

Devonshire Primary Academy Pupil Premium Expenditure 2019 – 2021

Pupil Premium Background

The Pupil Premium is additional funding for publicly funded schools in England. It is designed to help disadvantaged pupils of all abilities. Pupil Premium was introduced in 2011 and is intended to directly benefit pupils who are eligible, helping to narrow the gap between them and their peers.

Schools are free to spend the Pupil Premium as they see fit. However, they are responsible for how they use the additional funding to support pupils from low-income families and the other target groups. From September 2012, the government also require schools to publish online information about how they have used the Premium.

The Pupil Premium money is given to schools to 'raise the attainment of disadvantaged pupils of all abilities and to close the gaps between them and their peers' (DfE and EFA, 2018).

The Pupil Premium Grant provides funding for two policies:

- Raising attainment of disadvantaged pupils of all abilities to reach their potential
- Supporting children and young people with parents in the regular armed forces

The government believes that the Pupil Premium, which is additional to main school funding, is the best way to address the current underlying inequalities by ensuring that funding to tackle disadvantage reaches the pupils who need it most.

Ofsted explain: *'The Pupil Premium is making a difference in many schools. Overall school leaders are spending Pupil Premium funding more effectively, tracking the progress of eligible pupils more closely and reporting outcomes more precisely than before'*.

Devonshire Primary Academy is committed to ensuring that this funding is directed effectively to support the specific needs of the students and robustly evaluated to ensure best practice is incorporated and value for money sustained. At Devonshire Primary Academy all stakeholders are focussed on improving outcomes for pupils who are eligible for Pupil Premium.

Eligibility

Disadvantaged Pupils:

- Pupils in year groups Reception to Year 6 recorded as Ever 6 free school meals (FSM).
- Children who are looked after (CLA) defined in the Children Act 1989 as one who is in the care of, or provided with accommodation by, an English local authority.
- Children who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, a child arrangements order or a residence order.

Service Children:

- Pupils in year groups Reception to Year 11 recorded as Ever 6 service child or in receipt of a child pension from the Ministry of Defence.

Ever 6 Free School Meals (FSM)

The Pupil Premium for 2019 to 2020 will include pupils recorded in the January 2019 school census who are known to have been eligible for FSM since May 2013, as well as those first known to be eligible in January 2019.

Children Looked After (CLA) and Post Children Looked After (post-CLA)

The Pupil Premium for 2019 to 2020 will include pupils recorded in the January 2019 school census and alternative provision census, who were looked after by an English or Welsh local authority immediately before being adopted, or who left local authority care on a special guardianship order or child arrangements order (previously known as a residence order). These are collectively referred to as post Child Looked After (CLA) This fund is accessed through a Personal Education Plan (PEP). At Devonshire Primary Academy Diane Nixon is the named Senior Leader for CLA (Designated Teacher). Part of her role includes the management of the PEP process. In the interests of inclusivity, where a child who is looked after can access the targeted support offered to other pupils accessing Pupil Premium, this will be included in their PEP.

If a Carer or Corporate Parent of a CLA requests specific support outside of school, they must demonstrate the intended educational impact of this support including researching appropriate provision and costs so they may be included in the PEP.

Each year school will host 2 formal PEP meetings, one in the Autumn Term and one in the Spring Term. The Attendance of the Corporate Parent (Social Worker) from the placing Authority is essential. An informal PEP discussion will take place in the Summer term.

Ever 6 Service Child

For the purposes of these grant conditions, Ever 6 service child means a pupil recorded in the January 2019 school census who was eligible for the service child premium since the January 2013 census as well as those recorded as a service child for the first time on the January 2019 school census.

1. Summary					
School	Devonshire Primary Academy				
Academic year or years covered by this statement	2019 - 2021	Total PP allocation for this academic year	£368,530.00	Date of most recent PP Review	January 2021
Total number of pupils	407	Number of pupils eligible for PP	274	Date for next internal review	April 2021

2. Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers		
A.	Low level communication and language skills on entry to pre-school and reception which impact on accessing the early year's curriculum.	
B.	Low level globally on entry to pre-school and reception. Reception staff have to teach and consolidate the prime areas of learning before moving onto the specific areas.	
C.	Pupils across the school exhibit gaps in their learning. The reasons include: poor working memory, retention, understanding of language, absence, lack of experiences.	
D.	Not enough pupils eligible for PP reach EXS+ in reading and maths which in turn has a negative impact on figures for reading, writing & maths combined.	
E.	Social/emotional and self-regulation needs of pupils so that they are ready to learn.	
External barriers		
F.	An ever increasing number of pupils with identified welfare needs, who have been working with agencies such as social care and CAMHS.	
G.	Access to resources such as reading material, libraries and cultural/ social life experiences.	
H.	Low aspirations- family history and social mobility, access to high quality role models and career advice.	
I.	Parental engagement with the learning process- reading, homework, spellings, attendance at Parents' Evenings.	
3. Desired Outcomes		
	<i>Desired outcomes and how they will be measured</i>	
	<i>Impact</i>	
A.	Pupils to make accelerated progress within the communication and language aspect across the EYFS.	Pupils can access the curriculum and interact effectively with their peers.
B.	Pupils to make accelerated progress within all seven areas of the foundation stage in both pre-school and reception.	The percentage of pupils achieving a good level of development will continue to increase and children will be more equipped for the year 1 curriculum.
C.	Through quality first teaching and over learning pupils consolidate basic skills in reading, writing and maths. This includes; good number knowledge to support fluency, accurate use of speech and grammar, breadth of vocabulary and improved spelling.	Gaps in learning diminish. Fluency in number improves which leads to better outcomes in maths. Vocabulary is strengthened and expanded meaning better outcomes in reading. Quality first teaching ensures accelerated progress is made in all subjects for (as a minimum) the targeted children.
D.	Prior learning is addressed through quality first teaching ensuring gaps in learning are identified and dealt with. Robust pupil progress meetings ensure issues are identified and remedied in a timely manner whether through appropriate intervention or staff CPD.	Outcomes in reading, writing and maths improve. The percentage of pupils meeting age related expectations will increase in reading, writing and maths.
E.	Early identification of pupils emotional development needs allows pupils to build resilience and reengage with learning.	1 to 1 and small group sessions with the learning mentors ensure emotional development needs are addressed through bespoke programmes. These include; sensory diet, counselling, Lego therapy and resilience training. Reduction in behaviour plans.

		Reduction in exclusions.
F.	Effective multi-agency working to improve the support provided to pupils and families.	SENCO and safeguarding team work in partnership with a variety of agencies to meet the needs of all vulnerable pupils.
G.	Trips and experiences are carefully planned throughout the year to ensure children's understanding of the world is developed.	These trips and experiences deepen knowledge, build aspiration and strengthen self-esteem and confidence. Trips and experiences link to the wider curriculum and ensure children are engaged in their learning.

4. Planned Expenditure					
Academic year		2019 - 2021			
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Pupils eligible for pupil premium funding to make at least expected progress in reading, writing and maths	Success for All taught from year 1 to year 6	Small ability groups. Pupils taught at their level through a structured, evidence-based approach	Success for All lead to monitor teaching and books throughout each 8 week teaching period All Success for All groups are assessed after an 8 week teaching period and the data analysed by the lead	Miss Preston	Every 8 weeks throughout the year
	Pupils in year 5 and 6 are streamed for maths with the phase leader taking a group	Smaller groups which evidence shows has an impact on pupils attainment	Rigorous monitoring and standardisation, including book looks, pupil conferencing, lesson observations, MAT subject meetings and pupil progress meetings	Miss O'Hagan	Half-termly
	Big Maths curriculum implemented Reading rockets Fast maths and fast spellings taught daily in KS2 to build fluency	Gaps in children learning are identified and addressed Six children per class, per half-term engage in daily reading with teaching assistants. This has shown to have positive impact on both reading and comprehension Retention is an identified barrier for pupils, especially for those in receipt of pupil	Children are assessed on entry and on exit with a reading and comprehension age. Data is then analysed by the reading lead	Miss Dean	Half-termly

		premium. Daily, repetitive activities ensure knowledge sticks and fluency develops	Analysed data from year group leads	Mrs Wakefield & Miss O'Hagan	Termly
Increased percentage of pupil premium pupils reaching and exceeding expected standards and making positive progress	Rigorous pupil progress schedule to review the progress of individual children, identify barriers and agree next steps	Pupil Progress meetings have enabled leaders to engage with staff members to identify specific gaps in children's learning and identify clearly the next steps required	Follow up cycle of pupil progress meetings Children's books demonstrate visible progress Phase Leader support SENDCO support	Miss Preston & Mrs Horabin	Termly
Structured and focused CPD ensures consistent quality first teaching leading to improved outcomes and progress for all	Invest in in-house and external CPD to improve subject leaders Focus subjects for the wider curriculum have been chosen and all teaching staff allocated to one of the three subjects (geography, history and computing). Action plans, assessment, 3 I's statement and curriculum days are being developed which will then cascade into the other wider curriculum subjects	Middle leaders are key drivers of the curriculum and investing in quality CPD will lead to; job satisfaction, aspiration for their subject and quality first teaching in all curriculum subjects The decision to focus on three subjects and develop a team around them arose with staff well-being and workload in mind. The three subject leads will be given time and support to ensure their subject is having the desired impact on pupil outcomes	Subject leads book look Pupil conferencing Staff meeting time devoted to the three subjects Termly evaluated action plans for focus subjects	Mr Simm	Termly
Pupils in the EYFS to make better than expected progress in the prime areas, maths and literacy	Higher pupil to staff ratio	The investment in high quality, experienced early years' staff ensures smaller groups can take place for daily phonics, reading, writing and maths groups	Daily walkthroughs Regular meetings between the EYFS lead and the EYFS staff Data	Mrs Horabin	Termly

		<p>The EEF states that once early years' provision is in place, improving the quality of provision, for example by training staff to improve the interaction between staff and children, appears to be more promising than increasing the quantity of provision (by providing extra hours in the day), or changing the physical environment of early years' settings</p> <p>The higher pupil to staff ratio enables practitioners to model all aspects of personal, social and emotional development in the continuous provision</p>	Pupil progress		
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1. Planned Expenditure					
Academic year	2019 - 2021				
ii. Targeted support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Quality interventions address gaps in pupils knowledge	TAs used across the phase to deliver clear and structured interventions	EEF research which focuses on teaching assistants who provide one to one or small group support shows a stronger positive benefit of between three and five	Clear entry and exit data analysed by pupil premium lead	Mrs Horabin	Half-termly

		<p>additional months on average</p> <p>Empowering our TAs and recognising their value leads to greater job satisfaction</p>	<p>Teachers responsible for monitoring interventions and supporting the TAs</p> <p>Regular TA meetings to discuss concerns and celebrate success</p>		
<p>Pupils individual needs are assessed with interventions put in place to ensure they are socially and emotionally in a place to access the curriculum</p>	<p>3 learning mentors who deliver a range of interventions, strategies and activities based on ongoing individual needs</p>	<p>EEF research found that on average, SEL (social & emotional learning) interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment</p> <p>Non-class based learning mentors ensure class teachers can continue to deliver quality first teaching whilst they deal with issues</p>	<p>Learning mentor caseload identifies pupil's individual needs and the strategies implemented</p> <p>Quality first teaching is enabled daily</p> <p>Pupils individual needs are addressed negating barriers to learning</p>	<p>Mrs Nixon</p>	<p>Termly</p>
<p>Pupils speech and language needs do not impact their potential</p>	<p>Speech and language therapist employed by the school to assess and deliver speech and language therapy</p> <p>A trained teaching assistant delivers the speech and language programmes devised by the speech and language therapist across the school</p>	<p>The Communication Trust state that; Good communication skills help children and young people escape from disadvantage. Vocabulary at age five has been found to be the best predictor (from a range of measures at ages five and ten) of whether children who experienced social deprivation in childhood were able to</p>	<p>Speech and language lead continuously monitors and evaluates provision</p> <p>Speech and language lead tracks all children identified as having a speech and language need</p>	<p>Mrs Millerick</p>	<p>Termly</p>

		<p>'buck the trend' and escape poverty in later adult life</p> <p>Good communication skills support positive self-esteem and confidence. Children with language difficulties are at risk of lower self-esteem and mental health issues</p> <p>Good communication skills are essential in developing resilience. Children with language difficulties are at increased risk of bullying</p>			
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1. Planned Expenditure					
Academic year		2019 - 2020			
iii. Other approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improved attendance for all pupils	Attendance office employed (0.8)	<p>In primary schools less than 65% of children achieve good results in English and Maths with an average of 15 days' absence a year compared to almost 90% where the average is less than 8 days</p> <p>Research has also shown that children who are not in school can become vulnerable. For example, children who play truant are more likely to be drawn into crime than those who do not</p>	<p>Register kept of late attenders and absentees</p> <p>Formal proceedings undertaken when appropriate</p>	Mrs Graham	Weekly

<p>Trips and experiences that deepen knowledge, build aspiration and strengthen self-esteem and confidence</p> <p>Trips and experiences link to the wider curriculum and ensure children are engaged in their learning</p>	<p>Contributions to school trips and activities</p>	<p>At the EEF, we think enriching education has intrinsic benefits (sometimes referred to as "<u>arts for arts' sake</u>"). We think all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education</p> <p>However, many go beyond this and argue that enrichment approaches can directly improve pupils' attainment and it is this link that EEF is particularly interested in</p>	<p>Cultural capital has been devised with all stakeholders demonstrating a clear rationale of what we want each child to have experienced by the time they leave in year 6</p> <p>Monitoring of the cultural capital document to ensure the activities, trips and skills are being implemented</p> <p>Pupil voice</p>	<p>Mr Simm</p>	<p>Termly</p>
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