

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Devonshire Primary Academy
Number of pupils in school	402
Proportion (%) of pupil premium eligible pupils	62%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	05.10.21
Date on which it will be reviewed	05.07.22
Statement authorised by	Mr. D. Simm
Pupil premium lead	Mrs. N. Horabin
Governor / Trustee lead	Reverend Dave

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£358,000
Recovery premium funding allocation this academic year	£36,540
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£394,540

Part A: Pupil premium strategy plan

Statement of intent

The 2019 index ranks Blackpool as the most deprived of 317 Local Authority areas in England, based on both the average LSOA score and concentration of deprivation measures, and is also now the most deprived Local Authority based on the lesser-used rank of average score measure. 39 of 94 Blackpool LSOAs are in the 10% most deprived in the country, up from 36 in 2015, with 96% of LSOA's now ranking in the bottom half of the deprivation deciles. This is based on the concept that deprivation consists of more than just poverty; so while poverty is related to not having enough money to live on, deprivation refers to a much broader lack of resources and opportunities.

It is the intent of our school to dispel the gap between disadvantaged pupils and their non-disadvantaged peers. The Pupil Premium is aimed at addressing the current underlying inequalities which exist between children from disadvantaged backgrounds and their more affluent peers. The percentage of our pupils eligible for pupil premium (62%) is significantly higher than the national average (21%) for primary schools.

Our pupil premium strategy has been developed using current EEF guidance and follows the 4-step cyclical model;

1. Diagnose our pupils' challenges and needs
2. Use strong evidence to support our strategy
3. Implement our strategy
4. Monitor and evaluate our strategy

Our strategy is led by current research, with the overarching aim of improving the attainment of our disadvantaged pupils. We have analysed the immediate impact of COVID-19 and addressed this through our 3-year strategy but understand that the long-term effects may not be apparent for some time. Therefore, the strategy will be evaluated yearly and adapted accordingly.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Poor communication and language skills on entry to pre-school and reception which impact on accessing the early years curriculum
2	Pupils across the school exhibit gaps in their learning. The reasons include; school closures due to the COVID-19 pandemic, poor working memory, lack of retention, limited vocabulary, poor attendance and limited life experiences

3	Pupils lack aspiration and an intrinsic desire to learn
4	Mental health and well-being of both pupils and parents create a barrier to learning
5	Lack of parental engagement with the learning process; reading with their children, completing homework together, getting them to school on time, supporting the school with policies, attending parents evening or curriculum events

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Communication and language difficulties are promptly identified and support put in place.	Communication and language difficulties are not a barrier to pupils learning. Accelerated progress made by pupils who display difficulties in this area of learning.
Pupils to make accelerated progress within the EYFS.	Percentage of pupils achieving a good level of development increases. Pupils leave year 1 and subsequent year groups on track due to the solid foundations laid in the EYFS.
Sequenced curriculum which is taught to address the needs of our children. This includes; prior learning tasks, retrieval practice, repetition of skills, threshold concepts running throughout subjects, interleaving and low-cognitive load.	Pupils know and remember more. Pupils are able to make connections within their learning. Cultural capital is addressed through our ambitious curriculum. Pupils have an intrinsic desire to learn and have high aspirations for their future.
Teaching and learning at Devonshire Primary Academy is at least good.	All teaching is at least good. The gap between published school data and national data decreases year on year. The gap between eligible pupil premium pupils and non-eligible pupil premium pupil's decreases.
Early identification of social and emotional needs allows pupils to build resilience and reengage with learning.	Fewer referrals to CAHMS. Children deploy strategies to cope with emotions, independently soothing and reframing their mind-set. Internal exclusions decrease.
Parents and carers support the school in its drive to improve outcomes for pupils.	An active parental forum. Parents show respect to the parental engagement officer. Parents engage in training and support school policies.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £206,437

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff CPD which focuses on teaching and learning	The EEF guidance report on effective professional development (PD) suggests that mechanisms should be the focus when designing a PD programme. Therefore, we have designed our PD around revisiting prior learning, goal setting, providing feedback, and action planning.	1, 2, 5
Improved staffing structure	The new staffing structure has been devised to improve and empower our middle leaders. We believe our curriculum intent is strong and we now need a consistent implementation. The newly appointed phase leads are essentially our implementation team and they are; supporting staff, monitoring any problems and adapting strategies as appropriate. This cycle follows the recommendations as set out in EEF guide to implementation.	1, 2, 5
Teacher feedback	We know that teacher feedback has positive effects on pupil outcomes when done well. We also recognise that it can sometimes have a detrimental impact on teacher's workload and well-being. To mitigate some of these issues, we have allocated a TA4 to most year groups. The TA4s are used to support the teachers in addressing learning gaps, pre-teaching, verbal feedback within lessons and planning for next steps.	1, 2
High ratio of staff to children within the EYFS	Communication and language is our priority within the EYFS. The communication Trust state: 'There are close links between language development and areas of social disadvantage. Many children growing up in these areas have poor language skills; their spoken language is like that of a younger child, however with the right support some can develop and catch up.	1, 2

	<p>Social disadvantage does not predict language development but is strongly associated and so is a risk factor for poor language skills.</p> <p>As many as 50% of children in some areas of social disadvantage start school without the language they need for learning.</p> <p>In areas of social disadvantage children and young people are more than twice as likely to have SLCN (this study found that the likelihood of being identified as having SLCN is 2.3 times greater for children eligible for free school meals and living in areas of deprivation).’</p> <p>Our high ratio of staff to children ensures that quality interactions are part of the daily routine. Children’s needs are promptly addressed and timely support put in place.</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £135,873

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Success for All taught throughout the school as a reading intervention.</p>	<p>The intervention has proven to work for our cohort of children. We believe that the low-cognitive load, repetition and explicit vocabulary approach is the reason why. Internal data from 2000 – 2021 shows that children retained learning from pre-lockdown.</p> <p>The EEF states that, ‘It is important to identify the appropriate level of text difficulty, to provide appropriate context to practice the skills, desire to engage with the text and enough challenge to improve reading comprehension.’ Because of this we stream for SfA, enabling pupils to engage with appropriate texts. Although the EEF states that setting or streaming has no impact, our internal data shows otherwise. We believe this to be the 8 weekly cycle of monitoring, the changes of adults teaching the groups, the smaller groups (because of TA use), the fidelity of the approach and the explicit daily teaching of reading.</p>	<p>1, 2</p>
<p>Big Maths taught throughout the school as a maths intervention.</p>	<p>Our children exhibit large gaps in their maths learning and this intervention ensures that they start at their current ability and then work up through the small, identified steps.</p> <p>The 4th recommendation in the EEF guidance on improving maths states that teaching should build on what children already know. The CLIC aspect</p>	<p>1, 2</p>

	<p>within the intervention clearly shows teachers the gaps in learning enabling them to be addressed before moving on.</p> <p>The Big Maths intervention also aligns with the recommendations set out within the EEF report on metacognition, in that it continually activates prior knowledge (learn-its) and leads to independent practice.</p>	
Improving mental-health and well-being	<p>Our learning mentors play a crucial role in identifying and addressing mental-health and well-being issues amongst our families. They are instrumental in planning bespoke programmes for children's social and emotional development.</p> <p>Our newly devised PSHE curriculum also explicitly teaches SEL with a high proportion of curriculum time given to PSHE/SEL and SMSC.</p> <p>This aligns with the 6 recommendations set out in the EEF improving social and emotional learning in school.</p>	3, 4, 5
Improving speech and language	<p>We recognise the link between oral language, reading and writing and how gaps occur when there are difficulties in these areas. Wider issues relating to the child and his or her environment that indirectly influence literary development also informs our teaching. These include child based factors such as hearing, speech and motor difficulties, retrieval speed, metacognition, and executive function. These child factors are influenced further by the environment, such as family background, home language and literacy environment, and whether they speak, read, or write in an additional language.</p> <p>Devonshire Primary Academy has a team of speech and language experts who ensure early identification and implement relevant support.</p>	1, 2
Nessy reading and spelling intervention	<p>The Nessy Reading and Spelling program has been recommended as a high-quality evidence-based program by AUSPELD and DSF 1, global partner of the International Dyslexia Association. It has been awarded the British Dyslexia Association mark of quality assurance and is winner of the Educational Resources Award.</p> <p>Children identified with dyslexic tendencies are screened using this programme. The screening highlights any areas of difficulties that the child has, ensuring relevant support can be put in place.</p> <p>This screening and intervention programme addresses the recommendations set out in the EEF guidance on improving literacy in KS1 & KS2.</p>	1, 2, 3, 5

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £58,141

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance team	Good attendance leads to good outcomes. Our attendance team works with families to break down barriers and offer support and advice when needed.	5
Subsidised residential visit	Our children receive limited experiences and we believe a residential trip to have many positive effects for our children.	3, 4, 5
Educational visits	Our ambitious curriculum ensures children receive a rich cultural offer but we want to enhance this further by providing our children with a broad personal development offer. Trips, visits and experiences are meticulously planned to enable children to; use a range of social skills in a variety of contexts, promote equality of opportunity, develop confidence, gain knowledge and understanding of other faiths and beliefs, reflect on their experiences and to participate positively to artistic, musical, sporting and cultural opportunities.	3
My Happy Mind programme	My Happy Mind programme is backed by the NHS and is used to support mental health in children, staff and parents. The programme supports and reinforces the 10 key principles identified by the PSHE Association.	4, 5
TT Education	In light of the EEF guidance on effective professional development we have subscribed to the TT Education School Improvement Club. This online platform and our research into the science of learning will enable us to offer bespoke CPD with the overarching aim of improving teaching and learning.	2, 5

Total budgeted cost: £400,451

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

It is clear that the COVID-19 pandemic has had a negative impact on our most disadvantaged children. Despite many of these children attending school, the gap has continued to grow. We believe this is down to; disrupted schooling, a focus on well-being as opposed to academia in the first lockdown, a lack of support at home, a delay in children receiving appropriate technology to access quality home learning and a high level of mental health issues amongst children and their parents.

Positively, the learning that happened pre-pandemic has been retained by the vast majority of our children, showing that our curriculum model and pedagogy is meeting the needs of our children. During the 2020-2021 academic year, we focused CPD on the science of learning and teachers now know why we teach what we do and how we should be teaching it.

The lack of wider life experiences, reading and breadth of knowledge and understanding is a barrier to our children's learning. Our personal development curriculum would usually address some of these barriers but many experiences were curtailed because of the pandemic.

- 63% of our pupils are eligible to receive pupil premium funding (higher than the national averages).

During the disrupted academic year, we:

- Focused on improving communication and language in the EYFS.
- Focused on turn taking, sharing, making healthy choices and toileting in pre-school.
- Implemented an ethos of no child is left behind within the EYFS.
- EYFS- reception data showed that literacy was the weakest area. This was due to closure during lockdown and a high number of bubble closures meaning that all phonic sounds were not taught.
- SfA continues to deliver good results. However, because of working in bubbles, streaming was not an option so the progress has not been as good as pre-pandemic.

- Achievement at the expected standard across KS2 is very poor for RWM.
- Writing is the casualty of the pandemic. Children have not had the stamina to write to the standards expected in school.
- In addition to isolating and the national lockdown the PPG children have had to cope with changes of staff and children in the setting. Due to the nature of some of our more disadvantaged children who have SEN needs too this will have had an impact on their ability to focus on their work.
- Many of the children with PPG did not engage with the online provision in place, unless they were in school. Again, their needs have not been met due to lack of parental support or the ability of parents and thus targets have not been met. The learning of these children has also been impacted by the social effects of lockdown- some of the children have been through significant trauma.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider