

# Pupil premium strategy statement – Downsview Community Primary School

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	144
Proportion (%) of pupil premium eligible pupils	48.6%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2024-2027
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Tom Gale
Pupil premium lead	Tom Gale
Governor / Trustee lead	Jon Porter

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£121,360
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> <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>	£121,360

# Part A: Pupil premium strategy plan

## Statement of intent

At Downsview Community Primary School, our goal is to ensure that all pupils, irrespective of their background or challenges, achieve their full potential academically, socially, and emotionally. Through our pupil premium strategy, we aim to narrow the attainment gap between disadvantaged and non-disadvantaged pupils while promoting well-being and readiness for secondary school.

The foundation of our strategy lies in:

- High-quality teaching and learning.
- Addressing individual pupil needs through targeted interventions.
- Supporting families to overcome barriers to learning.
- Providing enriching experiences that broaden pupils' horizons.

By fostering a culture of inclusion and ambition, we aim to enable all pupils to thrive and succeed, ensuring that no child's background limits their opportunities.

## Challenges

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

Challenge number	Detail of challenge
1	Academic gaps persist between disadvantaged and non-disadvantaged pupils.
2	Attendance rates for disadvantaged pupils remain below the 95% target.
3	Many disadvantaged pupils require additional social and emotional support.
4	Disengagement in reading both at school and at home affects progress and outcomes.

## 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
Improve academic outcomes for disadvantaged pupils	Disadvantaged pupils achieve outcomes in line with national averages by the end of KS2.

Increase attendance rates	Average attendance for disadvantaged pupils is at least 95%, with persistent absenteeism below 10%.
Enhance social and emotional well-being	At least 80% of disadvantaged pupils report improved well-being through surveys and teacher observations.
Boost engagement in reading	75% of disadvantaged pupils consistently complete home reading tasks and log progress.
Broaden access to enrichment opportunities	80% of disadvantaged pupils participate in at least one extra-curricular activity or educational trip annually.

## 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: £57,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD on Rosenshine's Principles and Kagan Strategies	The Education Endowment Foundation (EEF) identifies that high-quality teaching is the most important lever schools have to improve pupil attainment, particularly for disadvantaged pupils. Strategies like Rosenshine's Principles focus on direct instruction and scaffolding, which support all learners. <a href="#">EEF - High-Quality Teaching</a>	1
Phonics training and resources	Phonics is a highly effective way to improve literacy outcomes, especially for younger pupils. According to the EEF, systematic phonics approaches provide a consistent and structured method for developing reading skills. <a href="#">EEF - Phonics</a>	1,4
Standardised diagnostic assessments	The EEF highlights the importance of accurate assessment to identify pupil	1

	needs and plan effective interventions. Standardised assessments provide reliable data to target support effectively. <a href="#">EEF - Diagnostic Assessment</a>	
IT resources to support learning	The EEF emphasises that technology, when used effectively, can enhance learning and engagement. Resources such as interactive software and digital tools help personalise learning for disadvantaged pupils. <a href="#">EEF - Digital Technology</a>	1,4
Metacognition training for staff	Metacognitive strategies are shown to have a high impact on pupil progress. The EEF highlights that teaching pupils how to plan, monitor, and evaluate their learning improves outcomes significantly. <a href="#">EEF - Metacognition</a>	1,3
Outdoor learning integration	The EEF notes that outdoor learning experiences can improve collaborative skills and engagement while providing opportunities for experiential learning. <a href="#">EEF - Outdoor Learning</a>	3

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

Budgeted cost: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Structured phonics interventions	The EEF's evidence base shows that phonics interventions are particularly effective when delivered consistently over time, helping pupils catch up on reading skills. <a href="#">EEF - Phonics</a>	1,4
Small group tutoring in core subjects	The EEF indicates that small group tuition provides a personalised approach to address gaps in learning, making it particularly effective for disadvantaged pupils. <a href="#">EEF - Small Group Tuition</a>	1
TA-led Reading Recovery sessions	Research from the EEF highlights that well-trained teaching assistants can deliver effective, evidence-based interventions, leading to significant gains in pupil outcomes. <a href="#">EEF - Teaching Assistants</a>	1,4

Parental engagement workshops	Engaging parents in their children's education has been shown to improve pupil outcomes. The EEF suggests that targeted workshops help build parental confidence and skills. <a href="#">EEF - Parental Engagement</a>	1,4
Individualised support for SEND pupils	Tailored interventions based on individual pupil needs, as highlighted by the EEF, can significantly improve outcomes for pupils with SEND. <a href="#">EEF - Individualised Instruction</a>	1,3

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

Budgeted cost: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
FLO-led attendance improvement initiatives	The EEF's guidance highlights the importance of engaging with families to address attendance barriers. Structured approaches to monitoring and supporting attendance can lead to sustained improvements. <a href="#">EEF - Attendance</a>	2
Zone of Regulation and Brain Buddies	Social and Emotional Learning (SEL) interventions improve pupils' ability to manage emotions and engage positively in learning. The EEF notes a significant impact on both academic and non-academic outcomes. <a href="#">EEF - SEL</a>	3
Subsidised breakfast club	Research shows that a healthy breakfast improves focus, behaviour, and readiness to learn, with significant benefits for disadvantaged pupils. <a href="#">EEF - Breakfast Provision</a>	2,3
Enrichment opportunities for all pupils	The EEF notes that participation in enrichment activities positively affects both attainment and personal development. Subsidised access ensures equitable opportunities for all. <a href="#">EEF - Enrichment</a>	3,4
Behaviour management training for staff	Effective behaviour management strategies create a supportive environment for learning. The EEF recommends consistent and evidence-	3

	based approaches to reduce disruption and support all pupils. <a href="#">EEF - Behaviour</a>	
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**Total budgeted cost: £117,000**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### **Objective 1: Improving academic outcomes for disadvantaged pupils.**

We have analysed the performance of our school's disadvantaged pupils during the 2023/24 academic year using EYFS, key stage 1 and 2 performance data and our own internal assessments.

#### **EYFS Outcomes 2024:**

	GLD	EXP Literacy	EXP Maths
All pupils	59%	59%	77%
Disadvantaged pupils	33%	33%	67%

#### **KS1 Phonics Outcomes 2024:**

	% 32+ - Year 1	Number of Y2 retakes	% 32+ - Year 2
All pupils	48%	7	43%
Disadvantaged pupils	37%		50%

#### **KS2 Outcomes 2024:**

	Reading		Writing		Maths		Combined	
	EXP	GDS	EXP	GDS	EXP	GDS	EXP	GDS
All pupils	77%	23%	71%	6%	77%	29%	65%	3%
Disadvantaged pupils	64%	27%	46%	0%	64%	18%	50%	0%

#### **Objective 2: School attendance for disadvantaged pupils is in line with nationally expected attendance figures.**

Attendance for all pupils continued to be an issue for the school in the academic year 2023/24 and is a key school improvement priority on our 2024/25 development plan.

Overall attendance for pupils in the academic year 2023/24 was 91.7%, this was an increase from 88.7% in 2022/23. Attendance for disadvantaged pupils was 89.5% and non-disadvantaged pupils was 92.9%. There is therefore a small gap in attendance rates for disadvantaged and non-disadvantaged pupils.

Current attendance trends for the academic year 2024/25 indicate a small improvement in attendance rates for both non-disadvantaged pupils.

As a school, we monitor attendance daily and have sent letters home to parents whose child had less than 90%. This letter reminds them that they need to supply evidence for absences this year.

We have introduced a weekly incentive for attendance, following an action within the attendance toolkit. This has been successful – The class with the best attendance for that week will get the mascot – Attendance Ted and a traybake to share.

The new Administrative Assistant is supporting the SLT with the administration of attendance. The school has appointed a part-time Family Liaison Officer to work with the pupils and the families. She will be completing the daily registers however, the office will complete the administration of it. Each week, the Executive Headteacher will be monitoring the attendance and putting actions in place to improve attendance: actions include:

- Chat with a teacher
- Meeting with a teacher
- Chat/meeting with the FLO
- Initial concerns letter sent out
- Serious concerns letter to send out

The school continues to closely work with KCC in order to improve attendance and implement a new attendance policy.

**Objective 3: Disadvantaged pupils and their families are supported with their emotional and social wellbeing to become happy and confident individuals**

The school continues to support disadvantaged pupils with their wellbeing through tiered support which includes the development of positive relationships, emotional literacy support, play therapy and counselling.

Our family liaison officer and senior leaders promote parental wellbeing through support with external agencies, food banks, housing support and referrals to external agencies.

**Objective 4: Disadvantaged pupils are given every opportunity and encouragement to access a range of educational, social and extra-curricular experiences**

The school offers a range of extra-curricular activities for our pupils to engage with. Data shows an increasing number of disadvantaged pupils engaging with our extra-curricular offer:

	Whole School	Disadvantaged	Non-disadvantaged
Autumn 2023	68.5%	63.5%	73.5%
Spring 2024	70.1%	65%	75.2%
Summer 2024	71.3%	66.5%	76.8%



## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.*

Programme	Provider