent

As we return from a disturbed period of schooling, we will use our Pupil Premium and Recovery funding to support our disadvantaged pupils to catch up with their learning and close any attainment gap which has been created. We will endeavour to ensure that all disadvantaged pupils reach or exceed their potential over the next few years.

All pupils who are considered to be vulnerable will be included in the school's actions for disadvantaged pupils – this includes our looked after pupils, pupils subject to special guardianship orders and pupils with social workers.

The school understands that there is no 'one fit suits all' programme and therefore support will be based on individual pupils' needs. For example, many of our higher attaining disadvantaged pupils may not need academic support, but may need greater experiences outside of the classroom, to participate in extracurricular activities or to have some mental health support.

The Education Endowment Foundation notes a tiered approach to Pupil Premium spending. The biggest impact being made by developing **High quality teaching** across the school – this will clearly have an impact on all learners in our school, regardless of their level of vulnerability. High quality staff training will continue – the school rarely sends individuals on training, instead staff meeting time is used for consultants / curriculum development, thus ensuring all staff benefit from high quality input. In addition, the school will continue to support all teachers, at whatever stage of their teaching career, as this will have a positive impact on pupil progress. The school is taking part in a number of whole class 'catch up' initiatives, both National and school – which will benefit all pupils.

In addition, we have identified a large number of disadvantaged pupils who will benefit from more **targeted interventions** – small group interventions and tutoring through the school and National Tuition partners.

Crucial to our approach will be looking at the needs of the whole child – identifying and supporting any non-academic needs which may hinder a pupil's academic progress. Our strategy will include support for attendance, mental health and will enhance pupils' experiences outside of the classroom.

We will endeavour to:

- Continually support and challenge all disadvantaged pupils to both realise and fulfil their true academic ability
- Track the progress of all disadvantaged pupils to enable quick, timely intervention should standards start to fall
- Ensure our disadvantaged pupils attend school regularly, have a wealth of experiences both within and beyond the curriculum and are happy.

Challenges

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

Challenge number	Detail of challenge
1	<p>Assessments, observations and discussions indicate that pupils have significant gaps in their learning due to school closures associated with the pandemic:</p> <ul style="list-style-type: none"> - Key learning has been missed for all pupils - Pupils' language skills have deteriorated as many have not been reading / speaking / hearing English on a regular basis. - Pupils' choice and knowledge of precise vocabulary has not been developed as it would normally be: through reading rich texts and being surrounded by subject specific vocabulary in the classroom. - Pupils' handwriting skills in Years 2 and 3, in particular, are under developed as pupils have lacked formal practice in this area. - Pupils in Key Stage 2 (Years 3 and 4) have missed fundamental teaching in phonics. - All pupils have missed spelling lessons – spelling has always been an area of concern and therefore further work needs to be done in this area. - Pupils across the school have lost their ability to rapidly recall arithmetic / number facts, as a result of not having regular practice. - Higher ability pupils have not had the challenge in class that they normally would receive - Pupils require a lot more support than normal, they are no longer as independent as they were pre - lockdowns
2	<p>School attendance data shows that historic poor attendance across the school has been further exacerbated by recent lock downs and now that travel has reopened a large number of families are requesting term time leave. Data shows that 11% of all Pupil Premium pupils were categorised as Persistent absentees in Autumn 2021.</p>
3	<p>Pupils historically have a lack of wider life experiences and limited aspiration – this has been further exacerbated by the lockdown, and by the lack of school trips/ visitors coming into school during the pandemic.</p> <p>The impact of this lack of experiences can be seen in pupils' writing. Pupils are, once again, struggling with the innovation stages of their writing and therefore are reliant on the teacher's ideas. This is having an impact on overall progress and attainment in writing – both for expected and more able pupils.</p>
4	<p>Pupil's emotional wellbeing need constant support across the school. A number of disadvantaged pupils and their families have found the impact of the pandemic very challenging – some have experienced loss, others have been subject to challenging home situations and some are just struggling with low mood.</p>
5	<p>Pupils' physical wellbeing has deteriorated. The school and geographical area already had high levels of obesity, pre-lockdown, and this has just been exacerbated. Many pupils did not take part in exercise during the pandemic</p>

	lockdowns and did not have the weekly opportunities, as part of the school curriculum.
6	Assessments and observations have highlighted that many pupils' speech and language skills are very poor.

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
Pupils catch up with lost learning and become independent learners	<ul style="list-style-type: none"> - By the end of 2022/23 pupils have mostly caught up with lost learning and are on track to achieve their potential. - Handwriting skills improve by the time the affected year groups reach Year 6 and this therefore does not impact their writing levels (current Year 2 pupils 2026, Year 3 pupils 2025) - Pupils' language improves and they are able to confidently speak English correctly – thus supporting their ability to read and write in English and achieve KS2 results as noted below. - Pupils use a wide range of vocabulary choices in their writing and in their speech. - All pupils in Years 3 and 4 will have phonics interventions to ensure they have mastered an understanding in this area. - Pupils' rapid recall of basic arithmetic and number skills improves and the impact is seen in the end of year arithmetic tests. - KS2 results in Reading, Writing and Maths in 2024/25 @ expected show no gap between disadvantaged and non-disadvantaged pupils. - Higher ability pupils are working above the expected level resulting in approx. 40% of disadvantaged pupils reaching Greater depth in the combined measure by 2025.
Pupils attend school regularly and term time leave is minimised	<ul style="list-style-type: none"> - Attendance rates improve and are in line with National. - Term time leave is reduced, as parents understand the importance of regular school attendance on their pupil's learning. - Persistent absentee figures drop to become more in line with National figures.
Pupils have a wide range of experiences which supports their learning	By the end of 2021/2:

	<ul style="list-style-type: none"> - A significant number of disadvantaged pupils attend extra-curricular clubs – STEM, arts, sporting. - Disadvantaged pupils have attended a wide range of places and had a wealth of experiences – leading to approx. 80% of disadvantaged pupils reaching the expected standard in writing by 2024. - Pupils have had the opportunity to look at different careers and have taken part in aspiration events.
Pupils are emotionally and mentally healthy and able to focus their attention on their learning.	<ul style="list-style-type: none"> - All disadvantaged pupils have their emotional needs met by the school or an external agency - Pupils are taught about mental health and are able to manage their own stress and know how to ask for help if they need it.
Pupils are physically active and obesity levels drop.	<ul style="list-style-type: none"> - All pupils have opportunities to attend a wide range of sports and exercise opportunities (e.g. weekly run). - All pupils have the opportunity to take part in a range of competitive activities – both internal and external. - All pupils learn how to live a healthy, active life.

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: £58,549

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>The school will work with the Local Authority and other consultants to ensure that all staff have a high quality professional development programme focusing on key areas.</p>	<p>EEF 'Effective professional development' report: https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/effective-professional-development/EEF-Effective-Professional-Development-Guidance-Report.pdf</p> <p>This report notes that notes that investing in staff professional development is important to improving outcomes for all pupils. Training will be held in metacognition, instructional teaching and other areas linked to the SIP.</p>	<p>1</p>
<p>To employ a dedicated mentor for EC teachers and teachers who are in their early years</p>	<p>EEF 'Pupil Premium guidance' report https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf</p> <p>Support for Early career teachers will support the ultimate aim of improving whole class teaching.</p>	<p>1</p>
<p>Participation in the RADY programme to ensure teachers are always aiming high for all disadvantaged pupils. Lead teachers will be appointed to attend training, track progress and support the staff.</p>	<p>RADY research: https://challengingeducation.co.uk/rady/</p> <p>Gaps were closed and attainment raised when teachers aimed even higher for disadvantaged pupils.</p>	<p>1, 3</p>
<p>Participation in the Herts Spelling intervention – training teachers to further improve the teaching and supporting spelling acquisition.</p>	<p>EEF - Improving Literacy in Key Stage 2 – Recommendation 5: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2#nav-downloads</p> <p>Herts summary: https://www.hertsforlearning.co.uk/blog/spelling-sos-ks2-project-summary-autumn</p>	<p>1</p>

	When there is a focused dedicated approach to the teaching of spelling results improve, leading to an improvement in pupil's writing.	
Purchase of more phonics resources to support additional teaching of phonics in Key Stage 2	<p>EEF – Toolkit – Phonics: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>A good basic understanding of phonics will have significant impact on pupil's ability to decode and spell.</p>	1
Purchase of resources for the teaching of handwriting, especially in Key Stage 2. Staff will be trained to use the programme and additional interventions held.	<p>School data shows that many children will not reach the 'expected' or 'greater depth' level, due to their poor handwriting skills.</p> <p>The following articulates the school's issue: https://www.tes.com/news/covid-schools-what-happened-handwriting-lockdown</p> <p>Associated research into handwriting interventions: https://www.tandfonline.com/doi/full/10.1080/19411243.2020.1837047</p>	1

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

Budgeted cost: £ 176,208

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To provide school led tutoring (small group and 1:1) and interventions for those who have been identified as having significant gaps in their learning. This will take place during school hours by a qualified teacher, skilled Teaching Assistants and out of school hours by qualified staff.</p>	<p>There is a range of research by the EEF to support targeted interventions. All strategies show impact in raising standards in pupils:</p> <p>One-to-one tuition: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>Small group tuition: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>Teaching Assistant interventions: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	1
<p>To provide top up for the Maths tuition through Third Space in Year 6. A significant number of disadvantaged pupils have been selected to have Third Space tuition – a one-to-one programme led by experienced tutors.</p>	<p>EEF research notes that one – to-one focused support is ‘very effective’. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p>	1
<p>To provide 1:1 tuition in Reading through the Beanstalk programme. Selected Year 2 pupils will have weekly support with their reading.</p>	<p>School data shows that pupils make significant gains in their reading age, as a result of this input.</p> <p>Beanstalk impact report: https://www.beanstalkcharity.org.uk/our-impact</p> <p>EEF research notes that one – to-one focused support is ‘very effective’. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p>	1
<p>To provide additional teachers in year groups to support teaching and learning in sets and catch up interventions</p>	<p>Historically, we have seen a significant improvement in progress and attainment when we have the capacity to have smaller classes some of the time. This could be: a weekly focused arithmetic group or taking smaller</p>	1

	groups to revisit learning and therefore each year group in Years 2-6.	
To raise aspirations of Year 5 higher ability pupils by taking part in the Brilliant Club intervention.	<p>Pupils traditionally do not aspire to do well in school. By taking part in the Brilliant Club, selected higher ability pupils visit universities, mix with pupils from another school and make good progress in their writing.</p> <p>Brilliant Club annual report: https://thebrilliantclub.org/wp-content/uploads/2021/05/Annual-Impact-Report-2019-20.pdf</p>	1,3
<p>To purchase a range of tools to support catch up:</p> <ul style="list-style-type: none"> • RM Easimaths • TTRS • Reading Eggs • Read Write Inc e library • Mathletics • Spag.com • Spelling shed 	Regular practice of key skills supports progress.	1

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

Budgeted cost: **£71,568**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To recruit an Attendance Officer to forensically monitor attendance. The Officer will work with the school's Assistant Head for Pastoral and a Family worker to monitor attendance, reduce persistent absence/ term time leave and liaise with the EWO.</p>	<p>Government advice notes that regular attendance monitoring, first day calls and discussions with parents will support regular attendance: https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</p>	2
<p>To ensure our pupils have support with their general wellbeing and mental health, we employ three Learning and Wellbeing mentors. In addition, a Clinical psychologist works in the school one day per week. Bespoke 1:1 mentoring and group sessions take place to ensure pupil's mental health is good and they are ready to take part in the day's learning. (a proportion of the cost is used)</p>	<p>Evidence from questionnaires given by our Clinical Psychologist shows the impact that her sessions have on pupil's mental health, general happiness and attendance in school. Support from our Learning and Wellbeing mentors improves pupil's mental health and their attendance in school. EEF evidence shows the impact of mentoring on pupils: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</p>	2,4
<p>To ensure there are a range of extra-curricular activities for our pupil to partake in – the school currently runs sports clubs every morning and after school. In addition, we hold a variety of other clubs: STEM, arts, music etc.</p>	<p>Taking part in a club gives our pupil more life experiences and supports our pupil's physical and mental health. EEF looked at the impact of additional time spent in sports / arts clubs and noted that there was a link between this and learning: Physical clubs: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity Arts clubs: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p>	3,5
<p>To ensure that school trips can go ahead, the school will subsidise the cost of trips for disadvantaged pupils.</p>	<p>School trips are integral to the school's vision to ensure pupils get a wide range of experiences. The impact of these trips can be seen in the quality of pupil's writing and in</p>	

	lessons where the pupils have shared experiences to talk about.	
To provide subsidised school uniform to vulnerable families	On occasion, there is the need to support families with the purchase of school uniform. A small amount of money is reserved for this.	

Total budgeted cost: £ 306,325

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.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

Pupil Premium money helped to support children both during and after the pandemic. Pupil Premium money was spent on a variety of different areas:

- Training and supporting new Pupil premium Champions
- Targeted interventions – Autumn and Summer term
- Additional TA support in classes
- Third Space 1:1 maths intervention – Autumn term 2020 only
- 1:1 and group tuition – Reading, Writing and Maths - Autumn and Summer term
- Purchasing / discounting uniform
- Discounts given for breakfast / after school club when needed
- Wellbeing support – Mentors, Child Psychologist

The impact on the spending was very different to that which the school envisaged – as it did not lead to pupils making accelerated progress in their learning.

Pupil progress:

Very few pupils made the progress that we would normally expect during the Covid 19 pandemic and the phases of remote learning. Disadvantaged pupils were the most affected group of children in our school. The school invested heavily in technology for our disadvantaged pupils during the remote learning phase – but progress was hampered by the lack of engagement of many pupils.

On their return, interventions were organised and support given to all pupils, especially disadvantaged pupils – but they remained significantly below the expected standards at the end of the year.

Attendance:

Although the school has attendance as a key priority, the Covid pandemic detrimentally impacted attendance across the school. Attendance across the school was low, at times, and further impacted by the closing of classes when schools returned. Some classes closed up to three times between March and July.

Attendance for all pupils during 2020/21 was:

Attendance for disadvantaged pupils during 2020/21 was:

Wellbeing:

The school provided a considerable amount of wellbeing and mental health support to all pupils during the times of remote learning and face-to-face learning. The Clinical psychologist continued to work from school once a day and the wellbeing mentors supported teachers and pupils by producing materials and resources for online mental health support / learning.

On the school's return the wellbeing team and Family workers worked with families to support the high levels of anxiety and need within the community. Significant support was given to disadvantaged pupils and their families to ensure they attended school, had support

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
Beanstalk reading	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.

As a school, we have over the years been able to significantly close the attainment gap between disadvantaged and non-disadvantaged pupils. The Pupil premium funding provides a funding stream to help support this and has, apart from during the Covid pandemic, been very successful.

Support provided by the Pupil Premium / Recovery Premium funding is not the sole source of support for our disadvantaged pupils. Additional support is provided by other funding streams:

- **Speech and Language support** (Challenge area 1) – many of our disadvantaged children have significant speech and language needs. The school employs a Speech and Language therapist for two days a week who: gives 1:1 therapy, group therapy and assesses and sets targets for others. In addition, she supports Teaching Assistants with training and further support. The school is also taking part in the NELI (Nuffield Early Language Intervention) – releasing teachers and teaching assistants from class to work with our early years pupils acquisition of learning.
- **Family workers** (Challenge area 2,3,4) spend a significant amount of time working with the parents of disadvantaged pupils to ensure they can meet their family's needs. Support has been given for housing applications, providing adequate food for their families – by completing Food bank applications / obtaining food from charities. In addition, they support with signposting parents for uniform and giving general advice and guidance to parents.
- The school employs 2.5 fte **EAL Teaching Assistants** (Challenge area 1) to support all pupils who are at the early stages of English acquisition. They work 1:1 with pupils, in groups and in classes.
- The school will utilise the DfE grant to train a **Senior Mental Health Lead** (Challenge area 4) – who will continue to enhance the school's provision for wellbeing and mental Health.
- The school will use some of the school's Sports Premium to enhance our school's **outdoor education provision** (Challenge area 3) – giving all disadvantaged pupils the opportunity to take part in outdoor activities that they have never tried before (Last year this was: climbing, skateboarding, aeroball etc).
- The school uses its devolved funding to ensure the pupils have a wide range of experiences – theatre visits, visitors in school.
- The school is involved in the **Mastering Number initiative** – through our local Maths hub – this will support all pupils, including our disadvantaged pupils with their basic maths skills (Challenge number 1). The school budget is supporting the release time and additional resources associated with the implementation of this initiative.
- The school works with Luton's Level Trust charity – which provides support to disadvantaged families – especially during the Summer holidays. The school was unable to take part in the Summer school last year, but will endeavour to look into this again next year.

