

## 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	North Downs Primary
Number of pupils in school	416
Proportion (%) of pupil premium eligible pupils	6.3%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 to 2024/2025
Date this statement was published	October 2022
Date on which it will be reviewed	October 2023
Statement authorised by	FGB
Pupil premium lead	Jane Douglass, Headteacher
Governor lead	Hannah Crawforth

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£35,585
Recovery premium funding allocation this academic year	£3,806
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£39,391

# Part A: Pupil premium strategy plan

## Statement of intent

North Downs Primary School is committed to inclusion and to removing any potential barriers to learning and participation, living out our school vision to *'Be the best you can be, every day'*. We target the use of Pupil Premium Grant funding to ensure that our disadvantaged pupils receive the highest quality of education to enable them to become active, socially responsible citizens of the future. We recognise that disadvantaged children can face a wide range of barriers which may impact on their academic success.

We provide a broad and balanced curriculum for all pupils and respond vigorously to pupils' needs, We work closely with pupils and their families and are able to link with a wide range of other agencies and sources of support and advice. We believe in equality of opportunity and we aim to create a supportive yet challenging environment that values difference and recognises the achievements of all children.

## Demographic and School Context

North Downs is a community school located across three villages just outside Dorking, in the heart of the Surrey Hills, in the South-east of England. We are an all-through Primary School with 416 pupils on roll.

### School characteristics

	2019	2020	2021
School number on roll	Well above average 429	Well above average 430	Well above average 423
School % FSM	Well below average 7	Well below average 6	Well below average 8
School % SEND support	Below average 10	Below average 10	Close to average 11
School % EHC plan	Well above average 2.8	Above average 2.3	Above average 2.1
School % EAL	Well below average 0	Well below average 0	Well below average 0
School % Stability	Below average 82	Below average 76	Below average 78

Whilst the school has a lower proportion of PP children than the national average, our % of pupils with an EHCP is above the national average.

## Challenges

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

Challenge number	Detail of challenge
1	Our assessments, observations and discussions with pupils and families have identified barriers preventing pupils from fully engaging in the learning process, school community and attending school.
2	Our assessments, observations and discussions have highlighted that pupils in receipt of Pupil premium also have significant educational needs - cognition and learning communication and interaction. We therefore aim to narrow attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally.
3	Our assessments, observations and discussions, suggest disadvantaged pupils generally have greater difficulties with phonics than peers. This negatively impacts on their development as readers.
4	Our observations and discussions have highlighted limited access to the wider curriculum for our pupil premium pupils e.g. residential and educational visits, access to extra-curricular activities.
5	Teacher referrals for those with emotional and social needs, have markedly increased, creating greater demand for small group interventions with LOTC lead, ELSA provision and Learning Space.

## 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
Pupils will progress and attain in line with similar pupils nationally in Reading, Phonics, Writing and Maths.	<ul style="list-style-type: none"> <li>Pupils eligible for PP who do not have additional SEND needs will progress at least in line with similar pupils nationally in phonics, reading, writing and maths.</li> <li>Pupils eligible for PP who have additional SEND needs will progress at least in line with similar pupils nationally in phonics, reading, writing and maths</li> </ul>
All pupils will have the opportunity to any attend residential visits and school trips which the school is able to undertake.	<ul style="list-style-type: none"> <li>All Year 4 pupils eligible for PP will attend High Ashurst</li> <li>All Year 6 pupils eligible for PP will attend Windmill Hill</li> </ul>

	<ul style="list-style-type: none"> <li>• All pupils will attend day trips, school based WOW days etc.</li> </ul>
Pupils will be confident with high levels of resilience. Their attendance will improve and they will actively engage in school activities.	<ul style="list-style-type: none"> <li>• Evaluations of impact evidences that effective and consistent systems are in place to enable identification, allocation and delivery of appropriate SEMH.</li> <li>• Systems are in place which enable the effective sharing of information and collaborative working with multi agencies in order to best meet the needs of our children and families. Pupils will no longer attend Learning Space and ELSA records will show good progress against targets set</li> <li>• Pupils will be able to sustain concentration and stay in class for an increased amount of time.</li> <li>• Parents will report positive outcomes following work with the Home School Link Worker.</li> <li>• Attendance will be improving towards at least 95%.</li> </ul>

## 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: £11,423

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improve the social and emotional learning; approaches embedded into routine delivery of education, supported by professional development and training for staff.	Extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life.	4, 5
Purchase of a DfE validated Synthetic Phonics programme to secure stronger phonics teaching for all pupils.	Phonics approaches have a string evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils.	3

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

Budgeted cost: £12,968

Activity	Evidence that supports this approach	Challenge number(s) addressed
Structured interventions across the school for PP children.	Pupils' historical attainment and new pupils to the school have gaps in their learning that need to be identified and effectively targeted.	1, 2, 3
Forest School and Nurture group activities for PP children at all sites	Pupils' well-being is supported, their attitudes to learning improved and health and wellbeing increased.	5

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

Budgeted cost: £ 18,907

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA	Providing emotional support for all children; managing feelings, anxieties, relating behaviours to improve attendance and access to the curriculum.	1, 5
Home School Link Worker	Supporting pupils and families on a wide range of issues. Signposting families and supporting them in gaining access to outside agencies, providing advice and information to parents and carers, as well as supporting children and young people in boosting their self-esteem, helping them to deal with either temporary or long-term problems. Working with families their Family Support Workers. Developing and maintaining positive, trusting relationships between home and school - acting as a bridge to support.	1, 5
Subsidised visits, clubs and residential.	Children from low-income families may not be able to attend trips etc which disadvantage their access to a broad and balanced curriculum.	4
Free/subsidised break/after school clubs School uniforms Resources for learning	All pupils have a settled start to the day, none begin the day hungry and all have the things they need to support their learning.	1

Total budgeted cost: £ 43298

## 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.

*Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.*

#### **Internal school data**

- Targeted interventions and pupil conferencing across the school shows raised attainment and increased pupil progress for disadvantaged pupils.
- Evaluation of impact of interventions shows that 100% of PP children made expected or accelerated progress.