**Pupil premium strategy statement (primary)**

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| 1. **Summary information** | | | | | | |
| **School** | Devonshire Road Primary School | | | | | |
| **Academic Year** | 2020/2021 | **Total PP budget** | £141, 470 (£1371.76 per pupil) | **Date of most recent PP Review** | **Attendance**  **PPG** | 95.8 (based on 2019/2019 the national average data is the latest released by the DfE it was released in March 2020) |
| **Total number of pupils** | 416 | **Number of pupils eligible for PP**  **(correct as of Oct 2020)** | 125 (plus 2 summer term only)  *-117 PPG (FSM/Ever 6)*  *-2 (full year) 2 (part year) Looked After*  *-3 Post Looked After*  *-3 Armed Forces* | **Date for next internal review of this strategy** | **Attendance non PPG** | 96.3 |
| **Attendance**  **National average** | 95.3 |

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| **Attainment – 2018/2019 KS1 outcomes (15 chn)** | | | **Attainment – 2018/2019 KS2 outcomes (21 chn)** | | |
| Expected standard | *Pupils eligible for PP -your school*  Exp (Exc) | *Pupils not eligible for PP -national average*  Exp (Exc) | Exceeding standard | *Pupils eligible for PP -your school*  Exp (Exc) | *Pupils not eligible for PP -national average*  Exp (Exc) |
| **% achieving in reading, writing and maths** | 40%(13%) | 50% (5%) | **% achieving in reading, writing and maths** | 67% (10%) | 51% (5%) |
| **% in reading** | 47% (20%) | 62% (14%) | **% in reading** | 86% (19%) | 62% (17%) |
| **% in writing** | 47% (13%) | 55% (7%) | **% in writing** | 71% (10%) | 68% (-) |
| **% in maths** | 60% (27%) | 62% (12%) | **% in maths** | 81% (19%) | 67% (31%) |

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| **Current attainment - 2019/2020 KS1 outcomes – [SPRING DATA]** | | | **Current attainment - 2019/2020 KS2 outcomes [SPRING DATA]** | | |
| Expected standard | *Pupils eligible for PP (your school) 50chn* | *Pupils not eligible for PP (national average)* | Exceeding standard | *Pupils eligible for PP (your school)* | *Pupils not eligible for PP (national average)* |
| **% 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 |

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| 1. **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)* | | | | |
|  | | 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. | | |
|  | | Attendance | | |
| **C.** | | Attitudes to learning and limited aspirations and life experiences | | |
| 1. **Desired outcomes** | | | |
|  | *Desired outcomes and how they will be measured* | | *Steps to Success* |
|  | % 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 |
|  | % 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 bene identified as needed extra support |
|  | 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 |

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| 1. **Planned expenditure** | | | | | | | | |
| **Academic year** | **2020/2021** | | | | | | | |
| The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies. | | | | | | | | |
| 1. **Quality of teaching for all** | | | | | | | | |
| **Desired outcome** | **Chosen action / approach** | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** | **When will you review implementation?** | | | **Cost** |
| The number of PPG children achieving age related expectations in R,W,M in KS1 and KS2 is broadly in line with national.  ***(A & B)*** | - 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 | The EEF states how school closures will widen the attainment gap between disadvantaged children and their peers, likely reversing progress made to narrow the gap since 2011. The median estimate indicates that the gap would widen by 36%.  Linked to SDP priorities – writing, curriculum and COVID recovery  EEF:  Early years interventions = +5 months progress  Feedback = +8 months progress  One to one tuition = +5 months progress  Small group tuition = +4 months progress  Oral language interventions = +5 months progress  Teaching assistants = +1 months progress | -Monitor progress over the course of the year - PPM meetings will be held termly to discuss the progress of children  -Weekly TA meetings and key stage meetings to review interventions, share best practise and CPD.  - Teachers and TA’s to work together to plan pre teaching and block interventions.  - SLT to review intervention files on a termly basis. | Class teachers  GB to monitor progress of PPG children | **Interventions monitored at least termly**  **End of academic year 2021** | | | Teaching assistants:  £115,803  One to one tuition:  £1,300 |
| Equality TLR  Curriculum TLR  Schools SPD:  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 | Linked to SDP priorities –Curriculum and COVID recovery  As we have a high number of cross overs between pupils eligible for Pupil Premium and other vulnerable groups, the role was created to ensure that all pupils make at least expected progress.  EEF:  Metacognition and self-regulation = +7 months progress | -Collect, analyse and monitor the data on vulnerable groups who are also eligible for Pupil Premium  - Report to governors with findings on a termly basis. | **MC**  **GB** | **End of academic year 2021** | | | Both TLRs  £1,677 |
| **Total budgeted cost** | | | | | | | | **£118,780** |
| 1. **Targeted support** | | | | | | | | |
| **Desired outcome** | **Chosen action/approach** | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** | **When will you review implementation?** | | **Cost** | |
| **Intervention and Early Help**  **(A & B & C)** | -SENCO (3 days a week)  -Early intervention to support behaviour for learning: Learning Mentor interventions with PPG children  - 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 | We have chosen to continue ECAR to continue to improve learning outcomes in reading (meeting age related expectations by the end of the year). The children who are chosen for ECAR find decoding challenging and the intervention supports pupils to access comprehension based questions, to read a range of age appropriate texts and to understand more vocabulary.    We have a high number of SEND pupils at Devonshire Road whom are also eligible for Pupil Premium. In order to meet the needs of these pupils, an out of class SENCO is needed to fulfil the duties and ensure the relevant paperwork is up to date. (27%)  Our Learning mentor works in liaison with the Pupil welfare manager to support disadvantaged pupils and their families  Social and emotional Learning = +4months progress (EEF)  Behaviour interventions = +3months progress (EEF) | -Regular reviews of pupils progress throughout the half terms with class teachers and SLT  - Regular communication between ECAR teachers  - SENCO to: attend all CAM/EHCP meetings; observe pupils and monitor their progress; monitor interventions; complete early help forms and EHCP applications; and liaise with SLAs | ECAR=  CS  SENCO=  EG  Learning Mentor =  DH | Ongoing  Full review - end of academic year 2021 | | SENCO  £7,980  Learning  Mentor  £7,248  Every Child a Reader  £5,094 | |
| **Total budgeted cost** | | | | | | | **£20,322** | |
| 1. **Other approaches** | | | | | | | | |
| **Desired outcome** | **Chosen action/approach** | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** | **When will you review implementation?** | **Cost** | | |
| For children to have good attendance within school  **(A & B & C)** | Breakfast club | To promote good attendance and punctuality  Pupils have time to complete homework with peers and teaching assistants.  Homework = +2months progress (EEF)  To support families of pupils who start work early. | Attendance to be monitored regularly | TAs to run the club | **End of academic year 2021** | £1,000 (approx.) | | |
| For children to have a positive attitude to their learning, life ambitions and mind-set  **(C)** | Enrichment Activities  e.g., Y2 pantomime and Y6 Shakespeare | This will help us meet our school priority of personal development and wellbeing provision for children in school.  EEF  Aspirations activities = 2 months progress  Outdoor adventure learning = + 4months progress | Feedback from children till be collected after each event. | Teaching Staff | **End of academic year 2021** | £1,368 | | |
| **Total budgeted cost** | | | | | | **£2,368** | | |

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| 1. **Review of expenditure** | | | | |
| **Previous Academic Year** | | **2019/2020** | | |
| 1. **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** |
| To ensure that the number of PPG children achieving age related expectations in R,W,M in KS1 and KS2 are in line with non-disadvantaged pupils. | Early Intervention: Pre and post teaching- Teaching Assistant support within class, interventions, including those for prior high attaining pupils and professional development | Interventions and pre and post teaching have been monitored over the course of the year until closures in Spring term. Feedback highlighted the positive impact these had on the children’s’ progress with time being used effectively, bespoke target setting and support.  The success criteria could not be fully met due to impact of COVID on the education of our pupils. | To continue with this approach in the academic year 20/21 Due to COVID closures our vulnerable and disadvantage pupils are more likely to be at risk of falling behind by a higher percentage than their peers. | £131,593 |
| One to One Tuition | Even though children only received this support for a significant time period that normal due to school closures, progress was still extremely successful. 10/12 (83%) children at least doubled their maths raw scores from the start of the year going from emerging to expected within the subject.  The two children who did not reach this goal showed to have lower attendance than the other children. | Due to COVID closures, the full impact of one to one tuition could not be fully measured. However, progress made by the children in the short time scale alongside evidence from previous years highlights the great impact this approach has and we will therefore continue to use it.  Attendance of children within these sessions will be monitored and if low, appropriate actions will be taken to change this. | £2,300 |
| Every Child a Reader | Child A – made sufficient progress and was discontinued after 21 sessions.  Child B – currently level 21 and due to discontinue  Child C - Started at level 3 (low red) and currently level 17 (low turquoise). Continuing into next term – regressed since home learning.  Child D - Started at level 3 (low red) and currently level 20. Continuing into next term – regressed since home learning.  Child E - Started at level 2 (high pink) and currently level 14. Continuing into next term.  Child B - | ECAR will continue to be used. Children make great progress during these sessions and help children have a greater chance of reaching age expectations. | £12,993 |
|  | regressed since home learning.  Child E - Started at level 2 (high pink) and currently level 14. Continuing into next term.  Child F - Currently level 21 and almost ready to discontinue but she needs a bit more work on phonics |  |  |
| Intervention and Early Help: SENCO (3 days a week)  Service level Agreements:  • Educational Psychologist  • Behaviour Support  • Speech and Language Therapist | Two new EHCPs were achieved. One of these had been applied for by nursery and had initially been turned down. One of our Y6 children, with significant learning needs, was awarded a place at a special needs high school. This means that he is in a caring and nurturing environment, and will cope with the transition and continue to learn. During lockdown risk assessments were done for all children with EHCPs, in order to decide whether they would be better learning at home or at school. Therefore, all the children were safe and had access to the best provision we were able to provide in the circumstances.  Also, weekly conversations with parents of significant SEND pupils – EHCP/others with significant needs or where an EHCP is being considered, and some of our vulnerable pupils. This gave parents an additional contact with school, a chance to chat about how they were coping and support where needed.  On our return after lockdown, work with children/parents/TAs/teachers to enable the safe and happy return of all our EHCP (and other SEN) children. In some cases, this involved children returning on a part-time timetable, until we were sure that they could cope with full-time learning again.  Life skills sessions started for EHCP (plus a few others with significant need) children until COVID closures- we have not been able to do this yet this year due to bubbles. We are working towards small groups from each bubble having access to this, including SEND pupils plus one or two others who can support them/who might benefit from them.  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. | New Provision Map online tool bought into, and trialled – will give us a more useful way of tracking and celebrating progress-– we are fully using this for individual provision maps this term, and will be extending this to our interventions from spring term 2021.  Continue to develop our target setting for SEND children – this has vastly improved, but still needs work.  Life skills sessions – this will be developed as the year progresses.  The intention is to also look at some of the non-academic talents some of our SEND children have, such as art, and to look at how we can nurture and support this talent – it could be the key to their future!  Continue to develop the skills set for our 1-1 TAs, and how they can support each other. | £20,502  £5,211 |
| Curriculum and Learning Innovation TLR Equality TLR | 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.  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. | Approaches ongoing whilst being adaptive to school needs and priorities. | £1,600 £1,600 |
| 1. **Other approaches** | | | | |
| **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** |
| For attendance to improve and children to have access to a morning meal | Breakfast club/morning bagels  • Reduced allocation due to national Breakfast Club Programme/Bagel/Cereal Grant which allows more of PPG children to access a healthy breakfast | 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 |
| For children to have a positive attitude to their learning, life ambitions and mind-set | Early intervention to support behaviour for learning: Learning Mentor interventions with PPG children  Mental Health & Wellbeing  • Arts Mark  • Inset training on KAPOW  Enrichment Activities  • Y2 pantomime • Y6 Shakespeare  • Culture days i.e. Eid | Targeted children were regularly met with throughout the year by DH.  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.  Staff and children’s feedback has been very positive which has led to All staff are now using KAPOW successfully for a range of foundation subjects. Arts Mark was postponed due to COVID closures.  Children reported to thoroughly enjoy the enrichment activities provided to them  Some activities did not go ahead due to school closures e.g. Shakespeare festival but will be continued in the next academic year. | Positive impacts from this approach will allow us to continue with it this year including the introduction of a PASS group to children in Year 5 and 6.  Arts Mark will be continuing after being postponed.  Enrichment activities will be ongoing if possible. | £8,599  £325  £1,133 |

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| 1. **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 |