

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 2025-2026

Detail	Data
School name	Devonshire Road Primary Road
Number of pupils in school	421
Proportion (%) of pupil premium eligible pupils	29.2% 118(FSM) 3 (post - LAC)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	Dec 2025
Date on which it will be reviewed	Dec 2026
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	189,290
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	189,290

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.

Challenges

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

Challenge number	Detail of challenge
1	% EAL (a number of children at early stages of English) Currently, our percentage of EAL is 40% (34% in Bolton) and our percentage of current INAs is 4% and ever INA 4%.
2	Attendance 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.
3	Language deprivation on entry to school (New Intake and international new arrivals) 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.
4	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.
5	The impact on mental health wellbeing due to deprivation, increased levels of poverty due to the increased cost of living and adverse childhood experiences

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 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
High quality CPD will be provided to staff to support with curriculum design <i>To improve children's retention of knowledge for longer periods through the planned sequencing and use of substantive and disciplinary knowledge</i>	A report from the Education Policy Institute (EPI), commissioned by Wellcomm, 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.	2 4

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

Budgeted cost: £164,274

Activity	Evidence that supports this approach	Challenge number(s) addressed
Daily pre teaching and post interventions	EEF toolkit suggests the following impact based on their evidence: Teaching assistant interventions = +4 months	2 4
Targeted interventions including those of high ability	EEF toolkit suggests the following impact based on their evidence: Teaching assistant interventions = +4 months Reading comprehension strategies = + 6 months	2 4

	Individualised Instruction =(e.g. 1:1s) +4	
One to One and small group tuition, outside of normal school hours	EEF toolkit suggests the following impact based on their evidence: One to one tuition = +5 months progress Small group tuition = +4 months Extending school time = + 3 months	2 4
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	2 4
Intervention and Early Help -SENCO - Teaching staff - BloomNW Wellbeing Support - Educational Psychologist - Woodbridge Outreach Intervention Package - “The Nest at Canterbury’s” Speech and Language SLA -Bolton Mental Health School Team (small group, class and whole school provision) - Educational Psychology supervision for our ELSAs	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 3 5 6
Reading Catch up – Reading Plus	EEF suggests that reading fluency is the “bridge to reading success” (April 2025) They state that: “Although fluency is often thought of as a competency learned in primary school, if pupils have not achieved fluency by then they are most likely to struggle with fluency and comprehension into middle and secondary school.” An average of 2 years and 3 months of progress in reading comprehension in KS2 students after 8 weeks.	2 4
Early Excellence Training for Y1 staff	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’	2 4

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

Budgeted cost: £21,676

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
ELSA Support – 3 staff members trained by educational psychologists and receive supervision	<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</p>	1 5 6

	<p>Collaborative learning approaches = + 5 months</p> <p>Social and emotional learning = +4 months</p>	
<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:</p> <p>Arts participation = + 3 months</p> <p>Collaborative learning approaches = + 5 months</p>	<p>1 3 4 5 6</p>

Total budgeted cost: £190,075

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'

% of pupils good level of development	School GLD	National GLD
All pupils	66%	68%
Non disadvantaged	66%	72%
Disadvantaged	67%	51%

Commentary on EYFS achievement 2025:

- 12 out of 59 children in the EYFS cohort are eligible for PP funding.
- 21 out of the 59 children have English as an additional language.
- 12 out of the 59 children are on the SEN register
- The attainment for our disadvantaged in school is above non-disadvantaged
- The attainment gap in school has **decreased** from 2024 to 2025 in communication and language
- The attainment gap in school has **decreased** from 2024 to 2025 in personal, social and emotional
- The attainment gap in school has **increased slightly** from 2024 to 2025 in mathematics

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

			School					
			2023		2024		2025	
			Cohort	%	Cohort	%	Cohort	%
Disadvantaged	Not disadvantaged	Year 1	49	86%	45	87%	46	85%
		End of KS1	46	93%	59	92%	42	95%
	Disadvantaged (FSM Ever 6 and LAC)	Year 1	11	64%	15	80%	13	85%
		End of KS1	14	93%	0		17	94%
	FSM Eligible	Year 1	12	58%	16	81%	13	85%
		End of KS1	14	93%	16	81%	20	95%
30% most deprived (home postcode)	Year 1	28	82%	30	80%	32	81%	
	End of KS1	25	92%	29	86%	34	97%	

Commentary for 2025:

- The gap between “disadvantaged” and “not disadvantaged” pupils **has consistently 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 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:

			School					
			2023		2024		2025	
			Cohort	%	Cohort	%	Cohort	%
Disadvantaged	Not disadvantaged	EXS Higher	39	72% 23%	35	74% 17%	45	67% 18%
	Disadvantaged (FSM Ever 6 and LAC)	EXS Higher	19	53% 16%	21	62% 0%	15	67% 0%
	FSM Eligible	EXS Higher	18	56% 17%	20	60% 0%	14	64% 0%
	30% most deprived (home postcode)	EXS Higher	40	65% 18%	36	64% 6%	37	57% 5%

Commentary 2024:

- The gap between disadvantaged and non-disadvantaged pupils is **lower** in school than national in Reading Writing, Maths and RWM combined
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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 KS2 within reading and writing will be in line with national (or above) at the end of the academic year

Review Sept 2025:

Key Stage 2:

*attainment of disadvantaged pupils at KS2 in **reading** was higher than similar pupils nationally (school = 73%; national = 63%) and non-disadvantaged in school (73% compared to 69%)

*attainment of disadvantaged pupils at KS2 in **writing** (73%) was higher than similar pupils nationally (school 73%, national = 59%)

*attainment of disadvantaged pupils achieving GD at KS2 in **writing** was lower than similar pupils nationally (school 0%, national = 7%)

*attainment of disadvantaged pupils achieving GD at KS2 in reading was higher than national (school = 33%, national =21%)

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
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Review Sept 2024:

Key Stage 2:

*attainment of disadvantaged pupils at KS2 in **maths** (80%) was higher average of *all* pupils nationally (60%)

*attainment of more able disadvantaged pupils at KS2 in **maths** was higher than similar pupils nationally (school = 40%; national = 15%). It was also in line with *all* pupils nationally

<p>Effective parental/carer engagement that creates on a positive impact on pupils</p>	<p>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>
<p>Review Sept 2025: *Attendance for 2024-25 was 94.5% which was slightly lower than the national average for the same year (94.8%). *Attendance for those eligible for PPG (92.4%) was higher than national averages (92.2%) *98.7% 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. *Our September 2025 online (pre-recorded) sessions for "Meet the Teacher" sessions were also accessed via our school's YouTube account online the following times: Y1 = 144 views Y2 = 109 views Y3 = 115 views Y4 = 109 views Y5 = 108 views Y6 = 159 views</p>	
<p>For children to build a strong love for learning which encourages aspirations and ambitions for the future.</p>	<p>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>
<p>Review Nov 2024: *KS2 pupil questionnaire results November 2024:</p> <ul style="list-style-type: none"> • 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. <p>*SLT monitoring of lessons highlights excellent behaviour and attitudes towards learning *Ofsted October 2023 commented positively on children's behaviour and attitudes.</p> <p>NB: new pupil questionnaire to be completed 2025-2026</p>	
<p>Accelerated vocabulary acquisition in EYFS and for international new arrivals.</p>	<p>Final NELI assessments to show that 100% of children accessing the intervention have made accelerated progress in vocabulary acquisition.</p>
<p>Review Sept 2025: *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</p>	

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	Project Evolve
EYFS	Tapestry
Teams	Microsoft
Class Dojo	Y Combinator's Ed-tec
National College online CPD package	National College