

Pupil premium strategy statement – Downs Barn School 2023 to 2024

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	59 (+ 9 in Nursery)
Proportion (%) of pupil premium eligible pupils	15% (9 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	3 years
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Kate Mathews
Pupil premium lead	Kate Mathews
Governor / Trustee lead	David Argent/ Hugo Govett

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£10,185
Recovery premium funding allocation this academic year	£2,000
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£12,185

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 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. 2023 update: Children continue to need support regarding PSED.
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. 2023 update: Children haven't had as many interactions with family or peers in their very early years, in which to build their vocabulary.
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. 2023 update: Overall absence for 2023 (6.8%) is lower than the national pre-pandemic target of 3% and persistent absence needs improving.
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. 2023 update: Little Wandle books were purchased in the 2021 to 2022 academic year and are now fully embedded. Reading continues to be a priority due to levels of children new to the school or needing support to reach age-related expectations.

5	<p>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.</p> <p>2023 update: Data continues to show a gap between Pupil Premium children and Non Pupil Premium children (although Pupil Premium numbers were low in 2022 to 2023) and the school will be prioritising closing this gap.</p>
6	<p>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.</p> <p>2023 update: Writing has been an area of development since the pandemic and continues to be so, due to the attainment of pupils at the end of the academic year.</p>

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
To raise the percentage of children reaching age related expectations in Writing	<p>In 2023 to 2024:</p> <p>Above 65% at ARE in Year 2 by July Above 65% at ARE in Year 1 by July Above 65% at ARE in Foundation by July</p> <p>3 Year Plan (to July 2025):</p> <p>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>
To decrease the difference between children entitled to Pupil Premium (PP) and those not entitled to PP	<p>In 2023 to 2024:</p> <p>The gap between PP and Non PP children is narrowed.</p> <p>3 Year Plan (to July 2025):</p> <p>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>
To improve vocabulary and language acquisition in EYFS	<p>In 2023 to 2024:</p> <p>Interventions will be provided to ensure vocabulary is developed for children with language gaps.</p> <p>3 Year Plan (to July 2025):</p> <p>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>In 2023 to 2024:</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>3 Year Plan (to July 2025):</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>In 2023 to 2024:</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>3 Year Plan (to July 2025):</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: £350

Activity	Evidence that supports this approach	Challenge number(s) addressed
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: £10,977

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: Phonics Toolkit Strand Education Endowment Foundation EEF	1, 3 and 6
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 (https://ginadavies.co.uk/)	1, 2 and 5
Pastoral team provide support for children to become 'Ready to Learn'	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g. improved academic performance, attitudes, behaviour and relationships with peers) EEF Social and Emotional Learning. PDF educationendowmentfoundation.org.uk	2, 4 and 5

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

Budgeted cost: £858

Activity	Evidence that supports this approach	Challenge number(s) addressed
Forest School provision for all pupils to develop wider life experiences and to develop vocabulary	Evidence shows that Forest Schools can contribute to the development of collaborative learning skills, by encouraging children to work with others on challenging outdoor activities; equip children with practical skills and an appreciation for being outdoors, which they can then transfer to family activities outside of school and to move towards an inclusive way of developing children beyond academic skills and giving a more rounded educational experience (https://www.lboro.ac.uk/media-centre/press-releases/2017/october/study-reveals-forest-school-benefits/)	4

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 Improving School Attendance advice.	2
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. Written evidence for this is not detailed, however previous experience has shown the value of these trips and visits (https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning).	4 and 5
Wrap around care and after school clubs	Evidence found that Breakfast clubs that offer pupils in primary schools a free and nutritious meal before school can boost their reading, writing and maths results by the equivalent of two months' progress over the course of a year (https://educationendowmentfoundation.org.uk/news/breakfast-clubs-found-to-boost-primary-pupils-reading-writing-and-maths-res?utm_source=/news/breakfast-clubs-found-to-boost-primary-pupils-reading-writing-and-maths-res&utm_medium=search&utm_campaign=site_search&search_term=breakfast)	1, 2, 3 and 5
Music Nurture	Music Nurture sessions provide identified pupils with Cultural Capital activities which they may not have the opportunity to experience outside school. Evidence shows that Arts participation can have a positive impact on academic outcomes, as well as other outcomes (https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation)	4
Contribution to school uniform costs	This fund enables Pupil Premium children to be provided with School uniform as necessary.	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: £12,185

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Review of 2022 to 2023 data: There were only 2 children in Reception and 3 children in both Year 1 and Year 2 eligible for Pupil Premium, therefore data is not significant in comparison to whole cohort.	
Intended outcome	Success criteria
To raise the percentage of children reaching age related expectations in Writing	<p>In the 2022 to 2023 year:</p> <p>Foundation: Target = 70%. Actual = 68% (only 2 children)</p> <p>Year 1: Target = 70%. Actual = 57% (only 3 children)</p> <p>Year 2 Target = 70%. Actual = 60% (only 3 children)</p> <p>Book scrutinies show that children are writing more and that Pobble has had a positive impact</p>
To decrease the difference between children entitled to Pupil Premium (PP) and those not entitled to PP	<p>In the 2022 to 2023 year:</p> <p>Target: For EYFS, reduce the gap between PP and Non PP children to 5%. Actual: Writing - PP = 50% and Non PP = 68%. Number - PP = 50% and Non PP = 68% and Reading - PP = 50% and Non PP = 68%.</p> <p>In Year 1, reduce the gap between PP and Non PP children to 10% in reading, writing and maths. Actual: Reading - PP = 33% and Non PP = 50%. Writing - PP = 33% and Non PP = 60%. Maths - PP = 67% and Non PP = 75%</p> <p>In Year 2, reduce the gap between PP and Non PP children to 10% in reading, writing and maths. Actual: Reading - PP = 33% and Non PP = 71%. Writing - PP = 0% and Non PP = 71%. Maths - PP = 0% and Non PP = 82%</p>
To improve vocabulary and language acquisition in EYFS	<p>In the 2022 to 2023 year:</p> <p>Teaching Assistants received in-school CPD regarding questioning and vocabulary development was discussed with EYFS practitioners throughout the year.</p>
To lower the percentage of children whose attendance is below 97%	<p>In the 2022 to 2023 year:</p> <p>The Attendance Officer sent letters to parents with concerning attendance (below 95%) and also presented information to senior leaders and Governors explaining why children had been absent and what had been done in school (e.g. Fixed Penalty Notices).</p> <p>Whole school absence in 2021 to 2022 was 92.1% and this improved to 93.2% in 2022 to 2023. Persistent Absence improved from 26.3% in 2021 to 2022 to 20.7% in 2022 to 2023.</p>
To improve life experiences and opportunities to develop cultural capital and children's potential for the future	<p>In the 2021 to 2022 year:</p> <p>Additional funds were given to year groups to support visits such as the Tower of London trip for Year 2 and the Zoo trip for Year 1.</p>