

## 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 2024-2025

Detail	Data
School name	Devonshire Road Primary Road
Number of pupils in school	421
Proportion (%) of pupil premium eligible pupils	26.6% 111(FSM) 2(LAC) 2(Services children)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024-2027
Date this statement was published	Oct 2024
Date on which it will be reviewed	Oct 2025
Statement authorised by	E.Hodge, Head Teacher
Pupil premium lead	Grace Brockless, Y6 Teacher, Equality TLR
Governor / Trustee lead	Dave Bevitt

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	165,320
Recovery premium funding allocation this academic year	6,772
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	172,092

# 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	<b>Impact of COVID on children's social, emotional and mental health due to lockdown, bubble isolations and individual isolation.</b>
2	<b>% EAL (a number of children at early stages of English)</b> Currently, our percentage of EAL is 40% (34% in Bolton) and our percentage of current INAs is 4% and ever INA 4%.
3	<b>Attendance</b> Currently, our school data is higher than national; however, this continues to be a focus of our SDP and something we continue to tackle daily within school.
4	<b>Language deprivation on entry to school (New Intake and international new arrivals)</b> The number of new INAs starting continues to rise, with numbers showing 16 current INAs. At the start of the academic year, we have 77% of children on the NASSEA tracker working at or below level 3 within the 'reading' strand. EYFS Baseline assessments for communication & language in Autumn 2024 shows that 0% of our New Intake are working within age 4-5. 75% are working within age 3-4 and 25% are working within age birth-3.
5	<b>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.</b>
6	<b>The impact on mental health wellbeing due to deprivation, increased levels of poverty due to the increased cost of living and adverse childhood experiences</b>

## 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 (or above) school for KS1 and national for KS2 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 (or above) school for KS1 and national for KS2 at the end of the academic year
Effective parental/carer engagement and support 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.
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.
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.
Improved attendance and engagement with support services	Attendance data to be at least in line with national figures. Our PPG, SEND and other vulnerable group attendance data, to be in line with school/national.  Pupil voice will show that 90% of pupils feel supported in school and 90% of pupils know where they can receive support.
Improved progress for our INA children	To have 100% of the children NASSEA tracker move up at least one step

## 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: £ 4,125

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>High quality CPD will be provided to staff to support with curriculum design</p> <p><i>To improve children's retention of knowledge for longer periods through the planned sequencing and use of substantive and disciplinary knowledge</i></p>	<p>A 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>	2 4

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

Budgeted cost: £154,268

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>	2 4
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> <p>Reading comprehension strategies = + 6 months</p> <p>Individualised Instruction =(e.g. 1:1s) +4</p>	2 4
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>	2 4

	<p>Small group tuition = +4 months</p> <p>Extending school time = + 3 months</p>	
Equality TLR	<p>EEF toolkit suggests the following impact based on their evidence:</p> <p>Collaborative Learning approaches = +5 months</p> <p>Metacognition and self-regulation = +7 months</p> <p>Oral language interventions = +6 months</p> <p>Phonics = +5 months</p>	2 4
<p>Intervention and Early Help</p> <p>-SENCO</p> <p>- Teaching staff</p> <p>- Bolton Behaviour Support Service</p> <p>- Educational Psychologist</p> <p>- Ladywood Outreach Intervention Package</p> <p>- "The Nest at Canterbury's"</p> <p>Speech and Language SLA</p> <p>-Bolton Mental Health School Team (small group, class and whole school provision)</p>	<p>EEF toolkit suggests the following impact based on their evidence:</p> <p>One to one tuition = +5 months progress</p> <p>Collaborative learning approaches = + 5 months</p> <p>Social and emotional learning = +4 months</p> <p>'Leading On Inclusion: The Role of the SENDCO' 2021 Kay &amp; Middleton</p> <ul style="list-style-type: none"> <li>• Reduces barriers</li> <li>• Increases participation and access to learning</li> </ul> <p>Supports diversity</p>	1 3 5 6
Reading Scheme - Steps to Read	<p>EEF toolkit suggests the following impact based on their evidence:</p> <p>Oral language interventions = +6 months</p> <p>Collaborative learning approaches = + 5 months</p> <p>The Oracy Education Communication document "We need to talk" (Oct 2024) outlines how to achieve the belief that, 'Oracy is as foundational in learning as reading, writing and arithmetic. It should be an entitlement in every child's education to prepare them as future citizens.'</p>	2 4
Early Excellence Training for Y1 staff	<p>This is a 'transformational organisation specialising in supporting the development of best practice and provision in the Early Years and KS1' enabling 'strong foundations in the first years of school'</p>	2 4

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

Budgeted cost: £13,699

Activity	Evidence that supports this approach	Challenge number(s) addressed
Breakfast Club	<p>The new EEF evaluation report finds:  <i>“Breakfast clubs found to boost primary pupils’ reading writing and maths results”</i></p> <p><i>“Breakfast clubs that offer pupils in primary schools a nutritious meal before school can boost their reading, writing and maths results by the equivalent of two months’ progress over the course of a year, according to the results of a randomised controlled trial published by the Education Endowment Foundation (EEF) today.”</i></p> <p><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></p> <p>Other activities completed during this time included homework which the EEF toolkit stated increased progress by 5 months</p>	1 3 6
CPOMs	<p>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.</p>	1 5 6
<p>Learning Mentor</p> <p>ELSA Support – 3 staff members trained by educational psychologists and receive supervision</p>	<p>ELSA state they have <i>“Evidence-Based Content: We try to base our resources on the latest research in child psychology and education and are constantly updating and making our resources relevant for today”</i></p> <p>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</p>	1 5 6
Attendance Officer	<p>EEF toolkit suggests the following impact based on their evidence:            Behaviour interventions = +4 months            Collaborative learning approaches = + 5 months</p>	1 5 6

	Social and emotional learning = +4 months	
<p>Greater provision of wider opportunities for most disadvantaged children/ Enrichment Activities</p> <p>e.g. Y2 pantomime and Y6 Shakespeare</p>	<p>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.</p> <p>EEF toolkit suggests the following impact based on their evidence:  Arts participation = + 3 months  Collaborative learning approaches = + 5 months</p>	<p>1 3 4 5 6</p>

**Total budgeted cost: £172,092**

# 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 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)			
	2022 - 2023		2023 - 2024	
	School	National	School	National
All	75%	80%	76%	79%
Disadvantaged	83%	70%	70%	69%
Non-disadvantaged	72%	82%	78%	81%
Gap	-11%	+12%	+8%	12%

	Mathematics			
	2022 - 2023		2023 - 2024	
	School	National	School	National
All	80%	77%	75%	77%
Disadvantaged	92%	64%	70%	63%
Non-disadvantaged	77%	80%	76%	79%
Gap	-15%	+16%	+6%	+16%

	Personal, Social and Emotional Development (PSED)			
	2022 - 2023		2023 - 2024	
	School	National	School	National
All	88%	83%	85%	83%
Disadvantaged	100%	74%	70%	73%
Non-disadvantaged	85%	85%	88%	85%
Gap	-15%	+11%	+18%	+12%

	Literacy			
	2022 - 2023		2023 - 2024	
	School	National	School	National
All	61%	70%	63%	70%
Disadvantaged	67%	55%	70%	54%
Non-disadvantaged	60%	72%	61%	73%
Gap	-7%	+17%	-9%	+19%

### Commentary on EYFS achievement 2023:

- 12 out of 59 children in the EYFS cohort are eligible for PP funding.
- 8 out of the 12 children have English as an additional language.
- 2 out of the 12 children are on the SEN register
- The attainment for our disadvantaged in school is above non-disadvantaged in Literacy
- The attainment gap in school has **increased** from 2023 to 2024 in communication & language, Mathematics, PSED and Mathematics.
- The attainment gap in school has **decreased** from 2023 to 2024 in Literacy.
- The % gap in 2024 for school, compared to national is **lower** in communication & language, Mathematics and Literacy



**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)			
	2022 - 2023		2023 - 2024	
	School	National	School	National
All	82%	79%	85%	80%
Disadvantaged	64%	67%	80%	68%
Non-disadvantaged	86%	82%	87%	83%
Gap	+12%	+15%	+7%	+15%

Commentary for 2023:

- The gap between “disadvantaged” and “not disadvantaged” pupils **has lowered** in phonics in Year 1 since 2023 within school
- The gap between “disadvantaged” and “not disadvantaged” pupils is **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)			
	2022 - 2023		2023 - 2024	
	School	National	School	National
All	93%	89%	92%	Not available
Disadvantaged	93%	81%	N/A	Not available
Non-disadvantaged	93%	91%	92%	Not available
Gap	0%	+10%	N/A	Not available

	Reading expected standard (GD standard)			
	2022 - 2023		2023 - 2024	
	School	National	School	National
All	55% (10%)	68% (19%)	58% (17%)	Not available
Disadvantaged	64% (0%)	54% (9%)	56% (6%)	Not available
Non-disadvantaged	52% (13%)	73% (22%)	60% (21%)	Not available
Gap	-12% (+13%)	+19% (+13%)	+4% (+15%)	Not available

	Writing expected standard (GD standard)			
	2022 - 2023		2023 - 2024	
	School	National	School	National
All	55% (10%)	68% (19%)	53% (10%)	Not available
Disadvantaged	64% (0%)	54% (9%)	56% (11%)	Not available
Non-disadvantaged	52% (13%)	73% (22%)	52% (10%)	Not available
Gap	-12% (+13%)	+19% (+13%)	-4% (-1%)	Not available

	Maths expected standard (GD standard)			
	2022 - 2023		2023 - 2024	
	School	National	School	National
All	62% (12%)	70% (16%)	65% (22%)	Not available
Disadvantaged	64% (7%)	56% (8%)	72% (22%)	Not available
Non-disadvantaged	61% (13%)	75% (19%)	69% (21%)	Not available
Gap	-3% (+6%)	+19% (+11%)	-3% (-1%)	Not available

	R/W/M Combined Expected (GD standard)			
	2022 - 2023		2023 - 2024	
	School	National	School	National
All	45% (2%)	56% (6%)	48% (7%)	Not available
Disadvantaged	57% (0%)	40% (2%)	50% (6%)	Not available
Non-disadvantaged	41% (2%)	61% (7%)	48% (7%)	Not available
Gap	-16% (+2%)	+21% (+5%)	-2% (+1%)	Not available

### Commentary for 2024:

- No disadvantaged children had to retake phonics
- The gap between disadvantaged and non-disadvantaged pupils is generally **lower** than national averages for reading and maths.
- The gap between disadvantaged and non-disadvantaged pupils is generally **lower** than national averages for reading and maths for children working at GD.
- The gap between disadvantaged and non-disadvantaged pupils has **increased** in Reading, Mathematics, Writing and combined

**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\*** *please note that the data for school is subject to change when the validated data is released*

### Attainment:

	R/W/M Combined Expected (GD standard)			
	2022 - 2023		2023 - 2024	
	School	National	School	National
All	63% (20%)	59% (8%)	63% (10%)	61% (8%)
Disadvantaged	50% (15%)	44% (3%)	62% (0%)	46% (3%)
Non-disadvantaged	70% (23%)	66% (10%)	63% (15%)	67% (10%)
Gap	+20% (+8%)	+22% (+7%)	+1% (+15%)	+21% (+7%)

	Reading Expected (GD standard)			
	2022 - 2023		2023 - 2024	
	School	National	School	National
All	75% (37%)	73% (29%)	66% (21%)	74% (29%)
Disadvantaged	70% (30%)	60% (17%)	67% (10%)	63% (18%)
Non-disadvantaged	78% (40%)	78% (34%)	66% (27%)	79% (33%)
Gap	+8% (+10%)	+18% (+17%)	+1% (+17%)	16% (+15%)

	Maths Expected (GD standard)			
	2022 - 2023		2023 - 2024	
	School	National	School	National
All	87% (37%)	73% (24%)	77% (34%)	73% (24%)
Disadvantaged	70% (30%)	59% (13%)	81% (24%)	59% (13%)
Non-disadvantaged	95% (40%)	79% (28%)	76% (39%)	79% (29%)
Gap	+15% (+10%)	+20% (+15%)	-5% (+15%)	+20% (+16%)

	Writing Expected (GD standard)			
	2022 - 2023		2023 - 2024	
	School	National	School	National
All	67% (25%)	71% (13%)	69% (15%)	72% (not published)
Disadvantaged	50% (25%)	58% (7%)	62% (5%)	59% (6%)
Non-disadvantaged	75% (25%)	77% (16%)	73% (20%)	77% (16%)
Gap	+25% (0%)	+19% (+9%)	+11% (15%)	+18% (10%)

### Commentary 2023:

- The gap between disadvantaged and non-disadvantaged pupils is **lower** in school than national in Reading Writing, Maths and RWM combined
- The gap between disadvantaged and non-disadvantaged pupils is **lower** in school than national in Maths for children performing at greater depth
- The gap between disadvantaged and non-disadvantaged pupils is **lower** in school for 2024 compared to 2023

Intended outcome	Success criteria
Improved progress and attainment for our disadvantaged and vulnerable	% 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

pupils within English (reading, writing and GPS)	
<p><b>Review Sept 2024:</b></p> <p><b>Key Stage 1:</b> National data is no longer published for KS1</p> <p><b>Key Stage 2:</b>  *attainment of disadvantaged pupils at KS2 in <b>reading</b> was higher than similar pupils nationally (school = 67%; national = 63%) and non-disadvantaged in school (67% compared to 66%)  *attainment of disadvantaged pupils at KS2 in <b>writing</b> (75%) was higher than similar pupils nationally (school 62%, national = 59%)  *attainment of disadvantaged pupils achieving GD at KS2 in <b>writing</b> was slightly lower than similar pupils nationally (school 5%, national = 6%)  *attainment of disadvantaged pupils achieving GD at KS2 in reading was slightly lower than national (school = 10%, national =18%)</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><b>Review Sept 2024:</b></p> <p><b>Key Stage 1:</b> <i>National data no longer published for comparison</i></p> <p><b>Key Stage 2:</b>  *attainment of disadvantaged pupils at KS2 in <b>maths</b> (70%) was higher average of <i>all</i> pupils nationally (59%)  *attainment of more able disadvantaged pupils at KS2 in <b>maths</b> was higher than similar pupils nationally (school = 24%; national = 13%). It was also in line with <i>all</i> pupils nationally</p>	
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.
<p><b>Review Sept 2024:</b></p> <p>*Attendance for 2023-24 was 95% which is higher than the national average for the same year. Attendance for those eligible for PPG was inline with whole school attendance at 95%.</p> <p>*96.7% of parents and carers spoke to their teacher at the biannual parents/carer conferences. Information was sent home for the % of parents/carers who weren't available or able to rearrange.</p> <p>*Our September 2024 online (pre-recorded) sessions for "Meet the Teacher" sessions were also accessed via our school's YouTube account online the following times:</p> <p>Y1 = 150 views (130 unique users - 80 returning viewers)  Y2 = 124 views (99 unique users - 68 returning viewers)  Y3 = 103 views (81 unique users - 55 returning viewers)  Y4 = 101 views (77 unique users - 61 returning viewers)  Y5 = 136 views (103 unique users - 72 returning viewers)  Y6 = 146 views (120 unique users - 80 returning viewers)</p>	
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.
<p><b>Review Nov 2024:</b></p> <p>*KS2 pupil questionnaire results November 2024:</p>	

- Y6 – 98% gave a neutral to extremely agree response to enjoying coming to school. 98% gave a neutral to extremely agree response to feeling safe in school.
- Y5– 96% gave a neutral to extremely agree response to feeling happy in school. 96% gave a yes response to knowing who to speak to if they needed help in school.
- Y4– 98% gave a neutral to extremely agree response to enjoying coming to school. 98% gave a neutral to extremely agree response to feeling safe in school.
- Y3 – 98% gave a neutral to extremely agree response to enjoying coming to school. 98% gave a neutral to extremely agree response to feeling safe in school.

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

\*Ofsted October 2023 commented positively on children’s behaviour and attitudes.

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.
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**Review Sept 2024:**

\*Nuffield Early Language Intervention

- 100% of children made progress.  
 1 child stopped after part 1 due to SEND needs not ready to progress to Part 2.  
 50 % no concerns after intervention from clear concerns.  
 25% slight concern. In line with age related.  
 25% still concerns with speech and language. Referred to SALT.  
 50% age related  
 75% age related for communication and language

## 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
Phonics	Collins Big Cat Phonics
Maths	White Rose Maths, TT Rockstars, NCETM
English	Spelling Shed
Online Safety	National Online Safety
EYFS	Tapestry
Teams	Microsoft
Class Dojo	Y Combinator's Ed-tec
National College online CPD package	National College