



## **Pupil Premium** **Expenditure - 2021/2022**

### **Pupil Premium Background**

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 other target groups. From September 2012, the Government also requires schools to publish online information about how they have used Pupil Premium funding.

Pupil Premium funding 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 and
- Supporting children and young people with parents in the regular armed forces.

The government believes that the Pupil Premium funding, 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 focused 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, 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 6 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 2021 to 2022 will include pupils recorded in the school census who are known to be eligible for FSM.

## **Our Children and post Our Children**

The Pupil Premium for 2021 to 2022 will include pupils recorded in the 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 Our Children. This fund is accessed through a Personal Education Plan (PEP). At Devonshire Primary Academy, Diane Nixon is the named Senior Leader for Our Children (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, they can access the targeted support offered to other pupils accessing Pupil Premium and this will be included in their PEP.

If a Carer or Corporate Parent of one of Our Children 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 there are 3 formal PEP meetings, one in the Autumn Term, one in the Spring Term and one in Summer Term. The attendance of the Corporate Parent (Social Worker) from the placing authority is essential. At this meeting, existing targets are reviewed and new ones set. Funding is applied for to support the child in achieving these targets.

## **Ever 6 Service Child**

For the purposes of these grant conditions, an Ever 6 Service Child is a pupil recorded in the school census who was eligible for the service child premium as well as those recorded as a service child for the first time in the school census.

### **Recovery Premium (introduced 2021–2022)**

The Recovery Premium provides additional funding for state-funded schools in the 21-22 academic year. Building on the Pupil Premium, this funding will help schools to deliver evidence-based approaches for supporting disadvantaged pupils.

School allocations will be calculated on a per pupil basis, using the same data as the pupil premium, with the following rates:

- £145 for each eligible pupil in mainstream education

Schools should spend this premium on evidence-based approaches to supporting pupils. In line with the Education Endowment Foundation's Pupil Premium Guide, activities should include those that:

- support the quality of teaching, such as staff professional development;
- provide targeted academic support, such as tutoring; and
- deal with non-academic barriers to success in school, such as attendance, behaviour and social and emotional support.

Like the Pupil Premium, schools can:

- spend the recovery premium on a wider cohort of pupils than those who attract the funding; and
- direct recovery premium spending where they think the need is greatest.

<b>1. Summary</b>					
<b>School</b>	<b>Devonshire Primary Academy</b>				
<b>Academic year or years covered by this statement</b>	2021 - 2022	<b>Total Pupil Premium (PP) allocation for this academic year</b>	£358,000	<b>Date of most recent PP Review</b>	September 2021
<b>Total number of pupils on roll (Rec – Year 6)</b>	402	<b>Number of pupils eligible for PP</b>	252	<b>Date for next internal review</b>	January 2022
		<b>Total Recovery Premium allocation for this academic year</b>	£36,540		
<b>2. Barriers to future attainment (for pupils eligible for PP, including high ability)</b>					
<b>In-school barriers</b>					
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 age related expectations 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.	Communication and language difficulties are promptly identified and support put in place.	Children's communication and language difficulties are not a barrier to their learning.
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 increases and children are equipped for the year 1 curriculum and beyond.
C.	Research and CPD around the science of learning has led to a curriculum designed for our cohort of children. This includes; prior learning tasks, retrieval practice, repeating skills, sequenced curriculum model, threshold concepts, interleaving ad low-cognitive load.	Research based CPD improves teaching across the school. High quality teaching ensures gaps in learning diminish.
D.	Prior learning is addressed through high quality 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.	Improved outcomes in reading, writing and maths. Increased percentage of pupils meeting age related expectations in reading, writing and maths.
E.	Early identification of pupil's emotional development needs allows pupils to build resilience and reengage with learning.	Needs are addressed through timely support from the learning mentors. The use of external agencies meets the needs of all our children. 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, experiences and extra-curricular clubs are carefully planned throughout the year to ensure children develop their cultural capital.	Trips, experiences and clubs deepen knowledge, build aspiration and strengthen self-esteem and confidence. Trips and experiences link to the wider curriculum and deepen children's schemas.

#### 4. Planned Expenditure

<b>Academic year</b>	<b>2021 - 2022</b>				
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.					
<b>i. Quality of teaching for all</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Pupils eligible for pupil premium funding to make at least expected progress in reading, writing and maths.	Success for All taught throughout the school as a reading intervention.	Small ability groups. Pupils taught at their level through a structured, evidence-based approach. The intervention has proven to work for our cohort of children in that it is low-cognitive load, lots of repetition and high priority given to vocabulary. Data shows that children have retained learning during lockdown.	Success for All lead to monitor the teaching of reading and reading 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.
	Big Maths taught throughout the school as a maths intervention.	Gaps in children's learning are identified and addressed through the weekly CLIC. Maths concepts are broken down in small steps. The intervention has proved to have impact on our cohort of children, in that it is low-cognitive load, repetitive and improves fluency.	Rigorous monitoring and standardisation, including book looks, pupil conferencing, lesson observations, MAT subject meetings and pupil progress meetings.	Miss O'Hagan	On-going monitoring schedule.

	Reading rockets	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 skills.	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
	Priority given to improve teaching through research based CPD. Good teachers, good teaching, good outcomes.	Research suggests that good teaching has the biggest impact on improving outcomes for pupils in receipt of pupil premium. Therefore, our school improvement plan is very much factored around high quality CPD.	Research led CPD approach to be followed for 21-22. Monitoring of teaching standards, book looks and pupil voice will ensure that CPD has an impact on daily teaching.	Mrs Horabin	Half-termly
Increased percentage of pupil premium pupils reaching and exceeding age related expectations.	Rigorous monitoring schedule followed by SLT, middle leaders and subject leaders. Barriers are identified and next steps are agreed.	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.	Children's books demonstrate visible progress and children can discuss their learning confidently.	Miss Preston & Mrs Horabin	Termly
Structured and focused CPD ensures consistent high quality teaching, leading to improved outcomes and progress for all.	The curriculum intent is grounded in research and the science of learning. The next step is to ensure that staff have the confidence, knowledge and skills to deliver it effectively.	Good teachers lead to good teaching which leads to good outcomes. Investing in quality, sustainable CPD which feeds into our teaching and learning handbook will ensure that all teachers teach consistently well.	Appraisal, lesson observations and the monitoring system will highlight CPD needs and a bespoke package will be created. The CPD will be a blended offer of research, coaching, observing experts or an online course.	Mr Simm	Half Termly

The percentage of children reaching the early learning goal at the end of reception is in line with the Blackpool average.	Higher pupil to staff ratio. Challenging curriculum. Outstanding environments – both indoors and outdoors.	The investment in high quality, experienced early years' staff ensures smaller groups can take place for daily phonics, reading, writing and maths groups. 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.	Supervisions and appraisals ensure that CPD needs are met.	Mrs Horabin	Termly
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**Planned Expenditure continued**

<b>Academic year</b>		<b>2021 - 2022</b>			
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Quality research-based interventions are used effectively to improve outcomes.	Research based interventions are used to improve outcomes for identified children. Interventions are implemented within class whenever possible to avoid	EEF guidance - making best use of teaching assistants makes it clear that TAs should not be used to teach the lower attaining pupils.	Clear entry and exit data analysed by pupil premium lead. Interventions will only continue if the data shows they have had impact.	Mrs Horabin	Half-termly

	children missing high quality teaching. The majority of interventions are flexible and led by class teachers.	If TAs are asked to deliver interventions, they are highly structured with support from the class teacher.			
Pupils individual needs are assessed; interventions are put in place to ensure they are socially and emotionally ready to access the curriculum.	Learning mentors deliver a range of interventions, strategies and activities based on ongoing individual needs.	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. Non-class based learning mentors ensure class teachers can continue to deliver high quality teaching whilst they deal with issues.	Learning mentor caseload identifies pupil's individual needs and the strategies implemented. Pupils individual needs are addressed negating barriers to learning.	Mrs Nixon	Termly

Pupils speech and language needs do not impact on their learning.	Speech and language therapist employed by the school to assess and deliver speech and language therapy to identified children.	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 'buck the trend' and escape poverty in later adult life.	Speech and language lead continuously monitors and evaluates provision.	Mrs Millerick	Half-Termly
	A trained teaching assistant delivers the speech and language programmes devised by the speech and language therapist across the school.	Good communication skills are essential in developing resilience. Children with language difficulties are at increased risk of bullying.	Speech and language lead tracks all children identified as having a speech and language need.	Mrs Millerick	Half-Termly

**Planned Expenditure continued**

<b>Academic year</b>	<b>2021 - 2022</b>
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**iii. Other approaches**

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Improved attendance for all pupils.	Attendance officer employed (0.8).	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	Register kept of late attenders and absentees. Formal proceedings undertaken when appropriate.	Mrs Graham	Termly

		<p>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>Trips, experiences and extra-curricular clubs deepen knowledge, build aspiration and strengthen self-esteem and confidence.</p>	<p>A yearly overview of trips, experiences and extra-curricular activities ensure an ambitious personal development curriculum.</p>	<p>Our children have limited life experiences. Through our personal development curriculum, we will ensure that all children have access to a wide, rich set of experiences.</p>	<p>Setting out the personal development calendar for the year will ensure that all children have a wide, rich set of experiences. SLT will ensure that these experiences happen.</p>	<p>Mr Simm</p>	<p>Half -Termly</p>
<p>Mental-health and well-being of all stakeholders are known and addressed through relevant approaches.</p>	<p>PSHE &amp; SMSC lessons focus on well-being and mental health. Early identification is key and the pastoral team work on the cycle of; prevention, identification, early support and facilitating access to specialist support.</p>	<p>The Mental Health of Children and Young People in England survey (2020) found 16% (1 in 6) of children aged 5 to 16 years to have a probable mental health disorder, an increase from 1 in 9 in 2017.</p>	<p>Following the four step cycle will ensure individual needs are identified and actions put in place.</p>	<p>Mrs Nixon</p>	<p>Half-Termly</p>