Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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 School
Number of pupils in school	680
Proportion (%) of pupil premium eligible pupils	26%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	3 Years
Date this statement was published	November 2023
Date on which it will be reviewed	31/10/2024
Statement authorised by	Fiona Oastler
Pupil premium lead	Melanie Elsey
Governor	Anne Arnold

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 277,905
Recovery premium funding allocation this academic year	£ 27,985
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year.	£ 305,890

Part A: Pupil premium strategy plan

Statement of intent

The pupil premium grant is additional funding allocated to publicly funded schools to raise the attainment of disadvantaged pupils and support pupils with parents in the armed forces.

The school uses the grant to support these groups, which comprise pupils with a range of different abilities, to narrow any achievement gaps between them and their peers.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers. We also recognise that not all pupils eligible for pupil premium funding will have lower attainment than their peers. In such cases, the grant will be used to help improve pupils' progress and attainment so that they can reach their full potential.

The main barriers to educational achievement for eligible pupils are considered and objectives are as follows:

- Narrow the attainment gap between PPG children and non PPG children as well as other pupils who are disadvantaged or underachieving.
- Raise the levels of attainment and progress made.
- Provide social and emotional support/interventions to improve attendance, behaviour and confidence.
- Provide the opportunity for children to attend extra-curricular activities.
- Use evidence to inform our decisions on pupil premium spending – for example, by using evidence-based research and resources from the Education Endowment Foundation, and learning from what works in our school.

Some examples of how the school may use the grant include, but are not limited to:

- Providing extra one-to-one or small-group support
- Employing extra teaching assistants
- Running catch-up sessions (for example, for children who need extra help with maths or literacy)
- Providing extra tuition where needed (ahead of national assessments)
- Financial support for educational trips and visits
- Funding the cost of swimming in school for Key Stage 2 pupils
- Funding English language intervention groups for children who speak another language
- Emotional support through the provision of ELSA and/or play therapy
- Providing advice and support for parents through the employment of a Family Support Worker (FSW)

Challenges

Challenge number	Detail of challenge
1	Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between lower than for non-disadvantaged pupils. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.
2	Our assessments and observations indicate that the education and well-being of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations.
3	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
4	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
5	Our parental surveys, home visits and discussions, indicate that 86% of our pupils do not have direct access to a secure outside space. Our observations and internal data indicate this this has a negative impact on their ability to engage in positive play and friendship resolution.

Intended outcomes

Intended outcome	Success criteria
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Improved attendance for all pupils so that it is at least in line with or above national average. Persistent absence for disadvantaged pupils is below national average.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes improved to show that the number of disadvantaged pupils meeting the expected standard is rising.
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. Evident when triangulating with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2024/25 demonstrated by qualitative data from pupil voice, pupil and parent surveys and teacher observations

Activity in this academic year

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 37,120

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve time for the Assistant Headteacher (Inclusion) to implement procedures meet with parents and other agencies.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. Purchased LA Attendance additional services to support attendance improvements in PP children.	1
Refining of Little Wandle Phonics across the whole school staff to secure stronger phonics teaching for all pupils.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics | Toolkit Strand | Education Endowment Foundation | EEF	2, 4
Refine the use of Emotion Coaching as our behaviour approach	Through repetitive, consistent and empathetic Emotion Coaching, the ability of a child to regulate their emotions is promoted. Key Elements are involved in Emotion Coaching: • Becoming aware of the child's emotions • Recognising the emotion as an opportunity for intimacy and teaching • Listening empathetically, validating the child's feelings • Helping the child find words to label the emotion • Setting limits and explore strategies to solve the problem at hand. Emotion Coaching UK Whole School refresher training 2023, Research Learning Day Summary	1, 2, 5

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £214,950

Activity	Evidence that supports this approach	Challenge number(s) addressed
Delivery of 1:1 intervention through the provision of Precision Teaching	A wealth of research has suggested that Precision Teaching is effective. For instance: • Griffin and Murtagh (2015): Precision Teaching improved sight vocabulary, reading accuracy, fluency and comprehension in primary school pupils compared to a control group. • Lambe, Murphy and Kelly (2015): Precision Teaching improved the reading fluency of primary aged pupils. • Chiesa & Robertson (2000): Precision Teaching improved the maths skills of primary aged children above their peers. • Roberts & Norwich (2010): Precision Teaching improved the word reading skills of secondary aged pupils.	3, 4
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics | Toolkit Strand | Education Endowment Foundation | EEF	2, 3, 4
Provide targeted interventions for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those fall-ing behind, both one-to-one: One to one tuition | EEF (educationendow-mentfoundation.org.uk) And in small groups: Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF	2, 3, 4

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

Budgeted cost: £ 53,889

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment of a Family Support worker to support parent and pupil well-being.	What Families think about family support services CCPS Family Support Research 2018	1, 2
Employment of ELSA to support pupils' understanding of their emotions and how to manage them.	Evaluation of the ELSA Programme Swindon Educational Psychology Service 2020	1, 2, 5
Employment of a Play Therapist to work with children who have experienced ACEs in early childhood.	Ray, D. C, & McCullough, R. (2015; revised 2016). Evidence-based practice statement: Play therapy (Research report). Retrieved from Association for Play Therapy website: http://www.a4pt.org/?page=EvidenceBased	1, 2
Employment of a Speech and Language Specialist TA (ELKLAN Trained) to work with children who have language difficulties.	Speech and language therapists provide life-changing treatment, support and care for children who have difficulties with communication, eating, drinking and swallowing.	3, 4
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	1, 2, 3, 4, 5

Total budgeted cost: £ 305,959

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

We have analysed the performance of our school's disadvantaged pupils during the 2022/23 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

DfE has shared our school's 2023 performance data with us, to help us better understand the impact of the pandemic on our pupils and how this varies between different groups of pupils. COVID-19 had a significant impact on the education system and this disruption affected schools and pupils differently, and because of this, it is more difficult to interpret why the results are as they are using the data alone.

Data from tests and assessments suggest that, despite some strong individual performances, the progress and attainment of the school's disadvantaged pupils in 2022/23 was below our expectations. Our analysis suggests that the reason for this is primarily the ongoing impact of COVID-19.

A number of the PPG children also fall into the SEN and EAL categories which has an impact on the gaps seen in the data. Although progress was made it was not significant enough to have moved the children into the age-related expectation.

The attainment gap between our disadvantaged pupils and non-disadvantaged pupils has grown since the start of the pandemic. This is reflective of national figures and demonstrates the additional impact of COVID-19 on disadvantaged pupils.

Absence among disadvantaged pupils was 2.7% higher than their peers in 2022/23 and persistent absence 6.1% higher. Whilst this gap is slightly lower than last year we recognise this gap is too large which is why raising the attendance of our disadvantaged pupils is a focus of our current plan.

Our observations and assessments demonstrated that pupil behaviour improved last year, but challenges in relation to wellbeing and mental health remain significantly higher. The impact of COVID on disadvantaged pupils has been particularly acute.

Further information (optional)

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.