

Pupil premium strategy statement (primary)

1. Summary information						
School	Devonshire Road Primary School					
Academic Year	2020/2021	Total PP budget	£171,965	Date of most recent PP Review	Attendance PPG	94.8 %
Total number of pupils	413	Number of pupils eligible for PP (correct as of Oct 2021)	125 <i>116 PPG (FSM/Ever 6) 2 part year and 2 full year Looked After 4 Post Looked After 3 Armed Forces</i>	Date for next internal review of this strategy	Attendance non PPG	95.2 %
						Attendance National average
				Autumn 2021		

Attainment – 2019/2020 KS1 outcomes – [SPRING DATA]			Attainment – 2019/2020 KS2 outcomes [SPRING DATA]		
Expected standard	<i>Pupils eligible for PP -your school</i> Exp (Exc)	<i>Pupils not eligible for PP -national average</i>	Exceeding standard	<i>Pupils eligible for PP - your school</i> Exp (Exc)	<i>Pupils not eligible for PP - national average</i>
% achieving in reading, writing and maths	N/A	N/A	% achieving in reading, writing and maths	N/A	N/A
% in reading	53%	N/A	% in reading	48%	N/A
% in writing	53%	N/A	% in writing	48%	N/A
% in maths	72%	N/A	% in maths	52%	N/A

Current attainment - 2020/2021 end of KS1 outcomes			Current attainment - 2020/2021 end of KS2 outcomes		
Expected standard	<i>Pupils eligible for PP (your school)</i> 15 chn Exp (Exc)	<i>Pupils not eligible for PP (national average)</i>	Exceeding standard	<i>Pupils eligible for PP (your school)</i> 23 chn Exp (Exc)	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths	39%	N/A	% achieving in reading, writing and maths	24%	N/A
% in reading	60% (13%)	N/A	% in reading	74% (16%)	N/A

% in writing	67% (13%)	N/A	% in writing	52% (17%)	N/A
% in maths	64% (29%)	N/A	% in maths	56% (22%)	N/A

2. Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers (issues to be addressed in school, such as poor oral language skills)

External barriers (issues which also require action outside school, such as low attendance rates)

A.	Access to language – English vocabulary – both spoken and written forms. Poor early writing skills including acquisition of spelling knowledge which limits the production of high quality sentences.
B.	Attendance
C.	Attitudes to learning and limited aspirations and life experiences

3. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Steps to Success</i>
A.	% of pupils eligible for Pupil Premium meeting the expected standard at the end of KS1 and KS2 within reading and writing will be in line with national at the end of the academic year	Broadening of vocabulary children are exposed to and use Barriers to learning identified early and targeted interventions are put in place Children's understanding will have improved through quality first teaching
B.	% of pupils eligible for Pupil Premium meeting the expected standard at the end of KS1 and KS2 within maths will be in line with national at the end of the academic year	Barriers to learning identified early and targeted interventions are put in place Children's understanding will have improved through quality first teaching One to one tuition will be given to pupils to have been identified as needed extra support
C.	For children to build a strong love for learning which encourages aspirations and ambitions for the future. At least 90% of children demonstrate to have a love of learning based on pupil voice feedback.	Children will have been provided enriching experiences A built growth mind-set and metacognition within the children's thinking

4. Review of expenditure				
Previous Academic Year		2020/2021		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
The number of PPG children achieving age related expectations in R,W,M in KS1 and KS2 is broadly in line with national.	<ul style="list-style-type: none"> - Pre and post interventions - Support within lessons when needed - Carefully planned interventions including those of high ability - Identification of any additional support that pupils need e.g. after school tuition - Early identification of vulnerable pupils within the most deprived group 	<p>No national data published this year.</p> <p>Interventions has been monitored over the course of the year (they continued over Teams during school closures). Feedback was highly positive including findings on : bespoke targets, smaller and more personalised groups and progress made within sessions.</p>	To continue with the approach. Curriculum TLR to have a focus on interventions and provide CPD through the year on best practice which is supported by evidence.	<p>Teaching assistants: £123,778</p> <p>One to one tuition: £3,363</p>
(A & B)	<p>Equality TLR Curriculum TLR <u>Schools SPD:</u> Implement a broad and balanced curriculum which is in line with our mission statement and facilitates the highest academic standards for all, enabling children to go on to make good life choice</p>	<p>The curriculum and learning innovation TLR worked with SLT to decide on priorities informed by national educational development and research. They lead whole school training and facilitated CPD for the whole school whilst monitoring and evaluating actions and impact.</p> <p>The Equality TLR also collected, analysed and monitored the data on vulnerable groups whom are eligible for Pupil Premium termly ensuring that interventions were put in place were needed or reviewed. These pupils were also discussed in Pupil Progress meetings with SLT with this information being shared for handover meetings.</p>	Roles will continue to run alongside the school's new development plan.	Both TLRs £1,677

<p>Intervention and Early Help</p> <p>(A & B & C)</p>	<p>-SENCO (3 days a week)</p> <p>- Every Child a Reader Teaching staff (0.85 FTE T9) costs for Every Child's a Reader (ECAR) professional development and delivery – including cost of CPD</p> <p>-Early intervention to support behaviour for learning: Learning Mentor interventions with PPG</p>	<p><u>Learning Mentor</u>: DH would liaise with class teachers and referrals would then include talks and catching up with the children informally on a daily basis or when was needed. All interventions are recorded and if it is via a parent concern then these are cross referenced.</p>	<p>Continue to new the new provision map tool to track and celebrate progress including interventions</p> <p>ECAR (now reading recovery) will continue to be used but from Spring term. Children make great progress and it allows children a greater chance of reaching age expectations.</p>	
		<p><u>SENCO</u> - Last year, one new EHCP in EYFS (32 hours) - child now in Y1. We have two new EHCPs in this year's EYFS - one for 26 hours, one for 22 hours. One of our Y3 (now Y4) pupils has now moved to specialist provision. All CAMs were carried out, within the correct time frames, and early help forms completed, following the meetings, with referrals made. Annual review meetings were held for all EHCPs and relevant paperwork completed/submitted. Provision Map (Edukey) online platform now being used more consistently for production of provision maps, intervention tracking and pupil passports. Staff are beginning to be more confident in using this and we will see a big difference this year. The children on the SEND register have transitioned really well, post-Covid, back into a fully opened school, without bubbles, etc.</p> <p><u>ECAR</u> – due to school closures this did not go ahead as planned throughout the whole year. Targeted children were regularly met with throughout the year by DH.</p>		<p>SENCO £12,219</p> <p>Learning Mentor £8,465</p> <p>Every Child a Reader £8,247</p>
<p>ii. Other approaches</p>				
<p>Desired outcome</p>	<p>Chosen action/approach</p>	<p>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p>	<p>Lessons learned (and whether you will continue with this approach)</p>	<p>Cost</p>

Behaviour Management Support	Behaviour Support Service to provide support, for parents/carers and staff, to help children with controlling difficult behaviour	Provided external support for some of our children with behavioural challenges and enabled them to successfully access their learning.		£2,875
For children to have good attendance within school (A & B & C)	Breakfast club	The level of homework completed by the children alongside individual reading had increased based on feedback by the teachers and Breakfast Club staff. Staff also fed back improved concentration levels and an improvement in punctuality for certain children in this club.	To continue approach next year.	£1,000 (approx.)
For support for children with their catch up education	Breakfast Club/After School Club for siblings	Homework/reading was completed during this time resulting in a positive impact on their learning within the classing. Additional places were provided to siblings to support families with more than one child, ensuring the child in catch up tutoring attended sessions.		£575

<p>For children to have a positive attitude to their learning, life ambitions and mind-set</p> <p>(C)</p>	<p>Enrichment Activities e.g., Y2 pantomime and Y6 Shakespeare</p>	<p>No – Due to COVID enrichment activities were not able to go ahead</p>	<p>Activities to be planned into next year based on success in previous years.</p>	<p>£2,968</p>
<p>For our vulnerable children to feel confident</p>	<p>Resources provided for certain children e.g. uniform/extra-curricular/new sensory room/bespoke food parcels for families from varied cultures</p>	<p>Children felt included and involved in the school community. Sensory room allowed for interventions to build confidence and for management of emotions/needs for our children. 35% of our FSM families benefited from the bespoke food parcels.</p>		<p>£5,098</p>
<p>For support with mental health and wellbeing</p>	<p>Resources/workshops to focus on children's general wellbeing and mental health.</p>	<p>Good social, emotional, mental health and well-being underpins every aspect of school, home and community life; effective learning and healthy relationships are fundamental to pupil progress. The resources/workshops assisted children to access their learning effectively.</p>		<p>£1,200</p>

For support where language is a barrier	Resources to support our children with English as an Additional language	Range of equality books to increase the diversity within our class libraries. Children can see themselves represented in books resulting in raised aspirations and reduced stereotypes.		£500
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5. Additional detail

How will the school measure the impact of the Pupil Premium?

To monitor the attainment and progress of children eligible for the Pupil Premium Grant, the school's analysis of whether a child is on target to reach age related expectations will be implemented alongside comparison data from the previous academic years and approximate Key Stage One average points scores. At Devonshire Road Primary School, the usual cycle of data collection, monitoring and tracking of the cohort's attainment will be used to inform pupil progress and enable the early identification of need, support and appropriate intervention. Pupil progress meetings will take place to review the progress and attainment of pupils eligible for the Pupil Premium Grant and will include a member of Senior Management and the class teacher. At Devonshire Road Primary School, we will be reviewing the impact of actions taken and will plan for how the funding will be allocated over the next phase. When choosing pupils for Pupil Premium target groups, the school will look at all pupils across the school. There are some pupils who are not eligible for Pupil Premium who will benefit from these groups if their needs are similar and we think they can achieve their individual targets.

The Education Endowment Fund Toolkit has been used to inform our decisions on how the grant can be allocated to ensure maximum impact and cost effectiveness. The toolkit has been used to provide an anticipated increase in month's progress throughout the academic year. <https://educationendowmentfoundation.org.uk/evidence-summaries/pupil-premium/>

Designated staff member in charge: Miss Grace Brockless
 Financial support: Ms Katy Branagan
 Nominated governor: Mr Dave Bevitt