

Pupil Premium Strategy Statement 2024-2027



School Overview for 2024-27

Detail	Data
School name	Devonshire Primary Academy
Number of pupils in school	452 (Autumn 2023 Census)
Proportion (%) of pupil premium eligible pupils	67% (Autumn 2023 Census)
Date this statement was published	01.09.2024
Statement authorised by	Mr. D. Simm
Pupil premium lead	Mrs. N. Horabin
Governor / Trustee lead	Mr D. O'Brien

Funding Overview for 2024-25

Detail	Amount
Pupil premium funding allocation this academic year	£398,820
Recovery premium funding allocation this academic year	£0
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	£398,820
Next review date	01.09.25

Funding Overview for 2025-26

Detail	Amount
Pupil premium funding allocation this academic year	
Recovery premium funding allocation this academic year	
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	
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	

Funding Overview for 2026-27

Detail	Amount
Pupil premium funding allocation this academic year	
Recovery premium funding allocation this academic year	
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	
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	

Part A: Pupil premium strategy plan

Statement of intent

The 2019 English Indices of Deprivation ranks Blackpool as the most deprived of 317 Local Authority areas in England, based on the average LSOA score and concentration of deprivation measures. It is also now the most deprived Local Authority based on the lesser-used rank of average score measure. 39 of 94 Blackpool LSOAs are in the 10% most deprived in the country, up from 36 in 2015, with 96% of LSOAs now ranking in the bottom half of the deprivation deciles. This is based on the concept that deprivation consists of more than just poverty. In contrast, poverty is related to not having enough money to live on; deprivation refers to a much broader lack of resources and opportunities.

The intent of the Pupil Premium Strategy is for Devonshire Primary Academy to ensure that pupils from, and/or those affected by disadvantaged backgrounds, are provided with effective support that allows them all to make good or better progress compared to those affected by similar circumstances nationally.

The wider aim of the strategy is to raise the educational achievement of disadvantaged pupils of all abilities, minimising the risk of underachievement. The Pupil Premium is aimed at addressing the current underlying inequalities which exist between children from disadvantaged backgrounds and their more affluent peers. The percentage of our pupils eligible for pupil premium (67% - October Census 2023) is significantly higher than the national average (24.6% - GOV.UK) for primary schools.

Our Pupil Premium Strategy has been developed using current EEF guidance and follows the 4-step cyclical model:

- Diagnose our pupils' challenges and needs
- Use strong evidence to support our strategy
- Implement our strategy
- Monitor and evaluate our strategy

At the heart of our approach is high-quality teaching and ensuring all pupils have access to a broad and balanced curriculum. Although our strategy is focused on the needs of disadvantaged pupils, it will benefit all pupils in our school where funding is spent on whole-school approaches such as high-quality teaching. Implicit in the intended outcomes detailed below is the intention that outcomes for non-disadvantaged pupils will be improved alongside progress for their disadvantaged peers.

Challenges

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

Challenge number	Detail of challenge
1	<p>The majority of pupils enter our early years provision below age-related expectations in all areas of learning.</p> <p>This is evident from our September 2023 baseline, demonstrating that 3% of pupils eligible for pupil premium were on track to achieve a GLD.</p>

	<p>Poor communication and language skills on entry to pre-school and reception significantly impact pupils' ability to access the early years curriculum.</p> <p>This is evident from our September 2023 baseline, demonstrating that 25% of pupils eligible for pupil premium were significantly below in the area of communication and language, with another 42% of pupils working towards the age-related standard.</p>																																																	
2	<p>Pupils across the school exhibit gaps in their learning. Assessments, observations, discussions and analysis indicate that the reasons are; poor working memory, lack of retention, limited vocabulary and attendance issues.</p> <p>This trend is slightly more prevalent among our disadvantaged pupils but the table below demonstrates that a large proportion of our non-pupil premium pupils are also working below age related expectations.</p> <table><tr><th>Summer Data 24</th><th>ARE Reading PP</th><th>ARE Reading Non-PP</th><th>ARE Writing PP</th><th>ARE Writing Non-PP</th><th>ARE Maths PP</th><th>ARE Maths Non-PP</th></tr><tr><td>Year 1</td><td>38%</td><td>38%</td><td>16%</td><td>21%</td><td>53%</td><td>50%</td></tr><tr><td>Year 2</td><td>65%</td><td>35%</td><td>35%</td><td>25%</td><td>58%</td><td>50%</td></tr><tr><td>Year 3</td><td>33%</td><td>38%</td><td>10%</td><td>5%</td><td>18%</td><td>10%</td></tr><tr><td>Year 4</td><td>41%</td><td>50%</td><td>5%</td><td>25%</td><td>14%</td><td>25%</td></tr><tr><td>Year 5</td><td>51%</td><td>68%</td><td>8%</td><td>16%</td><td>16%</td><td>32%</td></tr><tr><td>Year 6</td><td>86%</td><td>79%</td><td>67%</td><td>63%</td><td>67%</td><td>71%</td></tr></table>	Summer Data 24	ARE Reading PP	ARE Reading Non-PP	ARE Writing PP	ARE Writing Non-PP	ARE Maths PP	ARE Maths Non-PP	Year 1	38%	38%	16%	21%	53%	50%	Year 2	65%	35%	35%	25%	58%	50%	Year 3	33%	38%	10%	5%	18%	10%	Year 4	41%	50%	5%	25%	14%	25%	Year 5	51%	68%	8%	16%	16%	32%	Year 6	86%	79%	67%	63%	67%	71%
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Year 5	51%	68%	8%	16%	16%	32%																																												
Year 6	86%	79%	67%	63%	67%	71%																																												
3	<p>Observations and discussion with pupils highlight a lack of aspiration, with many pupils not aspiring to a future career.</p>																																																	
4	<p>Our assessments (including surveys), observations and discussions with pupils and families have identified social and emotional issues for many pupils, such as anxiety, depression and low-self-esteem. This is partly driven by lost learning, unfamiliar routines, lack of social interaction and a lack of enrichment opportunities. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>This is evident in the rise in number of incidents logged on our online safeguarding system, CPOMS, relating to low-self-esteem and anxiety.</p>																																																	
5	<p>A high proportion of children whom we welcome on admission have undiagnosed and / or unmet additional needs which in turn reduces academic progress, engagement and impacts on their emotional wellbeing, relationships with peers and adults, and their resilience.</p>																																																	
6	<p>Through observations and conversations with pupils and their families, we find that disadvantaged pupils generally have fewer opportunities to develop cultural capital outside of school.</p>																																																	
7	<p>Our assessments, observations and discussions with pupils and families demonstrate that the education and wellbeing of many of our disadvantaged pupils have been impacted by the Covid-19 pandemic to a greater extent than for other pupils. These findings are backed up by several national studies.</p>																																																	
8	<p>Poor attendance and lateness impact on outcomes for our disadvantaged pupils. Analysis indicates that there is minimal difference between absence and lateness of pupils eligible for pupil premium compared to pupils who are not eligible. However, as challenge number 2 highlights, we have a higher number of pupils eligible for pupil premium who are not working at age-related expectations and persistent absence and lateness exacerbate this issue.</p>																																																	

9	Pupil mobility has an impact on teaching and learning, outcomes, and behaviour for learning. Some pupils, on entry, have experienced multiple schools within their young lives. This impacts on their sense of belonging, as well as their readiness to settle and learn, further compounded by family transience.
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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
Communication and language difficulties are promptly identified and support put in place.	Early intervention ensures communication and language difficulties are not a barrier to pupils learning. Accelerated progress is made by pupils who display difficulties in this area of learning.
Pupils to make accelerated progress within the EYFS.	Percentage of pupils achieving a good level of development remains in line, or better, than the Blackpool average. Pupils leave year 1 and subsequent year groups on track due to the solid foundations laid in the EYFS.
Bespoke Devonshire curriculum which is taught to address the needs of our children. This includes; prior learning tasks, retrieval practice, repetition of skills, threshold concepts running throughout subjects, interleaving and low-cognitive load.	Pupils know and remember more. Pupils make connections within their learning. Pupils are happy and self-aware learners. Pupils have an intrinsic desire to learn and have high aspirations for their future.
Reading, writing and maths outcomes improve year on year.	Internal data demonstrates that more disadvantaged children are working at age related standards in reading, writing and maths.
Teaching and learning at Devonshire Primary Academy is at least good.	Improved attainment due to good / outstanding teaching. Pupils' achievements are in line, or better, than national data.
Early identification of social and emotional needs allows pupils to build resilience and reengage with learning.	Fewer referrals to CAHMS. Children deploy strategies to cope with emotions, independently soothing and reframing their mind-set. Internal exclusions decrease.
To improve the attendance of targeted disadvantaged pupils.	The attendance of disadvantaged students is sustained at a minimum of 95% from Year 1 to Year 6.

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: £187,578

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improving teacher's knowledge of what good teaching looks like remains at the forefront of the School Improvement Plan.</p> <p>The school is subscribed to The National College for staff CPD and education sector updated.</p>	<p>CPD is focused on high quality teaching. An instructional coaching model is used throughout the school, with a lead teacher employed specifically for teaching and learning.</p> <p><i>'Improving teaching quality generally leads to greater improvements'</i> EEF</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition#nav-downloads</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p>	1, 2, 3, 6
<p>The Curriculum Lead is responsible for ensuring the curriculum is improving attainment in all subjects.</p>	<p>A bespoke Devonshire curriculum has been developed in line with the most recent research on the science of learning.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/eeef-guidance-reports/effective-professional-development/EEF-Effective-PD-Recommendations-Poster.pdf?v=1666783558</p> <p>Broad and balanced curriculum is essential to improve outcomes.</p> <p>https://www.gov.uk/government/speeches/the-importance-of-a-knowledge-rich-curriculum</p>	2, 3, 6
<p>Explicitly teaching children that thinking is interwoven into everyday</p>	<p>Evidence suggests that metacognitive strategies lead to improved outcomes and independence.</p>	1, 2

teaching and learning.	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition#nav-downloads	
Science Lead to teach science in KS2 and improve science teaching across the school.	<p>The science lead teaches science in KS2 in order to release teachers for PPA and subject leader time.</p> <p>Research shows that teachers demonstrating good subject knowledge have a bigger impact on pupil's outcomes.</p> <p>https://www.suttontrust.com/wp-content/uploads/2019/12/What-makes-great-teaching-FINAL-4.11.14-1.pdf</p> <p>https://www.gov.uk/government/publications/research-review-series-science/research-review-series-science</p> <p>https://www.gov.uk/government/publications/national-curriculum-in-england-science-programmes-of-study/national-curriculum-in-england-science-programmes-of-study</p>	2, 3, 6, 7
Subject Leads given additional time to manage their subject.	<p>Effective subject leadership is crucial, so we assist subject leads by giving them additional non-contact time.</p> <p>https://my.chartered.college/impact_article/leading-the-primary-curriculum-developing-subject-leadership-and-expertise/</p>	
High ratio of staff to children within the EYFS and Year 1.	<p>Communication and language is our priority within EYFS and Year 1.</p> <p>The communication Trust state:</p> <p><i>'There are close links between language development and areas of social disadvantage. Many children growing up in these areas have poor language skills; their spoken language is like that of a younger child, however with the right support some can develop and catch up.</i></p> <p><i>Social disadvantage does not predict language development but is strongly associated and so is a risk factor for poor language skills.</i></p> <p><i>As many as 50% of children in some areas of social disadvantage start school without the language they need for learning.</i></p> <p><i>In areas of social disadvantage children and young people are more than twice as likely to have SLCN (this study found that the likelihood of being identified as having SLCN is 2.3 times greater for children eligible for free school meals and living in areas of deprivation).'</i></p> <p>Our high ratio of staff to children ensures that quality interactions are part of the daily routine. Children's needs are promptly addressed and timely support put in place.</p>	1, 2, 5, 7

	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years	
Subject Leads consider their long-term plans and include opportunities for cultural capital and raising aspiration.	https://revisesociology.com/2016/04/05/cultural-capital-and-educational-achievement/ <i>'Cultural capital is one of the most important concepts within the sociology of education, and it goes a long way to explaining why middle-class children do better in education than working class children'.</i>	3, 6

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

Budgeted cost: £165,273

Activity	Evidence that supports this approach	Challenge number(s) addressed
Established SEND team identify additional needs early with staff knowing and following the graduated response.	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send https://www.gov.uk/government/publications/send-code-of-practice-0-to-25	5
Specialist staff assess children's speech and language on entry and relevant support is put in place.	<p>We recognise the link between oral language, reading and writing and how gaps occur when there are difficulties in these areas. Wider issues relating to the child and their environment that indirectly influence literary development also informs our teaching. These include child-based factors such as hearing, speech and motor difficulties, retrieval speed, metacognition, and executive function. These child factors are influenced further by the environment, such as family background, home language and literacy environment, and whether they speak, read, or write in an additional language.</p> https://www.gov.uk/government/publications/exploring-interventions-for-children-and-young-people-with-speech-language-and-communication-needs-a-study-of-practice	1, 2, 5,7
Learning Mentors identify and address mental-health and well-being issues amongst our	Our PSHE curriculum explicitly teaches SEL with a high proportion of curriculum time given to PSHE/SEL and SMSC. This aligns with the 6 recommendations set out in the EEF improving social and emotional learning in school.	1, 2, 4, 7

<p>community. They are instrumental in planning bespoke programmes for children's social and emotional development.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</p> <p><i>A DfE evidence review highlighted the subject's importance to children and young people's wellbeing and knock-on effects on academic achievement, stating that 'The evidence shows that personal, social, health and economic (PSHE) education can improve the physical and psychosocial well-being of pupils. A virtuous cycle can be achieved, whereby pupils with better health and well-being can achieve better academically, which in turn leads to greater success'.</i></p>	
<p>Targeted Maths and English interventions across all year groups.</p> <p>Phonics – Lightning Squad/ Nussy</p> <p>Reading – Toe by Toe/ Reading Rockets</p> <p>Writing – Colourful Semantics/ Conferencing</p> <p>Spelling – Word Wasp</p> <p>Number – Plus 1, The Power of 2 & 1stClass@Number</p>	<p>https://thirdspacelearning.com/blog/pupil-premium-intervention-ideas/</p> <p>https://educationendowmentfoundation.org.uk/public/files/Selecting_interventions_tool.pdf</p> <p>Lightning Squad Lightning Squad is an online reading programme where pupils work in small groups to improve their reading skills. The programme is a blended approach with face-to-face tutoring supported by an online platform. The activities are designed and structured to improve reading skills, fluency, comprehension, spelling and phonics. Pupils work through 65 specially written, engaging and illustrated stories. Research has demonstrated that pupils using the Lightning Squad programme make learning gains of between 3 and 5 months in reading attainment within a six-week period.</p> <p>Nussy At Nussy we are best known as advocates for children with dyslexia around the globe. But the Nussy programs are not only for dyslexia. Nussy is widely used for whole class, phonics, math, typing and early reading instruction. Nussy collaborates with some of the world's leading academics, and follows the Science of Reading, to ensure our programs are based upon proven research.</p> <p>Toe by Toe Toe by Toe is a highly structured phonics-based reading manual to help anyone who finds reading difficult. It requires 20 minutes of coaching a day. Toe by Toe is for anyone who finds reading difficult. This includes weak readers who struggle to decode or those with dyslexia, dyslexic difficulties or ADHD. Regardless of the nature of literacy problems, everyone can be taught to read using Toe by Toe.</p> <p>Colourful Semantics Colourful semantics is an approach created by Alison Bryan. It is aimed at helping children to develop their grammar but it is rooted in the meaning of words (semantics). Colourful semantics reassembles sentences by cutting them up into their thematic roles and then colour codes them.</p>	<p>1, 2, 5, 7</p>

	<p>The approach has 4 key colour coded stages. There are further stages for adverbs, adjectives, conjunctions and negatives.</p> <p>Word Wasp The Wasp and Hornet were developed to meet the needs of students with moderate to severe reading and spelling problems, including dyslexia. The reading and spelling skills that they deliver are not based on memory but based on the language itself.</p> <p>Plus 1/ The Power of 2 Plus 1 covers basic number work, such as counting forwards and backwards with numbers up to 10, adding and subtracting numbers up to 10, and introducing doubling and halving. It is for anyone who benefits from repeated practice and explanation as the book. Plus 1 stems from the need of some people to have more reinforcement and practice than is often available. Power of 2 begins with teaching number bonds to 10, and then moves on to introducing doubling, halving, addition and subtraction, rounding numbers, multiplying and dividing. It then introduces fractions and looks at worded problems and time. It covers all the aspects of mental maths needed for the new Mathematics Curriculum.</p> <p>1stClass@Number 1stClass@Number 1 is a small-group intervention delivered by Teaching Assistants (TAs). It supports pupils struggling with numeracy in Year 2. It consists of around 30 half-hour lessons, delivered three times a week for 10 weeks in addition to normal mathematics instruction. Pupils involved in the intervention spend approximately 15 more hours on numeracy. The focus is on key aspects of number which can cause particular difficulties for children at this age.</p>	
Every classroom has a teaching assistant who will support children entering as a non-routine admission. This will ensure the child feels welcomed and that they belong at our school from the outset.	<p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/339990/managing-pupil-mobility-to-maximise-learning-summary.pdf</p> <p>https://schoolsweek.co.uk/5-ways-schools-can-support-high-mobility-learners/</p>	1, 2, 4, 8, 9

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

Budgeted cost: £45,969

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embed evidence informed approach to addressing attendance issues.	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1073591/School_attendance_guidance_May-2022.pdf https://www.gov.uk/government/news/just-one-day-off-can-hamper-childrens-life-chances <i>'Children and young people at risk of future educational disengagement need to be identified at an early age, and their positive engagement with education effectively promoted and their attendance improved'.</i>	1, 2, 8
All Year 6 pupils have the opportunity to attend the residential.	https://learningaway.org.uk/wp-content/uploads/Learning-Away-Interim-Evaluation-Summary-2-September-2014.pdf https://learningaway-org-uk.stackstaging.com/impact/evaluating-learning-away/	2, 3, 4, 6, 7, 9
Our ambitious curriculum ensures children receive a rich cultural offer but we want to enhance this further by providing our children with a broad personal development offer.	<p>Trips, visits and experiences are meticulously planned to enable children to; use a range of social skills in a variety of contexts, promote equality of opportunity, develop confidence, gain knowledge and understanding of other faiths and beliefs, reflect on their experiences and to participate positively to artistic, musical, sporting and cultural opportunities.</p> https://revisesociology.com/2016/04/05/cultural-capital-and-educational-achievement/ <i>'Cultural capital is one of the most important concepts within the sociology of education, and it goes a long way to explaining why middle-class children do better in education than working class children'.</i>	1, 2, 3, 4, 6, 7
Newly formed behaviour team ensure behaviour for learning is not a	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour	1, 2, 3, 5, 7

barrier to learning.		
Regular staff training on SEMH ensures signs and symptoms are promptly identified and interventions/ support put in place.	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel	1, 2, 3, 5, 7

Total budgeted cost: £398,820

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 2023 to 2024 academic year.

2023 – 2024 EYFS - Good Level of Development			
Pupil Premium	% difference from 2022/2023	Non-pupil premium	% difference from 2022/2023
70%	+16%	70%	+16%
(Figure from Oct 23 Census)			
<ul style="list-style-type: none">42 of the 60 children were eligible for pupil premium – 70%.56% of pupils eligible for pupil premium achieved a good level of development compared to 70% of children who are not eligible for pupil premium.6 of our pupil premium children are EAL- 15% - 5 of the 6 achieved a GLD.13 of our pupil premium children have SEND – 33%, compared to the local authorities 16.2% - 3 of the 13 achieved a GLD.8 of our pupil premium children were born in the summer term – 21% - 2 of the 8 achieved a good level of development.			

2023 – 2024 Year 1 Phonics Screening Check			
Pupil Premium	% difference from 2022/2023	Non-pupil premium	% difference from 2023/2023
61%	-2.1%	79.2%	+16%
(Figure from Oct 23 Census)			
<ul style="list-style-type: none">35 of the 57 children were eligible for pupil premium – 61%.8 of the 35 children did not meet the expected standard. Of those 8, 7 are SEND and 1 of these children has an EHCP.			

2023 – 2024 Key Stage 1 Results				
	Pupil Premium	% difference from 2022/2023	Non-pupil premium	% difference from 2022/2023
Reading	65%	+15%	35%	-15%
Writing	48%	+11%	25%	-25%
Maths	55%	+20%	45%	-5%

Combined	40%	+16%	20%	-12%
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- 41 of the 60 children were eligible for pupil premium – 68%.
- Children eligible for pupil premium achieved better in reading, writing and maths.
- 11 of the 40 (28%) pupil premium children have SEND. 1 of the 11 achieved the expected standard and 1 of the 11 achieved above the expected standards in reading and maths. 2 of the 11 achieved the expected standard in writing.
- 3 of the 40 (8%) pupil premium children have EAL. 2 of the 3 achieved the expected standard in reading and writing. All 3 achieved the expected standard in maths.
- 14 of the 40 (35%) pupil premium children are summer born. 7 of the 14 achieved the expected standard and 3 achieved above the expected standard in reading. 7 of the 14 achieved the expected standard in writing. 9 of the 14 achieved the expected standard and 1 achieved above the expected standard in maths.

2023 – 2024 Multiplication Check (students who scored 25)

Pupil Premium	% difference from 2022/2023	Non-pupil premium	% difference from 2022/2023
75%	-1%	57%	+7%
<i>(Figure from Oct 23 Census)</i>			

- 42 of the 56 children were eligible for pupil premium – 75%.
- Out of these 43, 30 did not achieve a score of 25.
- The National Average for pupils achieving a score of 25 was 35.2% and we achieved 36.8% (ALL children).

2023 – 2024 Key Stage 2 Results

	Pupil Premium	% difference from 2022/2023	Non-pupil premium	% difference from 2022/2023
Reading	86%	+30%	79%	+9%
Writing	67%	+4%	63%	-8%
Maths	67%	+17%	71%	+11%
Combined	55%	+18%	50%	-0%
GPS	78%	+22%	83%	+23%

- 37 out of the 59 children were eligible for pupil premium – 62.7%.
- 20 out of the 36 achieved the expected standard in reading, writing and maths
- 19 out of the 36 achieved above the expected standard and 12 achieved above the expected standard in reading.
- 24 out of the 36 achieved the expected standard and 3 achieved above the expected standard in writing.

- 24 out of the 36 achieved the expected standard and 4 achieved above the expected standard in maths.
- 7 out of the 36 children were on the SEND register – 2 achieved the expected standard and 1 achieved above the expected standard in reading. 2 achieved the expected standard in writing and 1 achieved the expected standard in maths.
- 1 of the 36 has EAL and they achieved the expected standards in reading, writing and maths.

Communication & Language

All Reception were assessed using the WellComm tool. Throughout the year, those children who were below ARE were involved in intervention groups. Children significantly below ARE, or children displaying other complex speech and language difficulties, were referred to our speech and language therapist.

76 children were on the speech and language therapist's caseload; of these, 54 needed targeted or specialised provision and of the 54, 43 are considered disadvantaged (80%).

As a school we encouraged the growth of vocabulary in everyday conversations, introducing a school-wide word of the week. This word was introduced in assemblies, displayed around school and practised in class with incentives for children to use the word within written work. Early Years children continue to have vocabulary sessions every day; the use of pre-teaching and visual cues, as well as regular recaps of previous learning, support the progress of communication. In the EYFS end of year data, 31 children who had been below ARE at baseline were at ARE at the end of the year.

Key subject specific vocabulary is taught throughout the school and this vocabulary is displayed on class vocabulary trees, organised into subjects to show how they link together. This key vocabulary was made into visual mats for SEND children and EAL children. The EAL children were given these mats in both their home language and English at the beginning of each term to support the pre-teaching of words in English as well as the vital learning of vocabulary in the 'mother tongue'.

Subject scrutiny showed that all children valued and understood the need for vocabulary to be taught discreetly in school. Teachers reported that children are engaged with the Word of the Week and enjoy trying to use it in class. Good use of vocabulary was mentioned by the Ofsted inspector in our latest Ofsted report.

Accelerated Progress in the Early Years

Our GLD percentage for 2023 -2024 showed an increase from the last academic year.

% of children achieving a GLD		
	Pupil Premium	Non-Pupil Premium
2021 - 2022	70%	64%
2022 - 2023	41%	54%
2023 - 2024	57%	68%

The 2023 – 2024 cohort had 37 children identified as disadvantaged – 62%.

From those 37, 5 had EAL, 4 of the 5 achieved a GLD – 80%.

From those 37, 13 had SEND, with 3 of these children achieving a GLD – 23%.

From those 37, 9 were summer born, 2 of these children achieved a GLD – 22%.

Interventions took place throughout the year as no PP children were on track to achieve a GLD at baseline.

Sequential Curriculum

The Devonshire curriculum continues to be reviewed and amendments are made as necessary. The curriculum follows EEF guidance of implementation to ensure effective and sustainable change. Progression documents for all subjects have been produced to ensure a broad, balanced and aspirational curriculum is taught by all. Long term plans for all subjects have been produced which provide information about the contexts taught and when. Knowledge organisers have been produced for all subjects which break down knowledge into 'granular knowledge'; this is to ensure that no steps are missed when aiming to build robust schemas. Short term plans have been produced to ensure that all lessons are sequenced correctly. The curriculum plans provide precise information about the knowledge that pupils need to develop at each stage of their learning.

The maths subject lead has been supported by the Maths Hub to create a bespoke curriculum, taking the very best aspects of different schemes to meet the needs of our children. Fluency is improving. Times table results are better than the national average.

Initially, we used Talk 4 Writing exclusively; however, through analysing data and staff and pupil voice, a bespoke curriculum was created to allow opportunities for the over-learning of basic skills and the application of new learning. Spelling across the school is in need of some improvement as, although KS2 results suggest that children understood and could apply the grammar, where most didn't achieve the expected standard, it was spelling that let them down.

Reading is taught through Success for All, across the school. The KS1 reading 'scheme' has been revised, implemented and embedded during the year.

OFSTED Section 8

4th May 2022

'The curriculum leader and subject leaders have benefited from a range of effective professional development that you and the trust have made available. Subject leaders are now enthusiastic and knowledgeable about their curriculum areas of responsibility. They have thought carefully about what they want pupils to learn. They have ensured that their curriculum subjects are well designed. The curriculums set out in detail the essential knowledge, skills and understanding that pupils will learn and when they will learn it. This is the case for all curriculum subjects.'

Teaching and Learning

CPD throughout the year has focused on improving teaching and learning. The Devonshire pedagogy has been researched, refined and implemented and is based on Rosenshine's Principles of Instruction. Each principle has been explored in depth and teachers are clear on what a good lesson looks like.

Instrumental coaching was implemented in September 2023 which has further developed and improved teaching across the academy. This coaching approach will continue, with the newly

appointed Lead Teacher for teaching and learning ensuring consistency and high standards are maintained.

Identification of SEMH

Our team of two Learning Mentors have been instrumental in identifying and supporting both children and families with social and emotional needs. Over the previous academic year they have supported 168 children within school and much of this work involves working with the whole family. The number of families requiring this support has increased from the previous academic year, when the caseload was 110 children. We believe that the increase is due to several factors, including the impact of Covid-19 when children were isolated from their peers and returned to school with low self-esteem, poor social skills and difficulty in forming friendships. The cost-of-living crisis has also had an impact on our families and many of our families are struggling with their mental health due to stress and anxiety. Our Learning Mentors support families by providing a weekly food bag; any family is eligible and they can access these for as long as required.

Attendance

2024 Analysis of Attendance - Devonshire

Commentary

National Outcomes 2023/24 (source: DfE National Data 8th August 2024)

- National Attendance rate **92.8%** (**94.5%** in Primary, **87%** in Special)
- National Persistent Absence Rate **20.7%** (**15.2%** in Primary, **37.6%** Special)
- National Authorized Absence Rate **4.7%** (**3.9%** in Primary, **9.7%** in Special)
- National Unauthorised Absence Rate **2.5%** (**1.6%** in Primary, **3.3%** in Special)
- FSM Absence **11.1%** (**88.9% attendance**), Non-FSM **5.8%** (**94.2 attendance**)
- EHCP Absence **13.3%** (**86.7% attendance**), SEND Support Absence **10.9%** (**89.1% attendance**), No SEN Absence **6.5%** (**93.5% attendance**)
- Boys Absence **7.1%** (**92.9% attendance**), Girls Absence **7.3%** (**92.7% attendance**)
- Severe Absence **2%** (Autumn 2023/24) – Primary **0.8%**, Special **6.2%**

Devonshire End of Year 2023/24 Attendance Outcomes

Attendance 92.46%	(2.04% below Primary National)
PA 24.35%	(9.15% below Primary National)
SA 0%	
FSM 91.1%	(2.2% above National, which includes special schools)
Male 91.6%	(1.3% below National, includes special schools)
Female 91.9%	(0.8% below National, includes special schools)
SEND 91.1%	(2% above National)

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
FFT Aspire	Fischer Family Trust
SCARF	Lancashire County Council
The National College	The National College