

Pupil premium strategy statement

School overview

Metric	Data
School name	Downs View Infant School
Pupils in school	263 (T2)
Proportion of disadvantaged pupils	56 children 21% (T(2))
Pupil premium allocation this academic year	£56,312
Academic year or years covered by statement	2020-2023
Publish date	September 2020
Review date	September 2021
Statement authorised by	Tracy Kent
Pupil premium lead	Sarah Collins
Governor lead	Diane Turner(Chair of Govs)

Disadvantaged pupil progress scores for last academic year up to March 2020 (Covid -19 lockdown)

Measure	Progress Score March 2020	Progress Term 3 2021	Progress Term 6 2021
Reading Expected points of progress an academic year EYFS 6 points Year 1 4 points Year 2 6 points	EYFS (24 chn) 6.9 Year 1(25 chn) 2.7 Year 2 (18chn) 4.1		
Writing Expected points of progress an academic year EYFS 6 points Year 1 4 points Year 2 6 points	EYFS (24 chn) 5.9 Year 1 (25 chn) 2.4 Year 2 (18chn) 3.9		
Maths Expected points of progress an academic year EYFS 6 points Year 1 4 points Year 2 6 points	EYFS (24 chn) 6.0 Year 1 (25 chn) 2.8 Year 2(18chn) 3.9		

Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected Standard in EYFS	Reading 50% Writing 56% Number 60%
Exceeding the expected standard in EYFS	Reading 20% Writing 20% Number 20%
Meeting expected standard at KS1	Reading 44% Writing 40% Maths 52%
Achieving greater depth standard at KS1	Reading 20% Writing 8% Maths 8%
Measure	Activity
Priority 1 To strengthen a whole school approach to spoken language and oracy.	Learning walls, hooks for lessons and talk for writing, helicopter stories, the writing toolkit and high quality story and reading books will be used to embed high quality vocabulary and opportunities for discussion into the children's learning.
Priority 2 Ensure pupils have high levels of wellbeing and involvement and are ready to access learning. To diminish the difference in reading, writing and Maths (compared to 'other' pupils)	To provide targeted interventions to support wellbeing and involvement and core curriculum learning. The EEF Toolkit suggests that targeted interventions matched to specific pupils with particular needs or behaviour issues can be effective. These will include Play Therapy, Forest School, Drawing and Talking, Language support. PSHE will be a focus across the school providing opportunities to support wellbeing and emotions.
Barriers to learning these priorities address	Pupil Premium pupils are more likely to have been adversely affected by the COVID-19 lockdown and school closure. There may have been limited access to home learning during school closure creating wider differences with 'other' pupils. Possible limited attendance on return to school in September due to impact of Covid-19.
Projected spending	£31,800

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	EYFS Reading 50% reach the expected standard Year 2 Reading 44% reach the expected standard	July 2021

Progress in Writing	EYFS Writing 56% reach the expected standard Year 2 Writing 40% reach the expected standard	July 2021
Progress in Mathematics	EYFS Number 60% reach the expected standard Year 2 Number 52% reach the expected standard	July 2021
Phonics	Achieve at least national average expected standard in Phonics Screening Check	June 2021.
Other	Improve attendance and punctuality of disadvantaged pupils to National average	July 2021

Targeted academic support for current academic year

Measure	Activity
Priority 1	Ensure all relevant staff (including new staff) have received training to deliver talk for writing, knowledge on how to use the writing toolkit and how to develop and create opportunities to develop oracy skills in the classroom.
Priority 2	Ensure additional emotional therapies are provided (bought in) to support wellbeing such as Play Therapy, Forest School), Drawing and Talking. To employ an additional teacher to lead English interventions and provide CPD to TAs to support their delivery of academic interventions such as ELS Speech and Language.
Barriers to learning these priorities address	Limited vocabulary and poor oracy skills Possible limited staff knowledge of strategies or interventions. Low levels of wellbeing and involvement and SEMH difficulties
Projected spending	£31800

Wider strategies for current academic year

Measure	Activity
Priority 1	Employment of full time FLO to support families with attendance and other needs
Priority 2	Increasing parental engagement through the use of online video and PowerPoint presentations.
Barriers to learning these priorities address	Parental anxieties about returning to school following the COVID-19 lockdown and the new Lockdown 2 restrictions
Projected spending	£23000

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring all staff are trained and using/following the strategies in place to develop oracy skills. Ensuring teaching is targeted and takes into account starting points for individual pupils as well as 'lost learning' due to COVID-19 pandemic.	Staff CPD provided. NQT mentors/Year group leaders support newly qualified staff with training. Monitoring of oracy by SLT and English leaders. Termly pupil progress and provision plan meetings monitoring progress of all individuals.
Targeted support	Ensuring staffing is available to provide wellbeing and academic intervention group support.	Employment of extra member of staff or extension of hours to support with interventions.
Wider strategies	Engaging the families facing most challenges, in particular during the continuing current pandemic.	Work to provide digital education for parents through online video and PowerPoint presentation sessions targeted towards specific areas or curriculum objectives/subjects.

Review: last year's aims and outcomes

See copy of the 20E19/20 PP Strategy document reviewed October 2020 for this information