



Devonshire Road Primary School Pupil Premium Strategy 2017-2018



Amount of Pupil Premium funding received 2017-2018

Number of pupils eligible	154
Total pupil premium received	£203,280

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
- Mobility levels
- 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 and post teaching: Teaching Assistant support within class, <i>interventions, including those for prior high attaining pupils</i> and professional development	Curriculum	£123,571
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	£6480.00

Area of spend	Intended outcomes- why these approaches were taken	Actions	Impact
Early intervention: Teaching staff (0.5 FTE T9) costs for Numbers Count professional	<ul style="list-style-type: none"> • Improved learning outcomes in maths (meeting age related expectations by the end of the year) • Improved confidence for pupils 	<ul style="list-style-type: none"> • Regular reviews of pupils progress throughout the half terms with class teachers and SLT. • Regular communication 	Child A reached age related for Y2 and made accelerated progress. Child B, C and D are working below age related expectations but have made expected progress.

development and delivery	<ul style="list-style-type: none"> • Closing the gap in pupils understanding • Pre-teaching to prepare pupils for future learning • Consolidation time on maths basic skills 	between Numbers Count teacher and class teachers through staff meetings and key stage meetings on resources used and learning to consolidate	
Early intervention: Teaching staff (0.85 FTE T9) costs for Every Child's a Reader (ECAR) professional development and delivery	<ul style="list-style-type: none"> • Improved learning outcomes in reading (meeting 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 	<ul style="list-style-type: none"> • Regular reviews of pupils progress 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 	Child A- Has moved from emerging to expected, making 6 reading bands progress. Child A has made good progress from EYFS. Child B- Has moved from emerging to expected, making 5 reading bands progress. Child B has made accelerated progress from EYFS. Child C- Child C has made accelerated progress from EYFS but has not quite reached expected due to comprehension skills. Child D- Child D has made expected progress from EYFS. She is now working at age related expectations.
Pre and post teaching: Teaching Assistant support within class, interventions <i>including those for prior high attaining pupils</i> and professional development	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 and review 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 • Interventions are delivered for higher attaining pupils to ensure they continue to make at least good progress. 	From monitoring of interventions, SLT have identified that pre and post-teaching opportunities have had a good impact on year groups, and after speaking to TA's, they feel that the children are making good progress. The way that TA's now complete intervention monitoring is both saving time and having a positive impact for teachers to plan next steps. TA timetables have now been given more freedom to allow for more targeted interventions, and the close communication has given the teachers more ownership of progress for the children. Higher attaining pupils have had more interventions planned after staff meeting time was dedicated to this; a good example of this has been shown in Y6, where in Maths, at least another 3 children made accelerated progress within the year to reach the GDS standard in the end of year SATS tests.

Learning Mentor interventions with PPG children	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 • Learning mentor to deliver 'Pathways' intervention for Y6 pupils 	<p>1-1 individual reads with vulnerable pupils</p> <p>Nurture group</p> <p>1-1 with a Y1 child</p>	<p>All 6 pupils are SEN and don't read at home. DH has been reading with the pupils at least twice a week to ensure they are reading. All pupils' are making small steps of progress. Individual reads to continue next year.</p> <p>DH has been meeting with the pupils regularly throughout each week. DH has been in regular touch with parents and has worked with these pupils' outside and inside the classroom building a positive relationship. DH to continue working with these pupils' and their families next year.</p> <p>DH has been working with a child in Y1 for half an hour a day to support with behaviour and phonics. Child A passed his phonics screening and will continue working with DH in Y2 to support his transition and to support with strategies to manage his emotions.</p>
Breakfast club	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<p>Free child places offered: 9 children Targeted for attendance/punctuality as well as families who have asked for additional support. The impact of this is that all 9 children have 100% attendance apart from sickness days and no lates. Teachers are reporting that the children have a greater level of focus. CA and KB to meet with MC (Assertive Mentoring TLR) to discuss children who may benefit from Breakfast Club places based on their assertive mentoring meetings.</p>	
1-2-1 tuition	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<p>Out of the 15 children that had 1-2-1 tuition, 11 of them reached the expected standard in their Maths SAT- 73% The children that didn't pass their SAT achieved the following standardised scores: Child A- 92 Child B- 98 Child C- 97 Child D- 99 (1 mark off) 100 is expected as a standardised score. Case studies were completed for these pupils except from Child C who made accelerated progress from KS1 data.</p>	

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: Mrs Chloe Abraham

Financial support: Ms Katy Branagan

Nominated governor: Miss Leah Harrison

Dates of next Pupil Premium Strategy Reviews:

13TH September 2017- Planned key expenditure meeting

5th October 2017- Quality of Provision Committee

20th November 2017- Strategy review

January 2018 TBC- Quality of Provision Committee

19th February 2018- Strategy review

May 2018- Quality of Provision Committee