Amount of Pupil Premium funding received 2016-2017

Number of pupils eligible	154
Total pupil premium received	£206,180

Identified barriers to educational achievement

DRPS has identified the following as barriers for some of our pupils currently in receipt of pupil premium:

- Access to language- English vocabulary, spoken and written forms
- The number of pupils who are in receipt of Pupil Premium and also on the SEN register
- Attitudes to learning- fixed mindset
- Stability
- Attendance
- Low levels of parental engagement
- Social and emotional needs

Key expenditure – how the allocation will be spent

Area of spend	Focus	Total allocation
Early Intervention: Teaching staff costs for Numbers Count professional development and delivery	Maths	£22,479
Early Intervention: Teaching staff costs for Every Child's a Reader (ECAR) professional development and delivery	English	£38,214
Pre-learning: Teaching Assistant support within class, interventions and professional development	English & Maths	£123,571
Early intervention to support behaviour for learning: Annual cost for Family Support Worker	Personal and Social	£8,664
Early intervention to support behaviour for learning: Learning Mentor interventions with PPG children	Personal and Social	£8,574
Additional support: Breakfast club	Personal and Social	£2,078
Consolidating learning to narrow the achievement gap: 1-2-1 tuition	Maths	£2,600

Area of spend	Intended outcomes- why these approaches were taken	Actions
Teaching staff (0.5 FTE T9) costs for Numbers Count professional development and delivery	- Improved learning outcomes in maths (meeting age related expectations by the end of the year) - Improved confidence for pupils - Closing the gap in pupils understanding - Pre-teaching to prepare pupils for future learning - Consolidation time on maths basic skills	- Regular reviews of pupils progress throughout the half terms with class teachers and SLT - Regular communication between Numbers Count teacher and class teachers through staff meetings and key stage meetings on resources used and learning to consolidate
Teaching staff (0.85	Improved learning outcomes in reading (meeting	Regular reviews of pupils progress

FTE T9) costs for Every Child's a Reader (ECAR) professional development and delivery	age related expectations by the end of the year) • Pupils to pass phonics screening by the end of Y1/end of Y2 if not previously passed in Y1 • Decoding at an age appropriate level in order to access comprehension based questions • Pre-teaching question vocabulary and pre-reading of key texts • Closing the gap in pupils understanding	throughout the half terms with class teachers and SLT • Regular communication between ECAR teacher and class teachers through staff meetings and key stage meetings on resources used and learning to consolidate
Teaching Assistant support within class, interventions and professional development	• 1:1 and/or small group interventions planned to cater for individual needs • Support within lessons to improve/consolidate understanding in reading, writing and maths • Consolidation of learning completed in class-application of skills • Pre-teaching to prepare pupils for future learning • Careful tracking of homework e.g. reading diaries and spelling practise • Reviewing of impact of interventions and the progress/attainment of pupils	• Weekly TA meetings and key stage meetings to review interventions, share best practise and CPD • Teacher and SENCO review to support careful planning of interventions and targets • TA's to complete intervention monitoring sheets to provide evidence for next steps and the impact • SLT and governor observations regarding strategies, resources and next steps • TA timetables carefully planned • Close communication between TA's, teachers and SLT to track pupils with attendance concerns
Annual cost for Family Support Worker	• Supporting pupils and their family at home to help give strategies to support behaviour, learning and emotions • To improve attendance of pupils with persistent/regular absence.	• HT and learning mentor to meet regularly with Family Support Worker • HT and learning mentor to feedback appropriately to class teachers and teaching support staff • To work with families to provide strategies to support behaviour, attendance and learning.
Learning Mentor interventions with PPG children	• Provide a nurturing environment to assist progress made at school • To support pupils with building friendships and self esteem • To liaise with family support worker • Reviewing of impact of interventions and the progress/attainment of pupils • Support strategies to develop speaking and listening skills and support positive behaviour	• Learning mentor and class teachers to meet regularly to discuss the impact of pupils • Sunflower club to support pupils with friendships and self esteem • Learning mentor and class teachers to meet to discuss next steps and any resources that have supported pupils • To work with pupils to support positive behaviour in class and on the playground
Breakfast club	• To promote good attendance and punctuality • Pupils have time to complete homework with peers and teaching assistants • To support families of pupils who start work early	• Inform parents of breakfast club and costings • Liaise with class teachers on which pupils attend • TA's to run club and support pupils with homework during the session • Purchase breakfast supplies and activities for the pupils whilst attending
1-2-1 tuition	• Improved learning outcomes in maths (greater proportions meeting age related expectations) • Pupils gain confidence in key mathematical areas • Pupils have the understanding of how to tackle higher challenge work.	• HT/DHT to meet with Y6 teachers to discuss pupils who should have 1-2-1 tuition and the intended impact • Teachers providing 1-2-1 tuitions to provide regular feedback to Y6 teachers on pupils' impact.

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.

Designated staff member in charge: Miss Chloe Leyland

Financial support: Ms Katy Branagan

Nominated governor: Miss Leah Harrison

Dates of next Pupil Premium Strategy Reviews:

27th September   Quality of Provision Committee

3rd October   Finance and Premises Committee

17th October   Pupil Welfare

11th November   Strategy Review

10th February   Strategy Review