



## Devonshire Road Primary School Pupil Premium Strategy 2018-2019



<b>Number of pupils eligible for PPG</b>	143
<b>Number of pupils that are looked after</b>	6
<b>Number of pupils who are subject to a special guardianship order</b>	3
<b>Number of service children</b>	2
<b>Total pupil premium received</b>	£196,260

### 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

### Related documents:

The Education Endowment Fund Toolkit has been used to inform our decisions on how the grant can be allocated to ensure maximum impact and cost effectiveness. The toolkit has been used to provide an anticipated increase in months progress throughout the academic year.

<https://educationendowmentfoundation.org.uk/evidence-summaries/pupil-premium/>

### Key expenditure – how the allocation will be spent

Area of spend	Focus	Total allocation
<b>Early Intervention:</b> Pre and post teaching- Teaching Assistant support within class, <i>interventions, including those for prior high attaining pupils</i> and professional development	Curriculum	£131,593
<b>Every Child a Reader</b> Teaching staff (0.85 FTE T9) costs for Every Child's a Reader (ECAR) professional development and delivery – including cost of CPD	Curriculum SDP priority 1	£12,738
<b>Resources to support the teaching of vocabulary in all year groups</b> <ul style="list-style-type: none"> <li>• Improving class libraries</li> </ul>	Curriculum SDP priority 1	£5,500
<b>Intervention and Early Help:</b> SENCO (3 days a week)	SEND	£20,100
<b>Early intervention to support behaviour for learning:</b> Learning Mentor interventions with PPG children	Personal and Social	£8,514
<b>Additional support:</b> Breakfast club	Personal and Social	£3500

<b>Service level Agreements:</b> <ul style="list-style-type: none"> <li>Educational Psychologist</li> <li>Behaviour Support</li> <li>Speech and Language Therapist</li> </ul>	Personal and Social SEND SDP Priority 3	£5159
<b>Equality TLR</b>	Curriculum Progress of learners	£1600
<b>Metacognition TLR</b>	Curriculum SDP priority 4	£1600
<b>Assertive Mentoring TLR</b>	Curriculum SDP priority 4	£3156
<b>Uniform:</b> Additional uniform when needed such as new starters, international new arrivals etc.	Personal and Social	£500
<b>One to One Tuition</b>	Wider Curriculum	£2300

Area of spend	Intended outcomes- why these approaches were taken	Actions	Impact
<b>Early Intervention: Pre and post teaching-</b> Teaching Assistant support within class, <i>interventions, including those for prior high attaining pupils</i> and professional development <b>+ 8 months progress</b>	We use pre and post teaching as well as block interventions to ensure all learners can access the learning objectives within all subjects. This approach has been taken to minimise the gaps in learning and to ensure pupils master each learning objective. 1-1 and small group work support where appropriate	<ul style="list-style-type: none"> <li>Weekly TA meetings and key stage meetings to review interventions, share best practise and CPD.</li> <li>Teachers and TA's to work together to plan pre teaching and block interventions. Teachers to identify post teaching when needed. SLT to review intervention files on a termly basis.</li> </ul>	<p>SLT have monitored interventions and pre and post teaching over the course of the year and found them to have a good level of impact on the children's progress. Feedback included statements such as: time being used effectively, interventions being planned as we go for increased flexibility and the high amount of targeted support.</p> <p>TA's have also introduced 1:1 approaches to the teaching of certain objectives which was highlighted as a strength after this was introduced within a maths staff meeting. An example of this is in Y6 where 9/11 (75%) of the children who received this support passed their SATS at the end of the year.</p> <p>Feedback also highlighted how teachers are setting the overall objectives and then working alongside TAs to plan together the individual aims for the interventions, resulting in more effective interventions for the children.</p>
<b>Every Child a Reader</b> Teaching staff (0.85 FTE T9) costs for Every Child's a Reader (ECAR) professional development and delivery – including cost of CPD <b>+ 8 months progress</b>	We have chosen to continue ECAR at Devonshire Road Primary School to continue to improve learning outcomes in reading (meeting age related expectations by the end of the year). The children who are chosen for ECAR find decoding challenging and the intervention supports pupils to access comprehension based questions, to read a range of age appropriate texts and to understand more vocabulary.	<ul style="list-style-type: none"> <li>Pre-teaching question vocabulary</li> <li>Pre-reading of key texts</li> <li>Regular reviews of pupils progress throughout the half terms with class teachers and SLT</li> <li>Regular communication between ECAR teacher and class teachers through staff meetings and key stage meetings on resources used and learning to consolidate</li> </ul>	<p>No children received ECAR due to a staff member's illness. Recovery strategies were used in individual lessons (a combination of Reading Recovery and comprehension work) for the children:</p> <p>Child A = 2B Child B = 2B Child C = 2C (passed the test but was teacher assessed below) Child D = 2B Child E = 2C Child F = 2C Child G = 2A Child H = 2C</p> <p>CS will be picking up on the children working below age related expectations for one session a week.</p>
<b>Resources to support the teaching of vocabulary in all year groups</b>	As a school, we have identified vocabulary as a barrier to our children's learning and their progress with English	<ul style="list-style-type: none"> <li>Vocabulary inset day to take place in September</li> <li>Teaching sequence to be introduced to all members of</li> </ul>	Each class received a generous amount of money to purchase relevant, challenging texts for their class library. All staff reported on how this motivated and

<ul style="list-style-type: none"> <li>Improving class libraries</li> </ul> <p>+ 8 months progress</p>	<p>language, communication and reading.</p> <p>We have chosen the following actions to support vocabulary development at Devonshire Road from EYFS to Y6 to subsequently raise Reading progress and attainment.</p>	<p>staff for teaching vocabulary.</p> <ul style="list-style-type: none"> <li>- Class teachers to work with English leads to purchase new books for the class libraries.</li> <li>- Reading challenge to be enhanced using new reading diaries, new rewards and regular monitoring.</li> </ul>	<p>encouraged children to read and progress in their reading challenge, which in turn lead them to have access to a wider range of rich vocabulary.</p> <p>A bespoke vocabulary scheme was created and shared with staff as part of the staff training day. The scheme was implemented at the start of the academic year and continued to run successfully throughout the year. It is now fully embedded and expected to run in the same way next academic year.</p> <p>Pupils have a greater understanding of vocabulary as reflected in pupil conferencing, monitoring of English and foundation subject books and through discussions with staff. A greater emphasis on vocabulary through all subject areas (including adding new vocabulary to LCC planning, pupils having definitions of topic related vocabulary in books and on display and new vocabulary shared with parents on a regular basis).</p> <p>Vocabulary CPD was delivered to all staff at the start of the academic year. The training day covered the importance of vocabulary and what impact teaching vocabulary through explicit teaching and through raising the general profile of vocabulary use can have. The training received positive feedback from staff and SLT. Subsequent staff meetings and key stage meetings have allowed the vocab lead to share further ideas and research related to vocabulary as well as addressing any issues (that have arisen from monitoring) or changes to the way we teach vocabulary to ensure it has the greatest impact.</p> <p>Results:</p> <p>KS1 Reading data 69% Greater Depth 24% ( National 75% and 25%)</p> <p>KS2 Reading data 73% ( should be 75% when INAs are removed) Greater Depth 25% ( National 73% and 27%)</p> <p>95% of pupils in EYFS have made good or accelerated progress from baseline in communication and language (CLD), 43% of pupils have made accelerated progress in CLD.</p>
<p><b>Intervention and Early Help:</b></p> <p>SENCO (3 days a week)</p> <p>+ 4 months progress</p>	<p>We have a high number of SEND pupils at Devonshire Road whom are also eligible for Pupil Premium. In order to meet the needs of these pupils, an out of class SENCO is needed to fulfil the duties and ensure the relevant paperwork is up to date.</p>	<ul style="list-style-type: none"> <li>- SENCO to attend all CAM/EHCP meetings</li> <li>- To observe pupils and monitor their progress</li> <li>- Monitor interventions</li> <li>- Complete early help forms and EHCP applications</li> <li>- Liaise with SLAs.</li> </ul>	<p>All CAMs were carried out, within the correct time frames, and early help forms completed following meetings with referrals made.</p> <p>Annual review meetings were held for all EHCPs and relevant paperwork completed/submitted.</p> <p>Lesson and intervention observations were carried out, focusing on SEND pupils. The EHCP applications which had been decided by SLT were submitted.</p> <p>There was also constant/on-going liaison with teaching assistants.</p> <p>Key monitoring in the Summer term with lesson observations which focussed on SEN and the use of provision maps in the classroom, showed that great progress has been made throughout the school. Teachers had much greater ownership of SEND within their class, including targets on EHCPs.</p> <p>Provision maps were generally being updated and had much smarter targets,</p>

			although this needs continued monitoring in 2019/20. The profile SEND has been raised by being a priority on the SDP and by regular updates for staff by the SENCO.
<b>Early intervention to support behaviour for learning:</b> Learning Mentor interventions with PPG children + 4 months progress	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"> <li>- Learning mentor and class teachers to meet regularly to discuss the impact of pupils</li> <li>- Learning mentor and class teachers to meet to discuss next steps and any resources that have supported pupils</li> <li>- To work with pupils to support positive behaviour in class and on the playground</li> </ul>	DH regular met with targeted children throughout the year.  Referrals from teachers were fluid and would include chatting with the children involved and catching up with them informally on a daily basis or as required.  All interventions are recorded and if it is via a parent concern then these are cross referenced.
<b>Additional support:</b> 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.	<ul style="list-style-type: none"> <li>- Inform parents of breakfast club and costings</li> <li>- Liaise with class teachers on which pupils attend</li> <li>- TA's to run club and support pupils with homework during the session.</li> <li>- Purchase breakfast supplies and activities for the pupils whilst attending</li> </ul>	Teachers commented on the increase of homework being completed from the children during these sessions. Children were also given opportunities to read with one of the adults and get their reading diary signed. Teachers also reported on an increase in punctuality for the children who are persistently late arrivals and marked improvement in concentration levels for children who previously struggled to focus.
<b>Service level Agreements:</b> <ul style="list-style-type: none"> <li>- Educational Psychologist</li> <li>- Behaviour Support</li> <li>- Speech and Language Therapist</li> </ul> + 5 months progress	We have a high number of SEND pupils at Devonshire Road whom are also eligible for Pupil Premium. These service level agreements will support pupils socially and academically to make good progress.	<ul style="list-style-type: none"> <li>- CA to meet with SENCO to discuss current pupils who have access to the service level agreements (SLAs)</li> <li>- Monitor the provision provided by these SLAs.</li> <li>- Report to governors on their impact.</li> </ul>	EG met with CA EG attended termly caseload meetings with outside agencies. EG attended termly SEND governor's committee.
<b>Equality TLR</b> + 5 months progress	As we have a high number of cross overs between pupils eligible for Pupil Premium and other vulnerable groups, the role was created to ensure that all pupils make at least expected progress.	<ul style="list-style-type: none"> <li>- Collect, analyse and monitor the data on vulnerable groups who are also eligible for Pupil Premium</li> <li>- Report to governors with findings on a termly basis.</li> </ul>	The previous equality TLR has reported to Governors on a termly basis with information on: SEN pupils who are also eligible for Pupil Premium or EAL. Analysis of data and the interventions that have been put in place due to the data Review of the Pupil Premium spend for non-academic areas.  The Equality TLR also collected, analysed and monitored the data on vulnerable groups whom are eligible for Pupil Premium termly ensuring that interventions were put in place were needed or reviewed. These pupils were also discussed in Pupil Progress meetings with SLT with this information being shared for handover meetings.  Data: <u>Reading/writing/maths combined:</u> School = 67% Bolton= 51% National =51%  <u>Reading:</u> School = 86% Bolton= 61% National = 62%  <u>Writing:</u> School =71% Bolton=69% National =68%

			<p><b>Maths:</b> School = 81% Bolton=70% National =67%</p>
<p><b>Metacognition TLR:</b> <b>+ 8 months progress</b> Education Endowment Foundation research project implementation across the whole school.</p>	<p>We have these TLR to build on the current work completed by the Growth Mindset initiative. Studies have shown that pupils can make up to 8 months progress through learning these strategies.</p>	<ul style="list-style-type: none"> <li>- Run an inset day for staff on the research behind Metacognition</li> <li>- Implement strategies</li> <li>- Monitor the use of strategies</li> <li>- Evaluate and report to governors</li> </ul>	<p>The use of metacognition to enhance lessons has been evident from the INSET delivered training. Staff feel much more confident about what the term means, and how to effectively implement this into their day-to-day work with the children: examples of this includes the choice of challenge levels in academic work, support tokens to enhance independence, and the self-reflection in books. All the resources and materials have had a beneficial impact for all children, and results of this were extremely positive when conducting pupil conferencing and learning walks.</p> <p>In terms of the impact on data, the school saw a rise in the attainment across most subjects at the end of KS2 (Reading = +7% ; Maths = +3% ; SPAG = +7%), with the exception of Writing (-5%).</p> <p>It has also been evident that the end of unit outcomes for LCC units have been a higher focus, with expectations being raised for all as a result of the metacognition strategies and ideas being introduced.</p>
<p><b>Assertive Mentoring TLR:</b> <b>+ 8 months progress</b> Target setting and tracking Pupil-teacher dialogue Celebrating achievements</p>	<p>Building on the work of the initial launch group, Assertive Mentoring is now being implemented across the school to improve the delivery of metacognition as well as supporting pupils with target setting.</p>	<ul style="list-style-type: none"> <li>- Introduce new expectations</li> <li>- Monitor the targets being set</li> <li>- Liaise with class teachers regarding release time</li> <li>- Report to governors where necessary</li> </ul>	<p>Pupil conferencing has shown that children are more aware of their academic targets through Assertive Mentoring. Monitoring of Intervention files has shown that gaps in children's learning are being targeted more specifically than in previous years.</p> <p>Intervention files clearly show that children have either successfully achieved set objectives or had made additional progress towards doing so. Assertive Mentoring has had an impact on the way teachers assess children, with a clear focus on gaps analysis that informs pupil's targets and interventions. Teachers have fed back that there has been some parental impact from Assertive Mentoring, with some teachers being approached for ideas on how they can support their children at home. This success will have supported the rises in attainment that has been mentioned above.</p> <p>Looking to the future, there are areas to develop: more child-friendly targets to improve both understanding/aid retention and increasing parental involvement further.</p>
<p><b>Uniform</b></p>	<p>Uniform items are provided for pupils when a need is identified. This includes new starters and international new arrivals. This approach was taken to support our families with the move between schools.</p>	<ul style="list-style-type: none"> <li>- Purchase additional uniform</li> <li>- Track how much uniform has been given out including P.E. kits</li> </ul>	<p>New arrivals felt more confident as they entered their new class when wearing their full school uniform, just like their new peers, and we therefore continued to provide the support to the families of our PPG children.</p>
<p><b>One to One tuition:</b> <b>+ 5 month progress</b></p>	<p>1-1 support after school to support pupils with making good progress in Mathematics and to achieve age related expectations in their KS2 SATS.</p>	<ul style="list-style-type: none"> <li>- 1-1 Maths to be completed for 1 hour per week after school commencing the 12<sup>th</sup> November 2018 until the KS2 SATS in May 2019.</li> <li>- CA to monitor the progress of these pupils. TA and GB to feedback to staff.</li> </ul>	<p>Tuition proved to be very successful this year with 10/11 (91%) of the children passing their end of KS2 Maths SATS.</p> <p>100 is expected as a standardised score. Child A, who did not pass, received a standardised score of 99. A case study has been completed for this child.</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 (during the implementation stage)

Miss Grace Brockless (reviewed impact)

Financial support: Ms Katy Branagan

Nominated governor: Miss Leah Harrison

### **Dates of next Pupil Premium Strategy Reviews:**

**4.10.2018:** Key Expenditure meeting

**8.10.2018:** Finance Committee

**30.10.2018:** Quality of Provision Committee

**21.01.2019:** Strategy review

**06.05.2019** Strategy review

Other committee dates TBC for Spring and Summer