

Pupil premium strategy statement – Downs Barn School 2024 to 2025

This statement details our school's use of pupil 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	78
Proportion (%) of pupil premium eligible pupils	30%
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 (starting from 2024)
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Kate Mathews
Pupil premium lead	Kate Mathews
Governor	David Argent/ Hugo Govett

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£13,320
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>	£13,320

Part A: Pupil premium strategy plan

Statement of intent

Our pupil premium strategy plan focuses on two key aspects: closing academic gaps and supporting personal 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	There is a gap in attainment between pupil premium children and non-pupil premium children. We are targeting this gap to narrow.
2	Data for children achieving the expected standard or above for writing is lower than for maths and reading. We are targeting writing to be in line with reading and maths.
3	Children entering school have low language development. This can be related to having English as an additional language, or from lack of access to language rich environments. We are targeting the development of early language skills.
4	Even though Attendance for pupil premium children is higher than for non-pupil premium children, Attendance is not at the expected level in the school. We are targeting Attendance to improve, particularly for persistent absence.
5	The cost of living crisis has affected many of our families and this is having a range of impacts in school including parents and carers finding it hard to fund educational visits in school and life experiences out of school, as well as to pay for school uniform and wrap-around care. We are targeting support to be provided where necessary.

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 decrease the difference between children entitled to Pupil Premium (PP) and those not entitled to Pupil Premium (Non PP).	<p>In the 2024 to 2025 year: The gap between PP and Non PP children is narrowed.</p> <p>3 Year Plan: 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 raise the percentage of children reaching age related expectations in Writing.	<p>In the 2024 to 2025 year: Children's outcome in writing are closer to standards in Writing and Reading.</p> <p>3 Year Plan: Children write with grammatical and clerical accuracy, and can include features appropriate to their year group in their writing.</p>
To improve language skills of children entering BPP Schools.	<p>In the 2024 to 2025 year: Children will be supported with language development on entry into the school.</p> <p>3 Year Plan: Children's language skills will be in line with their peers by the end of the three year plan.</p>
To lower the percentage of children whose attendance is below 97%.	<p>In the 2024 to 2025 year: 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: Attendance will be targeted to reach 97% by the end of the 3 year plan.</p>
To support year groups to offer educational visits and life experiences and to support parents and carers with school uniform and wrap-around care.	<p>In the 2024 to 2025 year: Funding will be given to year groups in order for children to have real life experiences, such as educational visits or visitors. Funding will also be used to support parents and carers with uniform and wrap-around care, at times.</p> <p>3 Year Plan: 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 funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £370

Activity	Evidence that supports this approach	Challenge number(s) addressed
Funding CPD for staff	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. (EEF - PUTTING EVIDENCE TO WORK: A SCHOOL'S GUIDE TO IMPLEMENTATION)	1, 2, 3 and 6

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

Budgeted cost: £11,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
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: (Small group tuition Toolkit Strand Education Endowment Foundation EEF)	1, 2, 3 and 6
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	1, 3 and 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. One to one tuition EEF (educationendowmentfoundation.org.uk)	1, 3 and 6
Specific interventions to target language development.	There is strong evidence that teaching and modelling vocabulary to children in the early years can have a positive effect on their oral language skills Explicit vocabulary teaching strategies have been shown to be effective, both alone and in combination with implicit vocabulary teaching strategies Teaching and Modelling Vocabulary EEF (educationendowmentfoundation.org.uk)	1 and 3

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

Budgeted cost: £1650

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance Officer employed to support tackle poor attendance issues	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.	4
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).	1, 5
Purchase of Resources to support independent learning and life experiences	This fund will enable children in EYFS to develop independent skills, such as hand washing, as well as KS1 children with cooking activities. It will also enable EY children to have resources that enable them to develop in the 7 areas of learning.	1 and 3
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	1, 2, 3, 4 and 5

	(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)	
Contribution to school uniform costs	This fund enables Pupil Premium children to be provided with School uniform as necessary.	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

Total budgeted cost: £13,320

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Review of 2023 to 2024:	
Intended outcome	Success criteria
To raise the percentage of children reaching age related expectations in Writing	<p>In the 2023 to 2024 year:</p> <p>Target: Children's outcome in writing are closer to pre-pandemic levels</p> <p>Review: In 2024, there were a very small number of children at Downs Barn entitled to Pupil Premium, so the data is insignificant.</p> <p>Children achieving the expected standard in Writing increased in Year 1 from 57% in 2023 to 63% in 2024.</p>
To decrease the difference between children entitled to Pupil Premium (PP) and those not entitled to PP	<p>In the 2023 to 2024 year:</p> <p>Target: The gap between PP and Non PP children is narrowed.</p> <p>Review: In 2024, there were a very small number of children at Downs Barn entitled to Pupil Premium, so the data is insignificant, however it showed that Non PP children outperformed PP children in Reception and Year 1.</p>
To lower the percentage of children whose attendance is below 97%	<p>In the 2023 to 2024 year:</p> <p>Target: 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>Review: Letters have been sent to all parents and carers with absence below expectations.</p> <p>Attendance for the whole school year for KS1 was 93.5%, however attendance for pupil premium children was 97%, in comparison with 93% for non-pupil premium children.</p> <p>Attendance for the whole school year for Reception class was 92%, however attendance for pupil premium children was 93.4%, in comparison with 91.4% for non-pupil premium children.</p>
To improve life experiences and opportunities to develop cultural capital and children's potential for the future	<p>In the 2023 to 2024 year:</p> <p>Target: 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>Review: Additional funds were given to year groups to support visits such as the Year 2 trip to London and the Year 1 trip to Whipsnade Zoo.</p>
To ensure parents and carers are supported with school related purchases when necessary	<p>In the 2023 to 2024 year:</p> <p>Target: Funding will be provided by the school to support school uniform purchasing, educational visits and Breakfast Club when needed by parents in receipt of Pupil Premium.</p> <p>Review: Pupil Premium has been used support families accessing Breakfast Club and with transport. Educational Visits are covered above. Parents and carers have all had access to pre-loved uniform stocks (where all uniform is sold for £1).</p>