



Devonshire Road Primary School Pupil Premium Strategy 2019-2020



Number of pupils eligible for PPG	127
Number of pupils that are looked after	5
Number of pupils who are subject to a special guardianship order	3
Number of service children	3
Total pupil premium received	£186,940

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
Early Intervention: Pre and post teaching- Teaching Assistant support within class, <i>interventions, including those for prior high attaining pupils</i> and professional development	Curriculum SPD Priority 3	£131,677
Every Child a Reader Teaching staff (0.85 FTE T9) costs for Every Child's a Reader (ECAR) professional development and delivery – including cost of CPD	Curriculum	£12,993
Enrichment Activities <ul style="list-style-type: none"> • Y2 pantomime • Y6 Shakespeare • Culture days i.e. Eid 	Personal and Social	£1,133
Intervention and Early Help: SENCO (3 days a week)	SEND	£20,502
Early intervention to support behaviour for learning: Learning Mentor interventions with PPG children	Personal and Social	£8,599

Additional support: Breakfast club/morning bagels <ul style="list-style-type: none"> Reduced allocation due to national Breakfast Club Programme/Bagel/Cereal Grant which allows more of PPG children to access a healthy breakfast 	Personal and Social SPD Priority 2	£1,000
Service level Agreements: <ul style="list-style-type: none"> Educational Psychologist Behaviour Support Speech and Language Therapist 	Personal and Social SEND SDP Priority 2	£5,211
Mental Health & Wellbeing <ul style="list-style-type: none"> Arts Mark Inset training on KAPOW 	Personal and Social SDP Priority 3	£325
Equality TLR	Curriculum Progress of learners	£1,600
Curriculum and Learning Innovation TLR	Curriculum SDP priority 1 Progress of learners	£1,600
One to One Tuition	Wider Curriculum Progress of learners	£2,300

Area of spend	Intended outcomes- why these approaches were taken	Actions
Early Intervention: Pre and post teaching- Teaching Assistant support within class, <i>interventions, including those for prior high attaining pupils</i> and professional development + 4 months progress 1:1 interventions + 5 months progress	<p>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.</p> <p>The Education Endowment Framework (EEF) stated how targeted small group and 1:1 interventions have the potential for the largest immediate impact on attainment, with evidence indicating that one to one tuition can be effective, delivering approximately five additional months' progress on average.</p> <p>Improved confidence for pupils.</p>	<ul style="list-style-type: none"> Regular reviews of pupils progress throughout the half terms with class teachers and SLT. Weekly TA meetings and key stage meetings to review interventions, share best practise and CPD. 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. To ensure English (writing SPD Priority 3) pre/post teaching is occurring more regularly and as often as those sessions for used for Maths Interventions are also delivered for higher attaining pupils to ensure they continue to make at least good progress.
Every Child a Reader Teaching staff (0.85 FTE T9) costs for Every Child's a Reader (ECAR) professional development and delivery – including cost of CPD + 5 months progress	<p>ECAR will continue to be provided at Devonshire Road Primary in order to improve the attainment and progress in reading with children meeting age related expectation at the end of the year.</p> <p>Children will work on the comprehension strategies they need support with (decoding) in order to read age appropriate texts with a greater understanding of the vocabulary.</p> <p>Due to illness, children who were supposed to take part in this programme last year (and did not achieve age related expectations) will receive some additional support this year.</p>	<ul style="list-style-type: none"> Pre-teaching question vocabulary Pre-reading of key texts 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 Review the progress and offer support, when possible, to children who did not receive the support in 18-19.
Enrichment Activities <ul style="list-style-type: none"> Y2 pantomime Y6 Shakespeare Culture days i.e. Eid + 7 months progress	These will help us meet our school priority of wellbeing whilst enhancing a wealth of personal development.	<ul style="list-style-type: none"> Promote an inclusive environment that meets the needs of all pupils and celebrates our diverse school by offering culture days Provide wider opportunities for children to develop socially and

		personally i.e. pantomime & Shakespeare
Intervention and Early Help: SENCO + 4 months progress	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.	<ul style="list-style-type: none"> • SENCO to attend all CAM/EHCP meetings • To observe pupils and monitor their progress • Monitor interventions • Complete early help forms and EHCP applications • Liaise with SLAs.
Early intervention to support behaviour for learning: Learning Mentor interventions with PPG children + 3 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 workers. 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 • 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 • Use assertive mentoring targets and feedback to support sessions/attendance. •
Additional support: Breakfast club/morning bagels Reduced allocation due to national Breakfast Club Programme /Bagel/Cereal Grant which allows more of PPG children to access a healthy breakfast (homework support +2 months progress)	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 in line with assertive mentoring attendance targets • TA's to run club and support pupils with homework during the session. • Purchase breakfast supplies and activities for the pupils whilst attending • Reapply for the bagel grant/look for alternative provision if the government no longer provides the service
Service level Agreements: - Educational Psychologist + 3 months progress - Behaviour Support + 3 months progress - Speech and Language Therapist + 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"> • GB to meet with SENCO to discuss current pupils who have access to the service level agreements (SLAs) • Monitor the provision provided by these SLAs. • Report to governors on the impact these are having
Mental Health & Wellbeing • Artsmark • Inset training on KAPOW + 2 months progress	It has been proven through studies that taking part in activities to do with the arts increases positive mental health and wellbeing – one area of our SPD this year. A summer term focus on 'wellbeing' will help promote the healthy body= healthy mind for wellbeing.	<ul style="list-style-type: none"> • EHB to lead an INSET day outlining the plan for the subject • Staff members to deliver art in the summer term based on wellbeing • EHB to apply for the Artsmark
Equality TLR + 5 months progress	Due to the high number of cross overs between pupils eligible for Pupil Premium and other vulnerable groups, the role will continue to be used to ensure that all pupils make at least expected progress within our school's curriculum.	<ul style="list-style-type: none"> • Collect, analyse and monitor the data on vulnerable groups who are also eligible for Pupil Premium • Ensure there are effective interventions in place to close any gaps • Report to governors with findings on a termly basis.
Curriculum and Learning Innovation TLR: Metacognition + 7 months progress	In line with new OFSTED framework this role will lead on an area of the curriculum and learning innovation. Whilst researching national and local developments, it will involve benchmarking our provision to ensure we are delivery the best possible practice. It will continue to build on the metacognition principles introduced last year which has been proven to increase progress by 7 months.	<ul style="list-style-type: none"> • Work with SLT to decide on priorities informed by national educational development and research • Lead whole school training/ facilitate CPD for the whole school • Monitor and evaluate actions and demonstrate its impact
One to One tuition: + 5 month progress	1-1 support after school to support pupils with making good progress in Mathematics	<ul style="list-style-type: none"> • Maths to be completed for 1 hour per week after school commencing on the first week

	and to achieve age related expectations in their KS2 SATS.	back after Oct half term until the KS2 SATS in May 2019. <ul style="list-style-type: none"> • GB to monitor the progress of these pupils • GB and EHB to feedback to staff and ensure interventions are bespoke to the children's needs.
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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 Grace Brockless

Financial support: Ms Katy Branagan

Nominated governor: Miss Leah Harrison

Dates of next Pupil Premium Strategy Reviews:

Dates to be set at autumn term committee