

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 Infant Academy
Number of pupils in school	270
Proportion (%) of pupil premium eligible pupils	11.9%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	November 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Sharon Gibson Head Teacher
Pupil premium lead	Joy Williams
Governor / Trustee lead	Marcus Bernasconi

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£43,040
Recovery premium funding allocation this academic year	£4726
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	£47766

Part A: Pupil premium strategy plan

Statement of intent

Our aim is to use pupil premium funding to raise the attainment of disadvantaged pupils of all abilities so that they can reach their potential and be the best they can be. We intend to ensure an equitable educational experience for our disadvantaged children to remove barriers to learning and build cultural capital and aspiration.

Devonshire's pupil premium strategy is based on the following principles and practices:

- The pupil premium strategy covers a three-year period, with annual reviews and necessary adjustments.
- The pupil premium strategy is embedded within a broader strategic school plan and is the golden thread that weaves through all areas of school. It allows enough time for effective implementation, is embedded into school's routines and practices and is adapted throughout the school year.
- Approaches adopted are selected on the basis of strong educational evidence.
- Pupil premium is spent on academic and non-academic interventions and support.

We acknowledge that pupil premium pupils are not always socially disadvantaged and at risk of underachievement. Likewise, there are many pupils that we would consider to be vulnerable or disadvantaged that are not in receipt of pupil premium funding and do not receive this additional funding.

At Devonshire, we understand that all children are different and have different needs. Staff take time to get to know children and individual records are developed to ensure barriers to learning and children's talents and interests are quickly identified. Our strategy is driven by this knowledge of our children's strengths and needs so that they can become the best they can be.

Quality first teaching remains the most important strategy in ensuring children make rapid progress. Initial attendance checks are completed to decide if support is needed from our EWO and school's family support team. All aspects regarding the child are considered including behaviour, wellbeing, mental health, safeguarding, learning needs and family information.

Effective pupil premium support is based on high quality internal data helping all pupils to access a broad and balanced curriculum and develop independence, confidence, and resilience.

Devonshire uses sources such as the Teaching and Learning Toolkit and the EEF guidance reports. As advised by the EEF, Devonshire balances its approach across three key areas; high quality teaching, targeted academic support and wider strategies, such as attendance, behaviour, social and emotional support.

The pupil premium strategy is carefully implemented across the school year. It takes time to monitor and develop throughout the year as the children's needs change. Teachers review their pupil premium strategies and interventions continually alongside their formative assessments and with the pupil premium coordinator every half term.

Challenges

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

Challenge number	Detail of challenge
1	Gaps in skills and knowledge, including those due to the impact of COVID-19
2	Attendance and punctuality
3	Social and economic factors, including readiness to learn and home support
4	Poor language and communication skills of pupils
5	Low attainment on entry to the Early Years Foundation Stage in all or most areas

Intended outcomes

Intended outcome	Success criteria
Increase numbers of disadvantaged pupils reaching Age Related Expectations (ARE) in each year group	Summative date and end of EYs & KS1 data shows more children are working at ARE
Ensure accelerated progress for all particularly in reading and phonics	Phonic assessments will show accelerated progress. Phonic screening results will improve. Reading assessments will show greater fluency in reading. New Phonics program in place across the school
To narrow the attainment gap between disadvantaged and non-disadvantaged pupils nationally and also within internal school data.	Summative data shows children have made greater progress relative to their starting points. Conversations with staff show that disadvantaged children are closing the gap both in academic and learning skills.
Increase average attendance and punctuality of all children and pupil premium children	Data will show that persistent absenteeism is decreased and % attendance is increased (aim of 96%)
Improved parental involvement	Through discussions with parents, children and staff, evidence shows that parents are supporting children at home. Parent support groups are re-established. Nursery parent groups are established and support parents with practicalities and knowledge around how to ensure their child is ready for full time education.

<p>Children show greater independence and readiness to learn is improved.</p> <p>Metacognitive understanding and emotion coaching leads to better self regulation and learning behaviours.</p>	<p>Discussions with staff and observations of children show that children are able to care for themselves with greater independence.</p> <p>Children can talk about strategies that help them persevere and become better learners.</p> <p>Children are able to tackle work with greater independence and have a growing resilience.</p> <p>Children are more confident to tackle challenging work.</p>
<p>Children's speech and language improves</p>	<p>Children are able to communicate with greater confidence and success.</p> <p>Children's vocabulary is increasing.</p>
<p>Parents engage with school in the early stages of their child's education and build strong relationships with their children's educators and pastoral staff.</p>	<p>Early identification of children's strengths and needs in EYFS is completed.</p> <p>Nursery staff build good relationships with families and identify those who need support.</p>

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: £9,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
New phonic scheme implemented throughout the school.	Rose review 2006, Reading framework July 2021 +5 Phonics EEF (educationendowmentfoundation.org.uk)	1.
Nursery phonics program implemented	Rose review 2006, Reading framework July 2021 +5 Phonics EEF (educationendowmentfoundation.org.uk)	1.
Implement New Early Years Framework so that staff have knowledge and understanding that impacts on the pace of learning and development of our children	In line with EEF recommendations, quality first teaching is the key to progress for all. By ensuring that our children receive the best quality teaching, we give them every chance in life. EEF recognises the benefits of good quality Early Years teaching and environment. Early Years Toolkit EEF (educationendowmentfoundation.org.uk)	1. 3. 4. 5.
Continue to develop our Curriculum so that it provides the necessary knowledge, skills and attitudes to equip our children to be successful learners and respectful individuals	In line with EEF recommendations, quality first teaching is the key to progress for all. By ensuring that our children receive the best quality teaching, we give them every chance in life. Self regulation +7 Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk)	1. 3. 4.
Purchase of enhanced speech and language provision to support communication and language difficulties within the classroom (CPD)	There are a growing number of children finding speech and language challenging. A member of staff to be employed to deliver specific speech and language support. EEF+6 Oral language interventions EEF (educationendowmentfoundation.org.uk)	4.
Sensory integration specialist occupational therapist to support Nursery children	Many children enter Nursery with high levels of sensory needs. Opportunities to support these children at the earliest possibility is vital to ensure the children can begin to prepare for full time education.	5. 4.

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

Budgeted cost: £22,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Establish a recovery program to support children who have gaps in learning due to school closures.</p> <p>A significant proportion of the pupils who receive tutoring will be disadvantaged.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	1.
<p>Provide Speech and Language intervention</p>	<p>There are a growing number of children finding speech and language challenging. A member of staff to be employed to deliver specific speech and language support. EEF+6</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	4.
<p>Ensure PP pupils have access to small group and 1:1 sessions as appropriate for same day intervention following a lesson to address misconceptions (Booster Intervention Time)</p>	<p>EEF tiered approach shows that targeted support has a positive impact on overall attainment and progress for PP pupils. By using this approach, we are ensuring children are ready for the next steps in learning more quickly. EEF +5</p> <p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p>	1.
<p>Continue to ensure peer support is available for phonics.</p>	<p>EEF shows peer tutoring and support to be a cost effective way of supporting progress. We know this from our previous work in this area. EEF +6</p> <p>Collaborative learning approaches EEF (educationendowmentfoundation.org.uk)</p>	1.
<p>Continue to ensure children have access to structured interventions including: Nelli, talk boost, Enable Plus, 5 minute boxes</p>	<p>Support targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: +5</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	

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

Budgeted cost: £16,900

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to employ EWO to raise attendance and lower PA for PP Pupils.	Children cannot learn if they do not attend, and wellbeing and safety as well as learning is a high priority. We need to ensure children are here, so we can support with the range of strategies we have in place.	2.
Continue to employ a mentor and family support staff to support vulnerable families and run parent support groups (SEAL, Solihul Approach)	Vulnerable families need support, and by making us a base for support, we empower parents, encourage collaborative learning and also raise parental engagement Research from EEF confirms this. EEF + 4, Mentoring EEF (educationendowmentfoundation.org.uk) Parental engagement EEF (educationendowmentfoundation.org.uk)	3.
Employ an additional member of the safeguarding team with pastoral responsibilities for vulnerable families to coordinate support and services	Vulnerable families need support, and by making us a base for support, we empower parents, encourage collaborative learning and also raise parental engagement Research from EEF confirms this. EEF + 4, +3	3.
To ensure that consideration of wellbeing underpins all aspects of school life for our staff, pupils and parents – low arousal approach, emotion coaching, restorative practice, relationship and behaviour policy, mindfulness opportunities.	EEF confirms positive behaviour strategies +4 Behaviour interventions EEF (educationendowmentfoundation.org.uk) Self regulation +7 Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk) Social and emotional learning EEF (educationendowmentfoundation.org.uk)	3.
Continue to provide 'Good start, Great start' in nursery	To engage with parents as soon as possible, whilst still maintaining social distancing regulations and adhering to covid-19 guidance. To support parents so that they are more effective in supporting their children at home. To build good relationships with families. Research from EEF confirms this. EEF + 4, +3 Parental engagement EEF (educationendowmentfoundation.org.uk) Research around early intervention	3. 5.

	Law et al Early Language Development final.pdf (d2tic4wvo1iusb.cloudfront.net)	
Poverty proofing the curriculum Providing practical assistance such as uniform and PE kits, subsidising school trips and experiences, providing equipment needed for home learning, access to breakfast and after school club, access to sports clubs.	Research (Newcastle University) shows that poverty proofing can be successful in highlighting the extent of the stigmatization that occurs during the school day for pupils living in poverty, as well as the increasing costs of the school day.	1. 2. 3.

Total budgeted cost: £ 48700

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.

Funding for 2020-2021 £64560

Pupil Premium was used to support the learning and progress of those pupils eligible for Pupil Premium funding.

Internal data shows that children in Reception attained in line with their non pupil premium peers. In Year One, pupils attained in line with pupil premium peers in reading and writing and exceeded their non pupil premium peers in maths. In year two, the pupil premium children's attainment was below that of their non pupil premium peers in reading and writing, but above in maths.

Due to Covid-19 and school closures, the language deficit increased and continues to be identified as a major barrier. Where children have not been in school, they have had even less access to an enriched vocabulary outside of the school environment. This is about the number of words they speak, not about the language they speak. Some children missed the positive social interactions that school offers and this became a barrier to taking part successfully in all school opportunities. Children displayed greater social and emotional health issues on return to school, that prevented them from being ready to learn and needed further support each day to remove those barriers before progress could begin to take place. The long period of time out of school has affected the children's basic skills in phonics, reading, writing and maths and this will be a barrier to accelerated progress for some pupils. We found that the children in year two achieved below non pupil premium children as they had had fewer opportunities to practise and refine reading and therefore fluency was affected. On their return to school, many children had forgotten previous learning, even though parents had worked hard to support their learning. This was in part due to children not being exposed to the daily revisit and review that they would have experienced in school. Phonics was a particular area where children had forgotten previous learning. Teachers monitored remote learning rigorously and contacted families regularly who were not attending online lessons. Teachers offered extra support to those families who were finding remote learning challenging. This developed many good relationships between school and home.

The family support team worked effectively to support disadvantaged children during school closures and ensured parents and families felt supported. This was through

regular phone calls and ensuring children had the resources they needed to access learning at home.

The disadvantaged children were carefully monitored by staff during remote learning and any child who was not accessing home learning were called promptly to find out how school could support home.

On return to school, teachers carefully assessed who needed rapid interventions and these were in place as soon as school returned.

All staff completed 'Thinking Differently' CPD and this supported school to understand further then needs of our disadvantaged families..

Externally provided programmes

Programme	Provider
Little Wandle phonics https://www.littlewandlelettersandsounds.org.uk	Letters and Sounds

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

Further information (optional)

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