

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	Downlands Community School
Number of pupils in school	225 (excluding pre school)
Proportion (%) of pupil premium eligible pupils	5% (11 pupils)
Academic year/years that our current pupil premium strategy plan covers	Sept 2021 - 2022
Date this statement was published	December 1 st 2021
Date on which it will be reviewed	19/7/21
Statement authorised by	Mr J Rielly
Pupil premium lead	Mr J Rielly
Governor / Trustee lead	TBC

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£16,140
Recovery premium funding allocation this academic year	£2,000
Catch-up premium funding carried forward from previous year	£10,517
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	£28,657

Part A: Pupil premium strategy plan

Statement of intent

The most important support that could be offered to a disadvantaged child is an excellent education to allow them to realise their full potential. Nevertheless, Maslow's hierarchy of need should also be considered in terms of providing the right foundations for children to prosper in school. Our principles are to make sure that fundamental needs are in place, particularly around emotional literacy and mental health alongside the support that might be needed to address academic gaps.

Challenges

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

Challenge number	Detail of challenge
1	Speech and language gaps Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Maths fluency and confidence Assessments indicate that maths progress among disadvantaged pupils is significantly below that of the national norms. Furthermore, parent surveys have suggested that there is less confidence in these parents to support learning at home.
3	Writing Assessments, observations, and discussions suggest that pupils have been detrimentally affected by the over prevalence on screen based learning, necessitated by remote learning and lockdown. As such there are gaps in terms of basic fine motor skills as well as sentence and text level skills.
4	Reading Assessments, observations, and discussions suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
5	Emotional health From our observations and discussions with pupils and families we have identified that social and emotional issues are a significant challenge for many pupils, notably due a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment. Furthermore, the experience of lockdown and remote learning has fundamentally affected the engagement with and attendance at school for some of our most vulnerable pupils.

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
Children identified for COVID Catch up tuition in Maths and English make progress.	Tutors can evidence that pupils in receipt of 1:2 or 1:3 tuition have made progress towards curricular targets identified.
Children identified for wave 1 – 3 interventions in school are making progress towards gaps identified in reading/ writing / maths and other core skills such as speech and language, fine motor and gross motor.	School staff use APDR interventions which can evidence children making progress towards identified targets.
Pupils with gaps in speech and language skills are better enabled and supported through improved wave 1 and wave 2 intervention: improved scaffolding and resource preparation; better assessment of need.	Class teachers can evidence that pupils in receipt of 1:2 or 1:3 tuition have made progress towards curricular targets.
Children at risk of missing out on education through SEMH or ASC needs are supported to thrive better in our mainstream setting, through a timely wave 3 interventions, including episodic alternative provision.	Planned interventions, either in school or with outside agencies and alternative provision, have a positive impact on measures such as attendance, FTEs and individual behaviour plans.
Children's emotional health is supported at a universal and targeted level.	Pupils in receipt of ELSA and/or EMHP support are shown to be engaging well and adopting strategies to help them communicate their emotions and take positive actions to self-solve, with support from professionals.

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: £ 8,625

Activity	Evidence that supports this approach
Whole staff mastery maths training £445	The school is part of NCETM maths hub research led programme to improve maths pedagogy. In addition to the costs associated with this four year programme, the school has employed the maths consultant involved in year 1 training to scale-up professional pedagogy to the whole school.
Investment in maths manipulative resources following on from mastery maths training £1,000 (£1,500)	The school is part of NCETM maths hub research led programme to improve maths pedagogy.
Backfill cover to allow for additional TA to be trained as ELSA. £1,000	An Evaluation of the Emotional Literacy Support Assistant (ELSA) Project: What is the impact of an ELSA Project on support assistants' and children's self-efficacy beliefs? <i>Researcher: Dr Laura Grahamslaw</i>
Extra training to QA existing internal fine and gross motor skill interventions £180	Education evidence (EEF) +4 months impact The average impact of the deployment of teaching assistants is about an additional four months' progress over the course of a year. Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average. Often interventions are based on a clearly specified approach which teaching assistants have been trained to deliver.
System leadership CPD from Diocese of Salisbury Academy Trust £500	Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap. PD has great potential; but it also comes with costs. We know that teachers engage in professional development activities whilst balancing multiple and, at times, competing commitments and time pressures. The need is clear, therefore, for PD to be well-designed, selected, and implemented so that the investment is justified.
Investment in a new phonics scheme Investment in Early Reading Books to better align with phonics scheme £1,800 (£2,000)	Education evidence (EEF) +5 months impact The average impact of the adoption of phonics approaches is about an additional five months' progress over the course of a year. Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months' progress. Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read. Teaching phonics is more effective on average than other approaches to early reading (such as whole language or alphabetic approaches), though it should be emphasised

	that effective phonics techniques are usually embedded in a rich literacy environment for early readers and are only one part of a successful literacy strategy.
2 days per year cover for middle leaders to develop curriculum areas £2,720 (£3,000)	<p>Extracts from NCSL think piece by Dr Tony Bush:</p> <p>“Middle level leaders are central to the improvement of educational standards. They carry out a wide range of responsibilities critical to the effective operation of schools.”</p> <p>“All the research evidence shows that the major problem facing middle leaders is a lack of time to carry out the work required of the role. Typically, they receive only one or two hours per week for this work, over and above the non-contact time available to other teachers.”</p>

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

Budgeted cost: £10,642

+Activity	Evidence that supports this approach
NTP catch up tuition for maths (1:3) for 36 children £3,078	Education evidence (EEF) +5 months impact Evidence suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial. Studies comparing one to one with small group tuition show mixed results. In some cases, one to one tuition has led to greater improvement, while in others tuition in groups of two or three has been equally or even more effective. The variability in findings may suggest it is the particular type or quality of teaching enabled by very small groups that is important, rather than the precise size of the group.
NTP catch up tuition for English (1:3) for 36 children £3,078	Education evidence (EEF) +5 months impact Evidence suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial. Studies comparing one to one with small group tuition show mixed results. In some cases one to one tuition has led to greater improvement, while in others tuition in groups of two or three has been equally or even more effective. The variability in findings may suggest it is the particular type or quality of teaching enabled by very small groups that is important, rather than the precise size of the group.
Provide speech and language support for FS2 children who missed out on vital FS1 learning and transition time due to lockdown, including	Overall, studies of communication and language approaches consistently show positive benefits for young children’s learning, including their spoken language skills, their expressive vocabulary and their early reading skills. On average, children who are involved in communication and language approaches make approximately six months’ additional progress over the course of a year. All children appear to benefit from such approaches, but some studies show slightly larger effects for children from disadvantaged backgrounds.

staff time and additional resources. £1,058 (£1300)	
SENSS specialist teacher £1,600 (£2,000)	Specific reports of impact from experienced former LA adviser, relating to diagnosis, strategy plans and summary reports which improve progress and transition for SPLD pupils on the SEN register.
Lexia license for supporting school led interventions for SPLD (English) pupils £1,186	Education Endowment Foundation (EEF) Lexia Evaluation Report on KS1 Struggling Readers: 'Children offered Lexia made the equivalent of two additional months' progress in reading, on average, compared to other children. These results have a high security rating'

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

Budgeted cost: £9,400

Activity	Evidence that supports this approach
Specialist alternative provision for pupils vulnerable to CME or FTE at Personalised Learning Dorset for 3 children £3,360 (£4,000)	Impact on pupils who have previously used this facility from our school. The negative impacts of children who miss out on education or who receive FTEs is overwhelmingly negative.
Horseserenity for 1 pupil/parent £500	The headteacher has used this form of intervention with children at other schools and has seen the impact on vulnerable children in terms of SEMH, engagement in school and attendance.
Staff time to facilitate small Group Forest School Sessions £2,000	"The evidence base for play-based learning is weak and inconsistent, but does indicate a positive relationship between play and early learning outcomes. On average, studies of play that include a quantitative component suggest that play-based learning approaches improve learning outcomes by approximately five additional months. However, there is substantial variation in effects, suggesting that additional, high-quality research is needed in this area." Furthermore, the headteacher and EYFS lead have visited a local MAT to explore their successful use of small group sessions in the outside forest environment to re-engage pupils whose attendance or attitude to learning is failing.

<p>Training for 2 colleagues to attend Dorset STEPS behaviour training. £800</p>	<p>Education evidence (EEF) +4 months impact</p> <p>The average impact of behaviour interventions is four additional months' progress over the course of a year. Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours. However, estimated benefits vary widely across programmes. Approaches such as improving teachers' behaviour management and pupils' cognitive and social skills are both effective, on average.</p>
<p>Arts Week £600</p>	<p>Education evidence (EEF) +3 months impact</p> <p>Overall, the average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an additional three months progress.</p> <p>Improved outcomes have been identified in English, mathematics and science. Benefits have been found in both primary and secondary schools.</p> <p>Some arts activities have been linked with improvements in specific outcomes. For example, there is some evidence of the impact of drama on writing and potential link between music and spatial awareness.</p> <p>Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported</p>
<p>Social and emotional learning programmes: Training for ICPS Training and investment in JIGSAW PSHE digital £1,000 (£1,500)</p>	<p>Education evidence (EEF) +4 months impact</p> <p>The average impact of successful SEL interventions is an additional four months' progress over the course of a year. Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school.</p> <p>Although SEL interventions are almost always perceived to improve emotional or attitudinal outcomes, not all interventions are equally effective at raising attainment. Improvements appear more likely when SEL approaches are embedded into routine educational practices and supported by professional development and training for staff. In addition, the implementation of the programme and the degree to which teachers are committed to the approach appear to be important.</p>

Total budgeted cost: £22,805 (£28,667)

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.

Of the 18 KS2 children identified for small group catch up tuition in English, 12 fully met their targets for improvement (67%) with the other children partly meeting their improvement objectives.

Of the 17 KS2 children identified for small group catch up tuition in Math, 11 fully met their targets for improvement (65%) with 5 other children partly meeting their improvement objectives and one other child not attending as he had left the school.

88% of disadvantaged children made progress in reading according to teacher assessments compared with 93% of non-disadvantaged.

88% of disadvantaged children made progress in writing according to teacher assessments compared with 89% of non-disadvantaged.

77% of disadvantaged children made progress in writing according to teacher assessments compared with 86% of non-disadvantaged.

More broadly, the school would highlight that all disadvantaged pupils were given access to digital devices quickly to enable them to engage with remote learning and that the school were able to pivot between face-to-face and remote learning using the investments made in Seesaw and the expenditure on training and resources with regards to other online platforms such as SumDog, TTRS, Lexia, and Google Classrooms. Furthermore, disadvantaged pupils achieved an attendance in this very challenging year of 96.7%, compared with 96.8% for non-disadvantaged groups.

Service pupil premium funding

Measure	Details
<p>How did you spend your service pupil premium allocation last academic year?</p>	<p>Downlands School has a high proportion of children eligible for services premium (97%).</p> <p>As such, it apports the vast majority of the allocated fund to support the salary of additional teaching assistants who achieve a direct impact on the school experience for services children:</p> <p>HLTA/ELSA</p> <p>The school maintains 4 dpw ELSA provision which softens the impact of high mobility in services in terms of: loss of friendships; low self-esteem/confidence; coping with absent parents; impact of possible PTSD experienced by a parent. The ELSA offers structured 6 – 8 week programmes of support as well as on-going nurture where a need is identified</p> <p>Family support groups for parents</p> <p>The HLTA and Assistant Headteacher plan and deliver weekly self-help and support groups for parents which seek to strengthen understanding of approaches used in school, particularly for those children with additional needs and for parents new to the school community.</p> <p>Senior Teaching Assistant</p> <p>Having recently gone through a redundancy and restructuring process befitting the falling roll of the school. Nevertheless, it has invested in a senior TA to accomplish the following: allow for dynamic grouping where class sizes are large: support the HLTA in delivering pastoral support for pupils; support the assistant heateacher in delivering on extra-curricular events and celebrations throughout the year.</p> <p>The school also invests over and above in resources that facilitate children who have recently arrived to the school, so that they have a differentiated approach with their learning, reflecting their contrasting starting points. For example, having already invested significantly in enough iPads for each KS2 pupil, the school now invests significantly in the ongoing upkeep of these machines. It also invests in an annual license for adaptive online software such as IXL, TTRS, SumDog.</p> <p>The school also operates and maintains a minibus to enrich learning and allow for extra-curricular visits of small groups. It also subsidises school uniform from a school based 'shop', keeping prices low for families and maintaining a stock of 2nd hand supplies for those in financial hardship.</p>
<p>What was the impact of that spending on service pupil premium eligible pupils?</p>	<p>In a year when the school was closed for several weeks due to COVID-19, services children achieved the following:</p> <ul style="list-style-type: none"> ● 74% making on or above expected progress in reading ● 70% making on or above expected progress in writing ● 67% making on or above expected progress in maths <p>Furthermore, attendance of services children during a very challenging year was 96.9%.</p> <p>In a recent survey of pupils, the following perceptions and attitudes were revealed:</p> <p>90% of pupils would know who talk to if they had a problem.</p> <p>97% of pupils feel that adults are consistent in their approach to managing pupil behaviour.</p>

	82% of pupils feel that the adults in school are interested in how they feel and helping the to manage their emotions. 96% of pupils feel that they are given enjoyable opportunities to learn beyond the classroom.