

# Downs Barn School Pupil premium strategy statement 2021 to 2022

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	Downs Barn School
Number of pupils in school	91
Proportion (%) of pupil premium eligible pupils	14%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	3 years
Date this statement was published	November 2021
Date on which it will be reviewed	November 2022
Statement authorised by	Kate Mathews (Headteacher)
Pupil premium lead	Kate Mathews
Governor / Trustee lead	Paul Nolan

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£19,227
Recovery premium funding allocation this academic year	£2032
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£2460
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£23,719

# Part A: Pupil premium strategy plan

## Statement of intent

Our pupil premium strategy plan focuses on two key aspects: closing academic gaps in knowledge and supporting social and emotional development. Our ultimate objectives are for the gaps between disadvantaged and non-disadvantaged pupils at the schools to be negligible and for our disadvantaged pupils to leave our schools ready for their journey into their next school and ultimately into adulthood.

Our pupil premium strategy plan works towards this by providing excellent teaching and learning support through well-timed interventions and by providing opportunities and experiences that will enable our children to thrive in their chosen career later in life.

## Challenges

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

Challenge number	Detail of challenge
1	Low levels of personal development academic knowledge on entry into school – a number of children have not attended pre-school due to COVID-19 and this is evident in pupil observations and from adults working in EYFS.
2	Low levels of vocabulary – this has been affected by COVID-19, as children haven't had as many real life experiences in which to build their vocabulary, as evidenced by pupil observations and adults working in EYFS.
3	Attendance – this continues to be affected by Covid-19 and is an area of development within the school. Overall absence in autumn 2021 (8.2%), which is higher than average for this term. Persistent absence in autumn 2021 was also considerably higher than average – in Reception particularly.
4	Impact of not having sufficient decodable reading books – this has now been addressed with the purchase of the Little Wandle SSP and accompanying decodable books, but the impact needs to be monitored over time.
5	Recent data shows a widening gap between Pupil Premium children and Non Pupil Premium children and the school will be prioritising closing this gap. COVID-19 impacted on this gap, as some of our parents and carers found it difficult to support remote learning, but preferred to keep children at home during Lockdowns.
6	Impact of COVID-19 on Writing – sustained pieces of writing were not as successful during Lockdowns as they would have been in classrooms with shared, modelled and independent writing and will therefore be addressed in the plan.

## 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
<p>To raise the percentage of children reaching age related expectations in Reading</p>	<p><b>In the 2021 to 2022 year:</b>            Above 85% at ARE in Year 2 by July 22            Above 70% at ARE in Year 1 by July 22            Above 75% at ARE in Foundation by July 22</p> <p><b>3 Year Plan:</b>            The majority of Year 2 children are able to read books equivalent to white bookband and have passed the Year 1 Phonics Screening Check by July.            All children are able to read books appropriate to their phonics phase more fluently and with a decreasing need to decode words.            All children identify digraphs/trigraphs in words before sounding out the whole word.</p>
<p>To raise the percentage of children reaching age related expectations in Writing</p>	<p><b>In the 2021 to 2022 year</b>            Above 70% at ARE in Year 2 by July            Above 70% at ARE in Year 1 by July            Above 70% at ARE in Foundation by July</p> <p><b>3 Year Plan:</b>            Children write with greater stamina, are able to self-edit their work and can include features appropriate to their year group in their writing.</p>
<p>To decrease the difference between children entitled to Pupil Premium (PP) and those not entitled to PP</p>	<p><b>In the 2021 to 2022 year:</b>            For EYFS, reduce the gap between PP and Non PP children to 5%.            In Year 1, reduce the gap between PP and Non PP children to 10% in reading, writing and maths.            In Year 2, reduce the gap between PP and Non PP children to 10% in reading, writing and maths.</p> <p><b>3 Year Plan:</b>            To reduce the gap between PP and Non PP children in academic subjects at the end of each year, ensuring that Pupil Progress meetings focus on outcomes for PP children and interventions are analysed for the impact on PP children.</p>
<p>To improve vocabulary and language acquisition in EYFS</p>	<p><b>In the 2021 to 2022 year:</b>            Interventions will be provided to ensure vocabulary is developed for children with language gaps.</p> <p><b>3 Year Plan:</b>            A focus on using the language of learning will be developed with Teachers and Teaching Assistants. Interventions will be used when appropriate to develop language as appropriate.</p>

To lower the percentage of children whose attendance is below 97%	<p><b>In the 2021 to 2022 year:</b></p> <p>The Attendance Officer will send letters to parents and carers with absence below 95% and will hold meetings with parents and carers of children with particularly high absence.</p> <p><b>3 Year Plan:</b></p> <p>Attendance will be targeted to reach 97% by the end of the 3 year plan.</p>
To improve life experiences and opportunities to develop cultural capital and children's potential for the future	<p><b>In the 2021 to 2022 year:</b></p> <p>Funding will be given to each year group in order for children to have real life experiences, such as educational visits or visitors.</p> <p><b>3 Year Plan:</b></p> <p>A plan of yearly experiences offered to the children will be developed to ensure a wide range of experiences that help children understand their curriculum learning and develop their ideas for future careers.</p>

## 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: £1000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of DfE validated SSP and decodable books	<p>Our English Hub Audit showed that purchasing a SSP was necessary. Research shows that teaching phonics systematically with decodable books that match the phonic stages are crucial for development in reading (EEF Phonics Toolkit - <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a> )</p>	4
Funding CPD for staff	<p>The school buys into the PEP:MK CPD package and for the majority of time, these courses can be covered internally. This funding will allow cover in case internal cover is not available and some funding for CPD through other CPD providers that are not free.</p> <p>(EEF - PUTTING EVIDENCE TO WORK: A SCHOOL'S GUIDE TO IMPLEMENTATION)</p>	1, 2, 4, 5 and 6

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

Budgeted cost: £9646

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching Assistant to provide additional phonics sessions targeted at disadvantaged pupils who require further phonics support	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	4
High staff ratio support for children in high needs provision	The needs of our high needs children means that adults need to teach more specific development activities e.g. Attention Autism ( <a href="https://ginadavies.co.uk/">https://ginadavies.co.uk/</a> )	1, 2 and 5
Teacher and Teaching Assistants provide interventions for children to close gaps between current attainment and age-related expectations	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, in small groups: ( <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a> )	1, 2, 4, 5 and 6

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

Budgeted cost: £13,073

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance Officer employed to support tackle poor attendance issues	Using the practice at the federated schools, it is clear that having an Attendance Officer enables the school to tackle attendance issues on a regular basis. The school will be embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.	1, 2 and 5
Contribution to Educational Visits costs for PP children	This fund will enable all Educational Visits for PP children to be partially funded, enabling the teachers to plan educational visits that will give life experiences to help children embed their learning across the curriculum. It will allow all year groups to plan additional visits that will support their curriculum.	1

	Written evidence for this is not detailed, however previous experience has shown the value of these trips and visits ( <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</a> ).	
After School Provision	As above, this fund enables PP children to take part in a wider range of activities and ensures that children with high needs can be supported during these activities ( <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</a> ).	1, 2, 3 and 5
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

**Total budgeted cost: £23,719**

## 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.

Contributions towards Inclusion Manager Salary salaries	The benefits of the Inclusion Manager's role are far-reaching. Children have been supported emotionally when they are not ready to learn and our families have also been supported as well. The Inclusion Manager also managed the attendance in the school.
HLTA teaching support	Pupil Premium children are targeted for interventions to enable them to close the gaps with non-pupil premium children.

#### Pupil Premium – Year 1 Children 2020 to 2021:

Progress data to July 2021	Pupil premium children's progress in Maths was in line with that of Non Pupil Premium children. Non Pupil Premium children outperformed Pupil Premium children in Reading and Writing.
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#### Pupil Premium – Year 2 Children 2020 to 2021:

Progress data to July 2021	Pupil premium children's progress in Reading was broadly in line with that of Non Pupil Premium children. Non Pupil Premium children outperformed Pupil Premium children in Maths and Writing.
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