



Devonshire Primary Academy

Pupil Premium Strategy Statement Impact Report 2018 – 2019

To effectively narrow the gap in attainment for children in receipt of Pupil Premium funding, so they are in line with their non- pupil premium peers.

We aim to support all eligible pupils to make good progress and overcome barriers to learning through effective programmes of intervention in teaching and learning, enrichment and pastoral provision. Through robust evaluation of pupil standards the funding has been devolved to enhance the provision for eligible pupils both pastorally and academically in order to narrow the gap in attainment and progress against non-pupil premium pupils.

1. Summary Information					
School	Devonshire Primary Academy				
Financial Year	2018-19	Total PP budget	£410,440	Date of most recent PP Review	30.09.19
Total number of pupils	432	Number of pupils eligible for PP	297	Date for next Strategy Review	30.01.20

2. Barriers to learning
<ul style="list-style-type: none">a) Large families who find it difficult to give each child their individual time and supportb) Children with identified welfare needs who have been working with agencies such as social care, CAMHS and other emotional support servicesc) Poor speech and language/literacy skills on entry to Pre-School/Reception. This slows reading and writing progress in subsequent years. Limited vocabulary hinders access to learningd) Pupils across the school exhibit gaps in their learning. The reasons include: poor working memory, retention, understanding of language, absence, lack of experiencese) Lack of parental involvement and interest/supervisionf) Attendance and punctuality issuesg) Some children within the group have specific learning needs or complex needs which require additional provision both in and out of classh) Issues surrounding age appropriate boundaries and guidance – sleep deprivation due to poor behaviour expectations and routinesi) Historical issues surrounding education as a priorityj) Low expectations, motivation, ambition and low self-esteemk) At risk of exclusionl) Low levels of children achieving greater depthm) Some non-routine admissions who enter into school with a lack of school-readiness

Barrier to learning	Brief description of project/item	Reason for our approach	Outcomes	Impact																		
<p>Children with an identified welfare need who have been working with agencies such as social care, CAMHS and other emotional support services.</p> <p>Some children within the group have specific learning needs or complex needs which require additional provision both in and out of class.</p> <p>Low expectations, motivation, ambition and low self-esteem.</p> <p>At risk of exclusion.</p>	<p>Continue to fund posts of learning mentors</p> <p>Fund extra support in class at the point of need</p>	<p>Learning mentors have an impact on individual pupils' lives, in many cases transforming low achieving and unfocused students with minimal self-esteem and a lack of commitment into more confident pupils with improved outcomes, improved motivation and a sense of direction.</p>	<p>Timely support for families.</p> <p>Barriers to learning are addressed.</p> <p>Teachers can teach because non-class based learning mentors react immediately to concerns and behaviour issues.</p> <p>Pupils have improved emotional literacy and resilience.</p> <p>Pupils are emotionally stable and able to access the curriculum.</p> <p>Timely intervention means individual pupils meet their targets and make good progress.</p> <p>Improvement in behaviour across the school.</p>	<p>Behaviour for learning has improved because of the background work of the learning mentors.</p> <p>Throughout the year the learning mentors have managed a huge caseload, the numbers below show how many pupils have accessed each intervention;</p> <p>Break/lunch club – 54 Lego therapy – 4 Forest of feelings – 2 Time to talk – 11 Emotional & social groups – 50 Friendship groups – 12 Maths group – 4 Behaviour support – 30 Sensory – 8 EAL support – 3 Precision teaching reading – 29 Precision teaching spelling – 21 Lunchtime nurture group – average of 8 pupils per day</p>																		
<p>Lack of parental involvement and interest/supervision.</p> <p>Attendance and punctuality issues.</p>	<p>Attendance manager</p>	<p>A child who is absent a day of school per week misses an equivalent of two years of their school life.</p> <p>90% of young people with absence rates below 85% fail to achieve five or more good grades at GCSE and around one third achieve no GCSE's at all.</p>	<p>Attendance continues to improve and the yearly attendance figure is above national.</p> <p>Attendance for all children improves.</p>	<table border="1"> <thead> <tr> <th>With Reception</th> <th>Current Academic Year</th> <th>Last Academic Year</th> </tr> </thead> <tbody> <tr> <td>Whole School Attendance:</td> <td>95.29</td> <td>95.79</td> </tr> <tr> <td>Overall Absence:</td> <td>4.80</td> <td>4.21</td> </tr> <tr> <td>Persistent Absence:</td> <td>10.26</td> <td>8.59</td> </tr> <tr> <td>Number of Pupils at Risk of Persistent Absence:</td> <td>44</td> <td>40</td> </tr> <tr> <td>Number of these Pupils already in PA:</td> <td>47</td> <td>39</td> </tr> </tbody> </table>	With Reception	Current Academic Year	Last Academic Year	Whole School Attendance:	95.29	95.79	Overall Absence:	4.80	4.21	Persistent Absence:	10.26	8.59	Number of Pupils at Risk of Persistent Absence:	44	40	Number of these Pupils already in PA:	47	39
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<p>Poor speech and language/literacy skills on entry to Pre-School/Reception.</p> <p>This slows reading and writing progress in subsequent years.</p>	<p>Higher ratios of TAs in the EYFS</p>	<p>Pupils start pre-school and reception with low starting points, especially with regard to communication and language and</p>	<p>Accelerated progress across the EYFS.</p> <p>Pupils have a solid foundation with regard to phonics, maths and literacy because of small groups.</p>	<p>34 reception children were eligible for the pupil premium funding.</p> <p>31% of PP children were age related in communication and language on entry compared to 44% of non-PP children. This increased to 90% of PP children at the end of the year compared to</p>																		

<p>Limited vocabulary hinders access to learning.</p>		<p>personal and social development. EYFS staff have to teach children how to play together, how to share and how to communicate effectively. The staff are also constantly striving to improve the GLD and close the gap as quickly as possible. Extra TAs means smaller groups for phonics, maths and other learning. It also allows practitioners to model playing, interacting and appropriate vocabulary within the areas of continuous provision.</p>	<p>Vocabulary is improved. Children leave the EYFS ready for Year 1.</p>	<p>96% of non-PP children. 44% of PP children were age related in personal, social and emotional development on entry compared to 55% of non-PP children. This increased to 90% of PP children at the end of the year compared to 96% of non-PP children. 13% of PP children were age related in literacy on entry compared to 29% of non-PP children. This increased to 64% of PP children at the end of the year compared to 70% of non-PP children. This data shows that the gap narrowed between PP children and non-PP children.</p>
<p>Pupils across the school exhibit gaps in their learning. The reasons include: poor working memory, retention, understanding of language, absence, lack of experiences.</p> <p>Some children within the group have specific learning needs or complex needs which require additional provision both in and out of class.</p> <p>Low levels of children achieving greater depth.</p> <p>Some non-routine admissions who enter into school with a lack of school-readiness.</p>	<p>Speech and language support</p> <p>Daily 'Reading Rockets' led by TAs</p> <p>PPA covered by subject specialists</p> <p>Robust pupil progress system led by assessment lead</p> <p>Smaller class sizes for year 5</p>	<p>The decision was made to employ an extra teacher for the year 5 cohort; this was based on behavioural issues and attainment. The EEF states that smaller class sizes can have a positive impact on outcomes if the reduction is significant. The number of pupils on the speech and language register for 2018-2019 was 90, 68 of which were eligible for pupil premium funding. The link between speech and outcomes in later life is significant. Therefore, we employ a S&L therapist for one day a week and have a number of TAs who deliver her programmes across the school.</p>	<p>Speech & language interventions improve outcomes. Reading rockets improve reading and comprehension skills across KS1 & KS2. Specialist PPA staff ensure their subjects (PE & music) are taught in depth and behaviour management remains consistent. Children are rigorously tracked due to the robust pupil progress agenda. Timely interventions are implemented to negate the gap widening. Accelerated progress made in RWM in year 5 due to the smaller class sizes.</p>	<p>Reading rocket results show that, on average, over a 12 week period, children made 7.4 months progress in reading and 8.4 months progress in comprehension in a six week period.</p> <p>All teachers have an appraisal target related to progress. This has meant that percentages of children on track are increasing year on year (stable cohort). Mobility continues to affect data but the assessment lead now tracks our stable cohort and our non-routine admissions.</p> <p>Research based initiatives and interventions are the focus and teaching staff led a research based initiative within their class linked to appraisal. The results of these have been analysed with those with high impact continuing and those with little impact ceasing.</p> <p>Throughout the school there is an average of 15 pupils per year group (1-6) on the speech and language register with an average of 10 eligible for PP funding. Of these children 40% of the non PP pupils are age related or above in reading compared to 34% of PP pupils. 30% of the non PP pupils are age related or above in writing compared to 44% of PP pupils. 30% of the non PP pupils are age related or above in maths</p>

				<p>compared to 22% of PP pupils. Please see the data report below for pupil premium children who are on track in each year group. A higher percentage of non-pupil premium children are on track in all subjects across KS1 and KS2 but the gap is narrowing. The difference between non-PP and PP in reading is 12% across KS1 & KS2, 14% in writing and 15% in maths.</p>
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Pupil Premium Data Report 2018 -2019

<u>Pupil Premium Data</u>						
<u>Year group</u>	<u>Reading</u>		<u>Writing</u>		<u>Maths</u>	
	<u>Summer 18</u>	<u>Summer 19</u>	<u>Summer 18</u>	<u>Summer 19</u>	<u>Summer 18</u>	<u>Summer 19</u>
Year 1	22/32 (68.75%)	18/33 (54.55%)	22/32 (68.75%)	15/33 (45.45%)	25/32 (78.13%)	17/23 (51.52%)
Year 2	20/42 (47.62%)	21/42 (50%)	21/42 (50%)	19/42 (45.24%)	23/42 (54.76%)	22/42 (52.38%)
Year 3	20/43 (46.51%)	18/42 42.86%	16/43 (37.2%)	11/42 (26.19%)	20/43 (46.51%)	17/42 (40.48%)
Year 4	26/46 (56.52%)	30/47 (63.83%)	22/46 (47.83%)	24/47 (51.06%)	23/46 (50%)	25/47 (53.19%)
Year 5	19/44 (43.18%)	32/49 (66.31%)	14/44 (31.82%)	19/49 (38.78%)	17/44 (38.64%)	28/49 (57.14%)
Year 6	33/64 (51.56%)	24/62 (38.71%)	25/64 (39.06%)	41/62 (66.13%)	30/64 46.88%	34/62 (54.84%)

Year 1

4 new pupil premium children arrived throughout the year, only one of these children were on track at the end of the year. 3 Pupil Premium children left during the year. Mobility may account for some of the decline in the number of PP children who remain on track; however, the change in the curriculum from the EYFS to the Year 1 National Curriculum also has some part to play.

Reading is the subject which is the least affected by these factors. Reading was a huge focus in Year 1, rocket readers and all children reading at least once a week have contributed to this.

Money has been spent on new, age appropriate reading books.

Reading interventions have taken place throughout the year- all PP children accessed an appropriate intervention each term.

Year 2

6 new pupil premium children arrived during the year; only 3 of these children were on track. 6 pupil premium children left during the year- we may have seen a greater increase in the number of children on track if the cohort had remained stable.

A new approach to reading was launched. Staff CPD was undertaken to ensure that children were receiving quality first teaching, which, according to the data had significant impact.

Reading rockets have been incredibly successful throughout the year in improving the reading/ comprehension ages of all children.

Interventions have taken place throughout the year - all PP children accessed an appropriate intervention each term.

Year 3

5 pupil premium children arrived during the year, none of which were on track. 6 pupil premium children left during the year- this may account for some of the decline in the number of children who remain on track.

TA2 delivered writing interventions for HA children.

TA2 delivered writing interventions for LA children.

Reading rockets have been incredibly successful throughout the year in improving the reading/ comprehension ages of all children.

Interventions have taken place throughout the year - all PP children accessed an appropriate intervention each term.

Year 4

7 pupil premium children arrived during the year, 2 of whom were on track. 6 Pupil premium children left- we may have seen a greater increase in the number of children on track if the cohort had remained stable.

Accelerated reader was purchased and a TA3 delivered the programme to these children at lunch time. All PP children accessed this intervention. This had a huge impact on the outcomes of the children in reading.

A new approach to reading was launched. Staff CPD ensured that children received quality first teaching.

Reading rockets have been incredibly successful throughout the year in improving the reading/ comprehension ages of all children.

All PP children have accessed an appropriate intervention each term- these interventions have had a direct impact on the number of children working at age related expectations.

Year 5

14 new pupil premium children arrived during the year; only 8 of these children were on track. 9 pupil premium children left during the year - we may have seen a greater increase in the number of children on track if the cohort had remained stable.

A new approach to reading was launched. Staff CPD ensured that children received quality first teaching.

Reading rockets have been incredibly successful throughout the year. In addition, a TA2 ensured all children read twice a week.

All PP children accessed an appropriate intervention each term.

It was decided to employ an extra teacher/ TA2 to improve the outcomes of children for this cohort. Therefore, children were taught in a class of no more than 20 children.

LBQ was trialled - a programme to improve the outcomes of children in maths- this has been shown to have a huge impact.

Staff CPD on using colourful semantics to improve basic writing skills was undertaken.

Accelerated reader was purchased and a TA3 delivered the programme to these children at lunch time. All PP children accessed this intervention. This had a huge impact on the outcomes of the children in reading.

All PP children accessed an appropriate intervention each term - these interventions had a direct impact on the number of children working at age related expectations.

Year 6

8 pupil premium children arrived during the year, none of which were on track. 10 pupil premium children left during the year- this may account for some of the decline in the number of children who remain on track in reading.

UPS3 teacher delivered groups targeting RWM (0.6).

Reading rockets have been incredibly successful throughout the year in improving the reading/ comprehension ages of all children.

All PP children accessed an appropriate intervention each term.

Accelerated reader was purchased and a TA3 delivered the programme to these children at lunch time. All PP children accessed this intervention. This had a huge impact on the outcomes of the children in reading.

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