

Pupil Premium Strategy Statement



This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged children.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year (25/26) and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Downview Primary School
Number of children in school	592
Proportion (%) of pupil premium eligible children	14% (83)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025 - 2027
Date this statement was published	11/12/2025
Dates on which it will be reviewed	11/12/2025 23/03/2026
Statement authorised by	Emma Purkis
Statement approved by	FGB
Pupil Premium Lead	Faye Hawkins
Governor / Trustee Lead	Penny Trent

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£124,010
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0
Total budget for this academic year	£124,010

Part A: Pupil Premium Strategy Plan

Statement of intent

Our intention is that all children, irrespective of their background or the challenges they face, make progress and achieve good attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged children to achieve that goal, including progress for those who are already high attainers. We will consider the challenges faced by vulnerable children, such as those who have a social worker and are young carers.

High-quality teaching is at the heart of our approach. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged children in our school.

To ensure we are effective we will:

- ensure disadvantaged children are challenged in the learning that they are set
- act early to intervene at the point the need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged children' outcomes and raise expectations

The range of provision that will be considered include and would not be limited to:

- 1-1 or small group support
- Additional teaching and learning opportunities provided by TAs or teaching staff
- Supporting internal transition
- Supporting transition from nursery into EYFS
- Pay for activities, uniform, music lessons and educational visits. Ensuring children have first-hand experiences to use in their learning in the classroom
- Behaviour and nurture support during break and lunchtimes by providing activities to engage and promote our values and thus enhance learning
- Support the funding of specialist learning software and access to specialist providers
- Support the funding of key reading texts for pupils
- Access to nurture support

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions indicate underdeveloped oracy and language skills and vocabulary gaps among many children. On entry to EYFS, a majority of our children arrive below age-related expectations in language and communications skills, including sound production.
2	Assessments, observations, and discussions suggest disadvantaged children generally have greater difficulties with phonics than their peers. This impacts their development as readers.
3	Assessments, observations and discussions have identified social, emotional and mental health issues for some children. These challenges particularly affect disadvantaged children, including their attainment.
4	The challenge of improving child and family engagement in learning for some disadvantaged children. Our attendance data indicates that attendance among disadvantaged children has been around 5.3% lower than for non-disadvantaged children. Assessments and observations indicate that absenteeism and lateness is likely to be impacting disadvantaged children' progress.

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
Improved oracy, language skills and vocabulary among disadvantaged children	Assessments and observations will indicate improved oracy, especially among disadvantaged children. This will be evident through NELI and other speech & language assessments/programmes. This will be triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading and writing attainment among disadvantaged children at the end of KS2	KS2 reading and writing outcomes in 2025/26 will show that more disadvantaged children meet the expected standard. Increased proportions of disadvantaged children will make progress from starting points in 2025/2026.
Improved phonics outcomes among disadvantaged children at the end of KS1	KS1 phonics outcomes in 2025/26 will show that more disadvantaged children will achieve national average scores in the phonics screening check.
To achieve and sustain improved wellbeing for all children in our school, particularly our disadvantaged children	Sustained high levels of wellbeing from 2025/26 demonstrated by: <ul style="list-style-type: none"> • qualitative data from pupil voice, surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged children • PPG case studies demonstrate impact of key interventions
To achieve and sustain high attendance and good punctuality for all children, particularly our disadvantaged children	Sustained high attendance and punctuality demonstrated through: <ul style="list-style-type: none"> • Absence rates of disadvantaged children will reduce and punctuality rates improves.

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics		+5 mths progress
Training Whole staff training and development on adaptations of learning.	Both targeted interventions and universal approaches can have positive overall effects. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction	3, 4	+3 mths progress +4 mths progress

Targeted Academic Support

(For example, one-to-one programmes, small group work, targeted interventions)

Approximate budgeted cost: £18,139

Activity	Evidence that supports this approach	Challenge number(s) addressed	Review (Mid academic year)
Speech and Language Support To screen all children on entry to school and bespoke programmes if required put in place. Provision of targeted support programmes to improve speech sound production, listening, narrative and vocabulary skills for disadvantaged children who have relatively low spoken language skills.	Weaker Language and Communication skills. 6% of KS1 children are below expectations with communication and are unlikely to have the breadth of vocabulary of their peers. The number of children accessing SALT in KS1 will either require small group support or 1:1 support from the school speech and language team. Oral language interventions can have a positive impact on children' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	1, 2	+6 mths progress
Phonics Additional phonics sessions targeted at disadvantaged children who require further phonics support in years R, 1 and 2.	Phonics approaches have a strong evidence base indicating a positive impact on children, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular	1, 2	

TA support - delivery of phonics planned interventions to support disadvantaged children.	<p>sessions over a period up to 12 weeks.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>		+5 mths progress
<p>Curriculum</p> <p>Additional reading and writing sessions targeted at disadvantaged children who require further support across the whole school.</p> <p>Additional mastery phonics intervention targeted at disadvantaged children who require further support in Years R, 1, 2 & 3.</p> <p>Purchase additional resources to supplement current reading scheme for reluctant readers.</p>	<p>Targeted interventions have been shown to be more effective when delivered as regular sessions.</p> <p>Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact on learner outcomes.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</p>	1, 2	+4 mths progress +5 mths progress
<p>Social & Emotional</p> <p>Provision of targeted inclusion support to meet social, emotional and mental health needs. Play therapist, pastoral teacher, woodland teacher, art therapy, SENCO and HOYs who provide a wide range of support to vulnerable families; improving standards of behaviour, attendance and parental engagement.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (improved academic performance, attitudes, behaviour and relationships with peers).</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	3, 4	+3 mths progress

Wider Strategies

(For example, related to attendance, behaviour, well-being)

Approximate budgeted cost: £8,909

Activity	Evidence that supports this approach	Challenge number(s) addressed	Review
<p>Social & Emotional</p> <p>Embedding principles of good practice set out in the DfEs <u>Improving School Attendance</u> advice. This will involve key staff to develop and implement procedures to improve attendance.</p>	<p>The DfE guidance (Improving School Attendance) has been informed by engagement with schools that have already significantly reduced their levels of absence and persistent absence.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform</p>	3, 4	

<p>Whole school attendance rewards. Downview attendance bear.</p> <p>Accessing clubs for disadvantaged children to access wider educational activities.</p> <p>Resources to enhance concrete learning experiences for children with limited first-hand experiences.</p> <p>Purchase of additional uniform and subsidised school visits, swimming lessons, residential.</p> <p>Nurture Provision</p> <p>Supported through UK Harvest, Rotary, Bognor foodbank and school funds.</p> <p>Resources to support nurture activities. Access to HAF support. Playground support/ timetables Woodland Classroom sessions Art therapy sessions Use of small playground with access to football goals and playtime resources Access to indoor nurture room Access to Magnolia room Quiet lunch time eating provision if required.</p>	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p>		<p>+3 mths progress</p>
<p>Additional</p> <p>Contingency fund for acute issues.</p>	<p>Based on experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	<p>1, 2, 3, 4</p>	

Total budgeted cost: £124,010

Part B: Review of outcomes from the previous academic year

Pupil Premium Strategy Outcomes

This details the impact that our pupil premium activity had on children in the 2024 to 2025 academic year.

Improved oracy, language skills and vocabulary among disadvantaged children

For 24/25, there were 3/72 (4%) pupils on NHS SALT programmes in EYFS with a further 3 NHS referrals made in the summer term 2025. 3 of the 6 pupils are in receipt of PP and require small group support including support from West Sussex speech and language team. All 6 pupils will continue NHS SALT provision for Year 1 (25/26).

Oracy and language interventions continue to address pupils' language skills. At the start of the academic year (24/25), the NELI programme identified 4/72 (6%) pupils with additional language needs. The 4/72 (6%) pupils were assessed at below national average in their language assessment. In 25/26 we do not need to continue to run Part 2 of the NELI programme with those pupils, who are now in Year 1. However, the 6 pupils on NHS SALT programmes that have transitioned into year 1, continue to have speech and language interventions including additional reading opportunities and mastery folders.

By the end of Year R (72 pupils)

Out of 9 pupils receiving PP 22% achieved their GLD.

Out of 72 pupils not receiving PP 73% achieved their GLD.

By the end of Year 1 (85 pupils)

Out of 9 pupils receiving PP 56% passed the phonics screening check.

Out of 85 pupils not receiving PP 84% passed the phonics screening check.

By the end of Year 2 (88 pupils)

Out of 15 pupils receiving PP 67% passed the phonics screening check.

Out of 88 pupils not receiving PP 96% passed the phonics screening check.

CPD Song of Sounds refresher training continues to be provided within the school setting.

Reading and Writing attainment among disadvantaged children at the end of Year 6 (KS2)

Teaching and learning is carefully planned and delivered to meet the needs of all pupils in 2024/2025. At the end of KS2, (47%) of PP children had additional special educational needs. This percentage continues to increase annually. We implement additional support through directed use of TAs.

By the end of Year 6 (91 pupils)

Out of 15 pupils receiving PP 66% met the expected standard and above in Reading.

Out of 91 pupils not receiving PP 67% met the expected standard and above in Reading.

Out of 15 pupils receiving PP 27% met the expected standard and above in Writing.

Out of 91 pupils not receiving PP 53% met the expected standard and above in Writing.

Out of 15 pupils receiving PP 80% met the expected standard and above in Maths.

Out of 91 pupils not receiving PP 63% met the expected standard and above in Maths.

Raising the profile of the attainment gap will continue into 25/26.

To support and improve attainment, Accelerated Reader, Star Assessment, APW (Assessing Pupil Writing), Insight, Lexia and Tables table Rockstars are used to track and support interventions. Discussions with SLT and regular year group progress meetings are planned which implement targeted intervention. This year we have provided continuous CPD on White Rose Maths, Literacy Tree, APW, Myon, Accelerated Reader, SEND and behaviour training to track groups and individuals. The school central library continues to provide a high status and value on books ensuring a positive reading culture is maintained.

Teaching Assistants have received CPD on SEND, behaviour, reading/phonics and vocabulary. Where needed PP children are included on the class daily readers list and priority reader list. Parent workshops continue to be well received and attended to support with attainment.

To achieve and sustain improved wellbeing for all children in our school, particularly our disadvantaged children

We used pupil premium funding to provide wellbeing support for all children, and targeted interventions where required. The pastoral team have worked with individual families as some pupils have continued to find it challenging to ensure healthy, school routines. Our pastoral development and support for all children continues to be a strength. The schools pastoral lead have supported PP pupils through 1:1 and group sessions allowing the pupils a safe place to air their worries and to seek advice. All children access learning alongside their peers within the classroom. Strong liaison with outside agencies remains paramount and we have worked with the Mental Health Support Team (MHST), play therapist, Early Help Dedicated Schools Team (DST), and Rotary Club of Bognor Regis to support children and families. We have positive relationships with the families we support and have been able to see the impact of this through improved pupil attainment, improved behaviour, reduced anxiety and improved attendance. Play Leader training has been completed in Y6. This programme trains the Y6 pupils to manage and support others with disagreements and support friendships.

Nurture club continued all year providing a minimum of 25 children a good start to the school day. The majority of pupils who attended were pupils in receipt of pupil premium. The school runs inclusion clubs and these are fully staffed during playtimes and lunchtimes including forest school and art therapy. South Coast Sports run specific clubs aimed to develop physical skills on a weekly basis, which are well attended. Regular supermarket gift vouchers are provided to families throughout the academic year sourced from Rotary Club donations. Extra-curricular activities such as swimming, gymnastics, dance and music have been provided for some PP children. Access to residential visits, school trips, music events, uniform and PE clothing have been purchased for children to enable them to not only access extra-curricular opportunities but to access the full curriculum. The increased number of laptops purchased have enabled PP children to access LEXIA and other IT resources more readily in school which has had a positive impact on outcomes.

To achieve and sustain high attendance and good punctuality for all children, particularly our disadvantaged children

Attendance for the school (94%) whilst slightly above the National Average for schools (93.1%) remains 5.3% lower for disadvantaged pupils than their peers (88.7%). School staff continue to make daily phone calls to any pupils absent without a reason. The Pastoral Lead continues to have a positive impact throughout the year, with regular phone calls and parent meetings regarding attendance. CPOM logs indicate class teachers phoning families to ensure that wellbeing is supported. The school office completes a weekly attendance report for the Headteacher and weekly attendance figures are reviewed. Attendance is celebrated in whole school assemblies and Key Stage assemblies with our 'famous' Downview attendance bear. Personal attendance targets are set and rewards are purchased for children to motivate and support attending school. We also have in place personalised Meet and Greets for targeted children who are anxious about coming to school in the mornings.

Externally provided programmes

Below are the names of non-DfE programmes that were purchased in the previous academic year.

Programme	Provider
Accelerated Reader (including Star Reading and Star Maths)	Renaissance
Myon	Renaissance
Song of Sounds	Song of Sounds
Times Table RockStars	Maths Circle Ltd

