

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 2021-2022

Detail	Data
School name	Devonshire Road Primary Road
Number of pupils in school	419
Proportion (%) of pupil premium eligible pupils	125 (30%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	17.12.21
Date on which it will be reviewed	10.07.22
Statement authorised by	E.Hodge, Head Teacher
Pupil premium lead	Grace Brockless, Y6 Teacher
Governor / Trustee lead	Dave Bevitt

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 158,710
Recovery premium funding allocation this academic year	£ 8,483
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	£ 167,193

Part A: Pupil premium strategy plan

Statement of intent

Our aim is to ensure all pupils make good progress and achieve high attainment across all subject areas, irrespective of their background or challenges faced. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. COVID-19 catch- up has also been taken into account when planning how best the funding can be utilised.

Challenges

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

Challenge number	Detail of challenge
1	Impact of loss of education due to lockdown, bubble isolations and individual isolation. The number of sessions (am or pm) lost due to COVID is 35,909
2	% EAL (a number of children at early stages of English) Currently, our percentage of EAL is 39% and our percentage of current INAs is 7.2%.
3	Low levels of parental/carer engagement Average of 70% of children accessing learning to a good or better standard during Jan-Mar 2021 partial school closure. The number of children currently reading at least twice a week at home with a parent/carer is: EYFS – 36/60 (60%) Year 1 – 33/59 (56%) Year 2 – 40/60 (67%)
4	Language deprivation on entry to school (New Intake and international new arrivals) The number of new INAs starting at DRPS on the 1st January 2021 - 31 Dec 2021 has been 18 children. We currently have 36% of children on the NASSEA tracker working at or below level 3 within the 'speaking' strand. Nuffield Early Language Intervention baseline data for Autumn 2021 shows that 56% of our New Intake have below average language acquisition with 43% of them "much below average".
5	Attitudes to learning and limited aspirations and life experiences which limits access to learning and expectation of what they expect to and believe they can achieve.
6	Poor engagement with remote learning when required to isolate.

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 progress and attainment for our disadvantaged and vulnerable pupils within English (reading, writing and GPS)	% 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 (or above) at the end of the academic year
Improved progress and attainment for our disadvantaged and vulnerable pupils within Maths	% 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 (or above) at the end of the academic year
Effective parental/carer engagement that creates on a positive impact on pupils	<p>Our attendance and punctuality is at least in line with National figures.</p> <p>100% of parents/carers to attend biannual parent/carer conferences.</p> <p>At least 80% of children engaging some homework on a weekly basis (in line with homework policy).</p> <p>At least 80% of good or better engagement from those accessing remote learning.</p>
For children to build a strong love for learning which encourages aspirations and ambitions for the future.	<p>At least 95% positive response about school based on pupil voice feedback.</p> <p>SLT monitoring highlights positive learning behaviour in all lesson observations.</p> <p>Attendance figures at least in line with national figures for all groups of children.</p>
Accelerated vocabulary acquisition in EYFS and for international new arrivals.	Final NELI assessments to show that 100% of children accessing the intervention have made accelerated progress in vocabulary acquisition.

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: £ 3,750

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>High quality CPD will be provided to staff to support with the provision of quality first teaching.</p> <p><i>To improve teacher pedagogy in English and Maths to ensure a focus on basic skills so that they can be applied independently across the curriculum.</i></p> <p><i>Inclusive of our curriculum TLR</i></p>	<p>A new report from the Education Policy Institute (EPI), commissioned by Wellcome, undertakes a detailed review of the evidence on the impact of teacher professional development. Key findings showed high-quality CPD for teachers has a significant effect on pupils' learning outcomes.</p>	1 2 4

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

Budgeted cost: £ 137,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
Daily pre teaching and post interventions	<p>EEF toolkit suggests the following impact based on their evidence:</p> <p>Teaching assistant interventions = +4 months</p>	1 2 3
Targeted interventions including those of high ability	<p>EEF toolkit suggests the following impact based on their evidence:</p> <p>Teaching assistant interventions = +4 months</p>	1 2 3
One to One and small group tuition, outside of normal school hours	<p>EEF toolkit suggests the following impact based on their evidence:</p> <p>One to one tuition = +5 months progress</p> <p>Small group tuition = +4 months</p>	1 2 3

	Extending school time = + 3 months	
Equality TLR	EEF toolkit suggests the following impact based on their evidence: Collaborative Learning approaches = +5 months Metacognition and self-regulation = +7 months Oral language interventions = +6 months Phonics = +5 months	1 2
Intervention and Early Help -SENCO - Teaching staff - Bolton Behaviour Support Service - Educational Psychologist - Ladywood Outreach Intervention Package - “The Nest at Canterbury’s” Speech and Language SLA	EEF toolkit suggests the following impact based on their evidence: One to one tuition = +5 months progress Collaborative learning approaches = + 5 months Social and emotional learning = +4 months ‘Leading On Inclusion: The Role of the SENDCO’ 2021 Kay & Middleton <ul style="list-style-type: none"> • Reduces barriers • Increases participation and access to learning Supports diversity	1 5 6

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

Budgeted cost: £ 25,850

Activity	Evidence that supports this approach	Challenge number(s) addressed
Breakfast Club	EEF have released statement: re-publication of the evaluation of school breakfast clubs. <i>“the Education Endowment Foundation (EEF) published an independent evaluation of school breakfast clubs, which found that a model of free, universal, before-school breakfast clubs was a cost-effective way of raising pupil attainment in primary schools”.</i> <i>“For Key Stage 1 outcomes, the impact rating as originally reported, of +2 months’ For Key Stage 2 outcomes, the impact rating as originally reported, of +2 months, has been reduced to 0 months’</i> Other activities completed during this time included homework which the EEF toolkit stated increased progress by 5 months	1 6

CPOMs	CPOMS is a tool which allows staff to effectively act on safeguarding and wellbeing. DSLs act on these promptly which leads to timely actions and effective support for children. CPOMS enables effective tracking and monitoring, which leads to enhanced practice.	5 6
Learning Mentor	EEF toolkit suggests the following impact based on their evidence: Behaviour interventions = +4 months Collaborative learning approaches = + 5 months Social and emotional learning = +4 months	5 6
Attendance Officer	EEF toolkit suggests the following impact based on their evidence: Behaviour interventions = +4 months Collaborative learning approaches = + 5 months Social and emotional learning = +4 months	5 6
Greater provision of wider opportunities for most disadvantaged children/ Enrichment Activities e.g., Y2 pantomime and Y6 Shakespeare	Research shows that the most disadvantaged children are less likely to have access to these opportunities, resulting in an increased gap between most and least disadvantaged.	5 6
School Counsellor	EEF toolkit suggests the following impact based on their evidence: Behaviour interventions = +4 months Collaborative learning approaches = + 5 months Social and emotional learning = +4 months	5 6

Total budgeted cost: £ 167,200

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 2021 to 2022 academic year.

In EYFS, to close the attainment gap for pupil premium pupils achieving a Good Level of Development (GLD), with a focus on 'Communication and Language', 'Personal, Social and Emotional Development' and 'Mathematics'

	Communication & Language (C & L)			
	2018-2019		2021-22	
	School	National	School	National
All	83%	82%	75%	80%
Disadvantaged	73%	71%	71%	69%
Non-disadvantaged	86%	84%	75%	81%
Gap	+13%	+13%	+4%	+13%

	Mathematics			
	2018-2019		2021-22	
	School	National	School	National
All	82%	79%	77%	76%
Disadvantaged	73%	65%	71%	62%
Non-disadvantaged	84%	81%	77%	79%
Gap	+11%	+16%	+6%	+17%

	Personal, Social and Emotional Development (PSED)			
	2018-2019		2021-22	
	School	National	School	National
All	85%	85%	83%	83%
Disadvantaged	82%	75%	71%	74%
Non-disadvantaged	86%	87%	85%	85%
Gap	+4%	+12%	+14%	+11%

	Literacy			
	2018-2019		2021-22	
	School	National	School	National
All	70%	73%	63%	68%
Disadvantaged	45%	58%	29%	52%
Non-disadvantaged	76%	76%	68%	71%
Gap	+31%	+18%	+39%	+19%

Commentary on EYFS achievement 2022:

- 11 out of 60 children in the EYFS cohort are eligible for PP funding.
- 8 out of the 11 children have English as an additional language.
- 2 out of the 11 children are on the SEN register (1 has an EHCP).
- The attainment gap in school has **decreased** from 2019 to 2022 in communication & language and Mathematics.
- The % gap in 2022 for school, compared to national is **lower** in communication & language and Mathematics.
- The attainment gap in school has **increased** from 2019 to 2022 in personal, social and emotional development and literacy. 3/11 children classed as disadvantaged did not achieve the ELG for PSE. 2 of these children are on the SEN register; the other child is new to English and has an August birthday. 4/11 children classed as disadvantaged did not achieve the ELG for Literacy. 2 of these children are on the SEN register; one other child is new to English and has an August birthday.

In Year 1 phonics, to close the attainment gap for pupil premium pupils achieving the expected standard and passing the phonics screening test.

	Phonics Screening Check (Year 1)			
	2018-2019		2021-22	
	School	National	School	National
ALL	88%	82%	83%	76%
Disadvantaged	94%	71%	73%	63%
Non-disadvantaged	86%	84%	86%	79%
Gap	-8%	+14%	-5%	+8%

Commentary for 2022:

- Pupils classed as disadvantaged **achieve well** in phonics in Year 1
- The gap between “disadvantaged” and “not disadvantaged” pupils is much **lower** than national
- School continues to have on average **more children passing** the phonics screen than national averages

In KS1, to close the attainment gap for pupil premium pupils achieving the expected standard and greater depth in reading, writing and mathematics and passing the phonics screening test.

	Phonics Screening Check (end of KS1)			
	2018-2019		2021-22	
	School	National	School	National
ALL	95%	91%	90%	91%
Disadvantaged	93%	85%	94%	85%
Non-disadvantaged	95%	93%	89%	93%
Gap	+2%	+8%	-5%	+8%

	Reading Expected Standard (GD standard)			
	2018-2019		2021-22	
	School	National	School	National
All	69% (24%)	75% (25%)	63% (15%)	67% (18%)
Disadvantaged	47% (20%)	62% (14%)	50% (6%)	52% (8%)
Non-disadvantaged	77% (25%)	78% (28%)	68% (18%)	71% (21%)
Gap	+30% (+5%)	+16% (+14%)	+18% (+12%)	+19% (+13%)

	Writing Expected Standard (GD standard)			
	2018-2019		2021-22	
	School	National	School	National
All	58% (15%)	69% (15%)	60% (12%)	58% (8%)
Disadvantaged	47% (13%)	55% (7%)	56% (0%)	41% (3%)
Non-disadvantaged	61% (16%)	73% (17%)	61% (16%)	63% (9%)
Gap	+14% (+3%)	+18% (+10%)	+5% (+16%)	+22% (+6%)

	Maths Expected Standard (GD standard)			
	2018-2019		2021-22	
	School	National	School	National
All	73% (25%)	76% (22%)	60% (17%)	68% (15%)
Disadvantaged	60% (27%)	62% (12%)	44% (13%)	52% (7%)
Non-disadvantaged	77% (25%)	79% (24%)	66% (18%)	73% (18%)
Gap	+17% (-2%)	+17% (+12%)	+22% (+5%)	+21% (+11%)

	Reading/Writing/Maths Combined Expected Standard (GD Standard)			
	2018-2019		2021-22	
	School	National	School	National
All	54% (15%)	65% (11%)	53% (7%)	53% (6%)
Disadvantaged	40% (13%)	50% (5%)	38% (0%)	37% (2%)
Non-disadvantaged	59% (16%)	69% (13%)	59% (9%)	58% (7%)
Gap	+19%	+19%	+9%	

Commentary for 2022:

- Disadvantaged pupils continue to achieve well in phonics in Key Stage 1
- The gap between disadvantaged and non-disadvantaged pupils is generally **in line** with national averages for reading and maths.
- The gap between disadvantaged and non-disadvantaged pupils is generally **lower than** than national averages for writing with a higher percentage of disadvantaged pupils achieving the expected standard than national averages.
- A **higher** percentage of disadvantaged pupils have achieved greater depth in maths than national averages which means that for maths, the disadvantaged gap is smaller in school.

In KS2, to close the attainment gap for pupil premium pupils achieving the expected standard in reading, writing and mathematics, and the higher standard in reading.

Attainment:

NB: we have applied for three children to be removed from the results as they are international new arrivals. This will alter the percentages. Predicted percentages are in the green column (*NB this is not validated yet)

	Reading/Writing/Maths Combined Expected Standard (GD Standard)				
	2018-2019		2021-22		
	School	National	School	without INAS	National
All	69% (11%)	65% (11%)	60% (8%)	63% *	59%
Disadvantaged	67% (10%)	51% (5%)	69% (6%)	Not yet available	Not yet available
Non-disadvantaged	70% (16%)	71% (5%)	57% (9%)		
Gap	+3% (+6%)	+20% (0%)	-12% (+3%)		

	Reading Expected Standard (GD Standard)				
	2018-2019		2021-22		
	School	National	School	without INAS	National
ALL	76% (26%)	73% (27%)	73% (28%)	77% *	74%
Disadvantaged	86% (19%)	62% (17%)	88% (38%)	Not yet available	Not yet available
Non-disadvantaged	70% (30%)	78% (31%)	68% (25%)		
Gap	-16% (+11%)	+16% (+14%)	-20% (-13%)		

+

	Maths Expected Standard (GD Standard)				
	2018-2019		2021-22		
	School	National	School	without INAS	National
ALL	84% (38%)	79% (27%)	82% (33%)	86% *	71%
Disadvantaged	81% (19%)	67% (31%)	81% (31%)	Not yet available	Not yet available
Non-disadvantaged	86% (49%)	84% (31%)	82% (34%)		
Gap	+5% (+30%)	+16% (0%)	+1% (+3%)		

	Writing Expected Standard (GD Standard)				
	2018-2019		2021-22		
	School	National	School	without INAS	National
All	78% (17%)	78% (20%)	67% (20%)	70% *	69%
Disadvantaged	71% (10%)	68% (-%)	75% (19%)	Not yet available	Not yet available
Non-disadvantaged	81% (22%)	83% (-%)	64% (20%)		
Gap	+10% (+12%)	+15%	-11% (+1%)		

Commentary 2022:

**National data for 2022 has been yet been published on the data pack

- The **gap has been closed** for all subjects in KS2 with disadvantaged pupils achieving broadly in line with their non-disadvantaged peers and above national averages for all subjects

Progress:

	Writing Expected Standard (GD Standard)			
	2018-2019		2021-22	
	School	National	School	National
All	-0.1	0	2.5	Not available yet
Disadvantaged	0.1	-0.5	2.0	
Non-disadvantaged	-1.6	0.3	2.6	

	Reading Expected Standard (GD Standard)			
	2018-2019		2021-22	
	School	National	School	National
All	-0.4	0	1.4	Not available yet
Disadvantaged	2.1	-0.6	2.1	
Non-disadvantaged	-1.9	0.3	1.1	

	Maths Expected Standard (GD Standard)			
	2018-2019		2021-22	
	School	National	School	National
All	0.4	0	4.2	Not available yet
Disadvantaged	1.3	-0.7	3.0	
Non-disadvantaged	-0.2	0.4	4.6	

Commentary:

- Both disadvantage and non-disadvantage **progress scores are positive** for all subjects
- All progress scores are in at least **the top 20% of progress nationally**, including those progress scores for disadvantaged pupils

Intended outcome	Success criteria
Improved progress and attainment for our disadvantaged and vulnerable pupils within English (reading, writing and GPS)	% 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 (or above) at the end of the academic year
<p>Review Sept 2022:</p> <p>Key Stage 1:</p> <p>*attainment of disadvantaged pupils at KS1 in reading was broadly in line with similar pupils nationally (school = 50%; national = 52%)</p> <p>*attainment of disadvantaged pupils at KS1 in writing was higher than similar pupils nationally (school = 56%; national = 41%)</p> <p>*a higher percentage of disadvantaged pupils achieved GDS in writing than similar pupils nationally</p> <p>*% of all pupils attaining EXS+ in writing at KS1 is higher than national averages</p> <p>Key Stage 2:</p> <p>*attainment of disadvantaged pupils at KS2 in reading (88%) was much higher average of <i>all</i> pupils nationally (74%)</p> <p>*attainment of disadvantaged pupils at KS2 in writing (75%) was higher average of <i>all</i> pupils nationally (69%)</p>	
Improved progress and attainment for our disadvantaged and vulnerable pupils within Maths	% 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 (or above) at the end of the academic year
<p>Review Sept 2022:</p> <p>Key Stage 1:</p> <p>*attainment of more able disadvantaged pupils at KS1 in maths was higher than similar pupils nationally (school = 13%; national = 7%)</p>	

*attainment of disadvantaged pupils at KS1 in **maths** was lower than similar pupils nationally (school = 44%; national = 52%) and is a priority for our school development 2022-2023

Key Stage 2:

*attainment of disadvantaged pupils at KS2 in **maths** (81%) was much higher average of *all* pupils nationally (71%)

*progress score disadvantaged pupils at KS2 in **maths** was extremely positive (3.0) and is in the top 20% of *all* pupils' progress in maths nationally

Effective parental/carer engagement that creates on a positive impact on pupils

Our attendance and punctuality is at least in line with National figures.
 100% of parents/carers to attend biannual parent/carer conferences.
 At least 80% of children engaging some homework on a weekly basis (in line with homework policy).
 At least 80% of good or better engagement from those accessing remote learning.

Review Sept 2022:

*Attendance for 2021-2022 is 93.3% which is lower than previous years due to COVID illness and unauthorised holidays following the lifting of COVID restrictions. Attendance for those eligible for PPG was inline with whole school attendance at 93.4%. We are waiting national comparisons. **Whole school attendance is a priority for our school development 2022-2023.**

*98% of parents and carers spoke to their teacher at the biannual parents/carer conferences. Information was sent home for the 2% of parents/carers who weren't available or able to rearrange.

*146 parents/carers attended one of our September 2022 "Meet the Teacher" sessions

*commitment to homework continues to be variable and **is therefore a priority for our school development 2022-2023.**

For children to build a strong love for learning which encourages aspirations and ambitions for the future.

At least 95% positive response about school based on pupil voice feedback.
 SLT monitoring highlights positive learning behaviour in all lesson observations.
 Attendance figures at least in line with national figures for all groups of children.

Review Sept 2022:

*Pupil questionnaire results June 2022

- 86% of pupils believe that everyone in school follows our school rule: "be the best you can be" a lot or always
- 97% of pupils said that doing well in their school work was important to them ("always" or "a lot")
- 92% of pupils said that they get on well with their teachers "a lot" or "always"

*Attendance for 2021-2022 is 93.3% which is lower than previous years due to COVID illness and unauthorised holidays following the lifting of COVID restrictions. Attendance for those eligible for PPG was inline with whole school attendance at 93.4%. We are waiting national comparisons. **Whole school attendance is a priority for our school development 2022-2023.**

*SLT monitoring of lessons highlights excellent behaviour and attitudes towards learning

Accelerated vocabulary acquisition in EYFS and for international new arrivals.

Final NELI assessments to show that 100% of children accessing the intervention have made accelerated progress in vocabulary acquisition.

Review Sept 2022:

*Nuffield Early Language Intervention

- 100% of children made progress
- 90% of the children who accessed the NELI intervention made accelerated progress from very low starting points and were assessed as being at the age related expectations by the end of the programme. The one child who didn't is accessing professional speech and language support.

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
Online maths intervention	White Rose Maths
Phonics	Collins Big Cat Phonics
Maths	White Rose Maths, Mathletics, TT Rockstars
Computing	Purple Mash
Online Safety	National Online Safety
EYFS	Tapestry
EAL	Flash Academy
Teams	Microsoft
Class Dojo	Y Combinator's Ed-tec
National College online CPD package	National College