

Pupil premium strategy statement – 2025 – 2026

Devonshire Infant Academy

This statement details our school's use of pupil premium 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
School name	Devonshire Infant Academy
Number of pupils in school	269
Proportion (%) of pupil premium eligible pupils	26%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024-25, 2025-26, 2026-27
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Elise Waldron Head Teacher
Pupil premium lead	Joy Williams Deputy Head
Governor / Trustee lead	Harpal Tiwana

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£106,050
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£106,050

Part A: Pupil premium strategy plan

Statement of intent

Our intent is for all pupils to build positive relationships, develop strong self-esteem, make good progress, and achieve high attainment in order to reach their potential and be the best they can be. We strive to know our children and families well so that we can provide an equitable educational experience for our disadvantaged pupils, 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 the broader strategic school plan and is the "golden thread" that weaves through all areas of the school. It allows enough time for effective implementation, is well established in the school's routines and practices, and is adapted and reviewed throughout the school year.
- Strong educational evidence guides the approaches used.
- A three-tiered approach is provided, aiming for the best possible outcomes for all pupils.
- Pupil premium funding is spent on both academic and non-academic interventions and support.

We acknowledge that pupil premium pupils and those with NRPF (No Recourse to Public Funds) are not always socially disadvantaged or at risk of underachievement. Likewise, many pupils who may be considered vulnerable or disadvantaged are not in receipt of pupil premium funding and do not receive this additional support.

At Devonshire, we understand that all children are different and have varying needs. Staff take the time to get to know the children, and individual records are developed to identify both barriers to learning and children's talents and interests. Our strategy is driven by this knowledge, and interventions and support are swiftly implemented.

Quality first teaching remains the most important strategy to ensure children make rapid progress. A metacognition and self-regulation approach is central to the strategic work undertaken over the next three years. The intention is that consistently high-quality teaching, along with self-regulated pupils, will benefit the whole school culture and raise standards for all. Robust tracking of pupil progress, observation of teaching and learning, bespoke 1:1 coaching supported by Step Lab, and gathering pupil voice across the school closely monitor the impact of this part of the strategy.

Effective pupil premium is supported through high-quality internal data, helping all pupils access a broad and balanced curriculum while developing independence, confidence, and resilience.

The school continues to build positive relationships with our children, their families, and the wider community. This includes professional interventions, support services, ongoing CPD (continuous professional development) for staff, and community partnerships that provide both

supportive and aspirational opportunities. Strong relationships and robust processes within the academy council provide accountability.

Attendance is carefully monitored to assess where support is needed from our EWO (Educational Welfare Officer) and the school's family support worker. Behaviour, wellbeing, mental health, safeguarding, learning needs, and family circumstances are all considered when developing a plan to support our disadvantaged pupils.

Devonshire uses sources such as the Teaching and Learning Toolkit and the EEF guidance reports to inform decision making. 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 each school year within the three year cycle. 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 lead 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	<p>Language and Communication Skills of Pupils – 80% of pupils at Devonshire have English as an additional language, with some being new to the country. 2021 Census reports our ward has the highest percentage in the borough of households where English is not the first language, 76% of Smethwick's population are from ethnic minorities. Many children are primarily exposed to their first language at home, which can cause delays in their written, spoken, and reading skills in English. As a result, these children are at a disadvantage in terms of vocabulary and inference skills, impacting everything from reading comprehension to mathematical reasoning.</p> <p>The language barrier also affects their ability to understand and express their emotions. Without the vocabulary to name how they are feeling, children struggle to respond appropriately. Speech and language difficulties are a growing concern in the school, with many children finding communication challenging both in their first language and in English.</p> <p>Language challenges do not only affect reading; many children also lack confidence in oracy, which can create a barrier to full participation in learning.</p>
2	<p>Social and economic factors, including readiness to learn and home support - The Indices of Multiple Deprivation (IMD) 2025 ranks Sandwell as the 5th most deprived local authority, with 37.7% of the population living in income</p>

	<p>deprived households and 54.4% of children living in income deprived households. Smethwick's neighbourhood is most deprived in relation to income, being more income deprived than 89% of Sandwell. The 2021 Census shows Smethwick has only 28% of its adult population in full time work.</p> <p>Home visits and discussions with children and families have identified that economic factors do impact on families and their capacity to provide items or an environment that will help children when learning at home. Many children have not had a broad experience of sharing books at home and have a vocabulary deficit to their peers.</p> <p>We have an unknown number of families with no recourse to public funding which we believe limits our pupil premium numbers. However, we have put in place a system of identifying and supporting families who are NRPF.</p>
3	<p>Attendance – Due to robust diligence ensuring a bespoke approach to supporting individual family context, attendance has continued to steadily increase over the last three years. However attendance remains slightly below the National Primary attendance by 0.36%.</p> <p>Attendance of children who receive pupil premium has continued to improve year on year and is now only 0.37% behind those who do not receive pupil premium.</p> <p>Work on identifying and preventing persistent absence and supporting families getting children into school is a priority; school has maintained the good practices embedded as part of the Trussel Trust action research project, where building trusting relationships and ensuring parents are frequently welcomed into school is highly successful.</p>
4	<p>SEND – currently 16 % of children at Devonshire Infant Academy have a SEND status, 4% of which have an EHCP. 13% of pupil premium children are on the SEND register. However, many more on the SEND Cause for Concern list. The main dominant areas of need on the SEND register are Speech, Language & Communication Needs; and Social, Emotional & Mental Health needs. SEND support was the only pupil group to see a decrease rather than increase in attendance, due to the growing number of pupils with complex learning and physical needs.</p>
5	<p>Gaps in knowledge and skills – Many of our pupils enter school from lower starting points, and with less developed language and communication skills. Sandwell is the 5th most deprived local authority (IMD 2025) with 54.4% of children living in income deprived households. Having little disposable income after housing costs means our disadvantaged children may not have the access to wider experiences in the community or beyond from their early years that help develop neural pathways. This in turn prevents them building on schema, making wider links and developing a 'hinterland' knowledge, which adds</p>

	meaning and essential context to core knowledge learned in school. This can impede the wider inference needed to attain at the very highest levels.
6	Low attainment on entry to the Early Years Foundation Stage in all or most areas – communication and language, personal, social and emotional development as well as physical development. (WellComm data and baseline data)

Intended outcomes

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

Intended outcome	Success criteria
Children can communicate their needs. They listen carefully and can articulate their opinions and thoughts. Children begin to speak confidently both with adults and peers. Children know and use the language around feelings, emotions and relationships during lessons and in unstructured times. All children are able to communicate using their communication strategies. (1,4,5)	Pupils make rapid progress in communication and language. WellComm outcomes improve rapidly. GLD increases. Pupil voice indicates that children feel happy, safe, and secure in school, and that they are able to talk about their feelings. Lessons are well prepared, with clear vocabulary and definitions planned to support understanding. A wealth of reading opportunities supports children's language acquisition. Children are using a wider range of vocabulary in lessons. Parents are supported by the school in developing communication and language at home.
Increase numbers of disadvantaged pupils reaching Age Related Expectations (ARE) in each year group (1,3,4,5,6)	Summative data shows that more children are working at ARE. Regular pupil progress meetings provide productive opportunities to discuss how to deliver effective teaching and learning for all pupils, supporting rapid progress. Monitoring indicates that teachers are planning and delivering lessons that meet the needs of all pupils and promote equity. Pupil voice reflects children's positive views about their learning.
To narrow the attainment gap between disadvantaged and non-disadvantaged pupils. (1,3,4,5,6)	Summative data shows that children have made rapid progress relative to their starting points.

	<p>Monitoring of lessons, books, and planning indicates that teaching is aligned with the school's strategic development priorities.</p> <p>Discussions with staff show that disadvantaged children are closing the gap in both academic outcomes and wellbeing.</p>
Increase average attendance of all children (3,4,5,6)	<p>Attendance improves consistently by 2026/27 in line with national or better.</p> <p>Persistent absence reduces.</p> <p>Pupil voice shows children are engaged in the curriculum and participate in wider curriculum or cultural experiences.</p> <p>Children talk enthusiastically about school and are motivated to come to school.</p>
Improved parental involvement (2,3,4,5,6)	<p>Through discussions with parents, children and staff, evidence shows that parents are supporting children at home and understand the importance of good attendance.</p> <p>Parents attend impact sessions to learn how to support children with education at home. Feedback from Impact sessions is positive.</p> <p>Home visits help to identify parents who need additional support.</p> <p>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> <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>
The personal development and behaviour of disadvantaged pupils show increasing levels of self-regulation and emotional intelligence. (1,2,3)	<p>All teachers have completed the CPD within our strategic metacognition and self-regulation approach.</p> <p>Lesson drop-ins show that pupils are self-regulated with their learning.</p> <p>Participation ratios are high in lessons.</p> <p>Mentoring records show that effective interventions are used to support personal development.</p> <p>Behaviour records show minimal disruption in lessons.</p>

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £42,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide all staff with effective CPD to drive excellence in teaching and learning aligned to our strategic metacognition and self-regulation approach. This will require the frequent cover of individual teachers as we progress to the bespoke coaching element of the CPD. This includes those leading the project as they train as coaches, and then 'coach and coachee' time to plan, review and set next steps.	<p>EEF research provides the following three professional development recommendations we strive to implement:</p> <p>1, When designing and selecting professional development, focus on the mechanisms. Consequently, choosing Step Lab as a provider delivers mechanisms of building on prior learning, goal setting and in school performance coaching. Cover has been provided to allow staff to both study and be coached.</p> <p>2, Ensure that professional development effectively builds knowledge, motivates staff, develops teaching techniques, and embeds practice. A programme of peer observation/development, monitored by senior leaders, will follow the impact.</p> <p>3, Implement professional development programmes with care, taking into consideration the context and needs of the school.</p> <p>EEF Teaching & Learning Toolkit shows this approach leads to very high impact for very low cost based on extensive research. The potential impact is 7+ months additional progress. Evidence indicates that explicitly teaching strategies to help plan, monitor and evaluate specific aspects of their learning can be effective.</p>	1,4, 5, 6
Continue to develop the teaching of reading across school	Phonics continues to have a positive impact overall (+5 months) with very extensive evidence and is an important component in the	1. 4. 5.

	<p>development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <p>Providing the children with the opportunity to read in small groups regularly ensures children have greater opportunities to practise and refine their reading skills.</p> <p>Developing whole class reading lessons in Year Two.</p> <p>Reading comprehension strategies are high impact on average (+6months). Giving children more time to practise reading books to develop their reading fluency. Providing time to develop children's language comprehension by talking with adults about rich and interesting texts.</p>	
<p>To identify and provide appropriate level of texts so that children have opportunities to practise reading skills and to develop a desire to engage with texts.</p>	<p>To invest in quality texts that will expand pupils' vocabulary necessary for becoming proficient readers.</p> <p>Once a reader has gained the fluency skills of accuracy and automaticity in word reading, pupils can focus on lifting the meaning from the page, connecting words and sentences and making connections across the text. (Reading Framework)</p>	1,5,6
<p>Oracy training for all teachers in order to provide opportunities to use spoken word and formal language that will express opinion and impact confidence and self-esteem, preparing pupils for the wider world. Continued CPD for teachers.</p>	<p>The average impact of Oral language interventions is approximately an additional six months' progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language.</p> <p>Approaches that focus on speaking, listening and a combination of the two all show positive impacts on attainment.(EEF +6)</p> <p>+6 Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	1,5,6
<p>Embed the mastery approach to maths to support mathematical fluency and reasoning and arithmetic skills.</p>	<p>The Education Endowment Foundation ran a project investigating the effectiveness of Mathematics Mastery, which found that it had a positive impact on maths at primary level.</p> <p>Mathematics Mastery made, on average, one months' progress compared to other pupils in comparison schools. A similar average impact was found for pupils eligible for free school meals (EEF +1)</p>	5
<p>Purchase of enhanced speech and language provision to support communication and language within the classroom</p>	<p>There are a growing number of children finding speech and language challenging.</p> <p>Evidence consistently shows that communication and language approaches benefit young children's learning. Using</p>	1, 4, 5

	<p>multiple approaches will support the development of children's language skills. EEF+6</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	
Sensory integration specialist occupational therapist to support Nursery children	<p>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.</p> <p>Royal College of Occupational Therapists state sensory integration approaches support engagement and performance.</p> <p>Ayres sensory integration, review found strong evidence that sensory integration improves participation and daily functioning.</p>	1, 2, 5, 4, 6
Continue to provide quality support (in terms of time and mentoring) and CPD for staff to develop as leaders. This includes CPD for both future and current school leaders on the NPQ programmes to ensure strong future strategic development for pupil outcomes.	Reviews that explore school turnaround by looking at the actions of school leaders, such as Meyers & Hitt (2017), find that successful turnaround (including improvement in student attainment) is associated with a focus on professional development (Teacher Development Trust).	1, 2 3, 4, 5, 6

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

Budgeted cost: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to provide small group interventions to improve reading and provide greater opportunities for reading practise	<p>Effective diagnose of reading difficulties is important in identifying possible solutions, particularly for struggling readers. Pupils can struggle with decoding words, understanding the structure of the language used, or understanding particular vocabulary. Providing small group support following the Little Wandle Catch up/Keep up program will give children opportunities to practise and refine reading skills (EEF +6)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	1, 4, 5, 6
Provide Speech and Language intervention	The speech and language need within school is growing. Children need to be able to compose a sentence orally before writing. Language is the bedrock of thinking and learning. It should be a priority in the curriculum.	1, 4, 6

	<p>(Strong Foundations in the first years of school 2024)</p> <p>During planning and preparation, teachers will plan for communication and language so that all children can access the learning.</p> <p>A specific speech and language support provided throughout the year. EEF+6</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	
Continue to provide peer-to-peer support for phonics.	<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>Providing peer-to-peer learning daily provides children with further opportunities to practise reading and build fluency.</p> <p>Studies have identified benefits for both tutors and tutees, and for a wide range of age groups. Though all types of pupils appear to benefit from peer tutoring, there is some evidence that pupils who are low-attaining and those with special educational needs make the biggest gains.</p> <p>Collaborative learning approaches EEF (educationendowmentfoundation.org.uk)</p>	4, 5, 6
Children have access to structured interventions. Intervention staff are fully trained in: WellComm, Talk boost, Enable Plus, 5 minute boxes	<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 and small groups: EEF +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>	1, 4, 5,

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

Budgeted cost: £40,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to employ EWO to raise attendance and lower PA for PP pupils.	<p>All schools have a continuing responsibility to proactively manage and improve attendance across their school community.</p> <p>(Working together to improve attendance)</p> <p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>Ofsted securing good attendance and tackling persistent absence 2022</p>	2, 3

Work with families to improve attendance, and improve families understanding of the link between attendance and educational success	<p>Working with families before they begin in Nursery through home visits and workshops to build early relationships and embed the importance of good attendance.</p> <p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>Ofsted securing good attendance and tackling persistent absence 2022</p>	2, 3, 6
Safe and well checks ongoing for vulnerable and disadvantaged families	Safe and well checks ongoing for vulnerable and disadvantaged families. Family support workers are good for targeted contact with 'hard to reach' or 'under-served' families, especially when there are limited language or literacy skills in the family (Emerson et al 2012).	2, 3
Transport to places of interest and experience linked to the curriculum and / or visiting specialists in school that will inspire and motivate and could potentially lead to greater aspiration for the future and acquisition of cultural capital.	<p>"A great curriculum builds cultural capital." (OFSTED). Cultural capital was coined from academic work relating to social mobility.</p> <p>Pupil premium was introduced in 2011 to support schools in encouraging social mobility.</p>	2
Work with NRPF families to identify eligibility and supporting transition into British life, language and school	<p>Families with no recourse to public funds are the group of the population most likely to be in poverty, and child poverty has been rising in absolute and relative terms for nearly a decade during which pensioner poverty has fallen consistently and dramatically. (Children's Commissioner, January 2021) Education Policy Institute report February 2022:</p> <p>The disadvantage gap is even wider for students who are in long-term poverty (those who spend at least 80% of their school lives on free school meals), who trail their better off peers by as many as 1.6 grades on average at GCSE. Education Policy Institute</p>	2
Continue to employ a mentor/family support worker to support vulnerable families. To continue to provide CPD for mentor/family support worker	<p>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 + 4,</p> <p>Mentoring EEF (educationendowmentfoundation.org.uk)</p> <p>Parental engagement EEF (educationendowmentfoundation.org.uk)</p>	2
Employ a non-teaching DSL to support the increased safeguarding needs and higher levels of disadvantaged in school	<p>Vulnerable families need support, and by making school a base for support, we empower parents, encourage collaborative learning and also raise parental engagement</p> <p>Research from EEF EEF + 4, +3</p>	2, 3
To ensure that consideration of	EEF positive behaviour strategies +4	1, 2

<p>wellbeing underpins all aspects of school life for our staff, pupils and parents – low arousal approach, emotion coaching, restorative practice, relationship and behaviour policy and mindfulness opportunities.</p>	<p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p> <p>Self regulation +7</p> <p>Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk)</p> <p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p>	
<p>Working with Family Hub, continue to provide Workshops for Nursery parents</p>	<p>To engage with parents as soon as children start school. To support parents so that they are more effective in supporting their children at home. To build good relationships with families. Parental engagement in early year's education is consistently associated with children's subsequent academic success. Parental engagement strategies are typically more effective with parents of very young children. Parents' aspirations also appear to be important for pupil outcomes.</p> <p>EEF + 4, +3</p> <p>Parental engagement EEF (educationendowmentfoundation.org.uk)</p> <p>Research on early intervention</p> <p>Law et al Early Language Development final.pdf (d2tic4wvo1iusb.cloudfront.net)</p>	<p>1, 2, 3, 5</p>
<p>Provide a variety of workshops for parents including online safety, early phonics, reading, reading comprehension, and maths.</p> <p>To provide opportunities for children to share their learning with parents in school.</p> <p>Story time sessions with parents in Nursery.</p>	<p>Parental engagement approaches have, on average, a positive impact of five months' additional progress. It is crucial to consider how to engage with all parents to avoid widening the attainment gaps. There is extensive evidence on the positive impact of parental engagement approaches. Story time Nursery sessions provide a valuable opportunity to build relationships with parents early on and model good story telling methods.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/parental-engagement</p>	<p>1, 2, 3, 6</p>
<p>Family Hub services to provide programmes that focus directly on parents themselves, providing training in parenting skills, CBT, wellbeing</p>	<p>Targeted approaches that focus on developing parents' own skills have a positive impact on learning, especially of parents with young children.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/parental-engagement</p>	<p>2</p>
<p>Poverty proofing the curriculum.</p> <p>Providing practical assistance such as uniform and PE kits, subsidising school trips and experiences, providing equipment</p>	<p>Child poverty has been rising in absolute and relative terms for nearly a decade during which pensioner poverty has fallen consistently and dramatically. (Children's Commissioner, January 2021)</p> <p>Education Policy Institute report February 2022:</p> <p>The disadvantage gap is even wider for students who are in long-term poverty (those who spend at least 80% of their school lives on free school meals), who trail their</p>	<p>1. 2. 3.</p>

<p>needed for home learning, access to breakfast and after school club, access to free art and sports clubs.</p>	<p>better off peers by as many as 1.6 grades on average at GCSE.</p> <p>For this group of the very poorest students who are in long-term poverty, the disadvantage gap has now failed to improve since 2011, despite government interventions.</p> <p>There are now more students falling into this long-term poverty 80% FSM group. The proportion of all disadvantaged students that fall into this long-term poverty group increased to 39% in 2020, up from 35% in 2017.</p> <p>The proportion of students confined to poverty for their <i>entire school lives</i> – those on FSM for 100% of the time has also risen, from 19% of all disadvantaged students in 2017 to 25% in 2020.</p>	
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Total budgeted cost: £112,500

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Funding for 2024 – 2025: £112,480

Analysis of school data and internal summative and formative assessments shows pupils who are pupil premium in Early Years achieved +6% than their non-pupil premium peers in GLD. Nationally pupil premium results were -3% when compared to non-pupil premium, and LA gap of -12%. Across reading, writing and maths children who are pupil premium were in line with their non-pupil premium peers.

In Year 1 phonic screening data shows that pupils who are pupil premium achieved well above +16% than their non-pupil premium peers. The national gap was -16%, with LA gap -10%

Internal data showed Year 1 children were working in line with non-pupil premium children across reading writing and maths.

In Year 2, the children identified as pupil premium had lower outcomes than non-pupil premium. However, further analysis showed that 45% of the pupil premium children in Year 2 also have a significant learning need. These children made accelerated progress within Sandwell Skills.

Attendance for children who are pupil premium has steadily improved over the last 3 years with an increase of 1.83% compared to an increase of 1.65% of non-pupil premium. However, there remains a gap of -0.64% between pupil premium and non-pupil premium.

High-Quality Teaching & Targeted Academic Support

Our evaluation of the approaches delivered so far in this three year plan, indicate that, Pupil premium continues to be a golden thread woven throughout the school development plan. It remains a high priority for all staff and a key focus of school monitoring.

Monitoring and tracking of pupil progress, along with pupil premium meetings, showed that teachers continued to provide equity through quality first teaching for disadvantaged pupils in 2024–25. These pupils were prioritised for targeted questioning, small group support, extra reading fluency sessions, live marking, and feedback. The targeting of pupils to close attainment gaps remained robust throughout the academic year, ensuring no stone was left unturned in the drive to achieve strong value-added outcomes for disadvantaged pupils.

Regular meetings provided valuable opportunities to focus on individual needs and enabled teachers to carefully diagnose pupils' strengths and barriers. This included analysing attainment and gap data, reviewing attendance patterns, and discussing children's motivation and engagement in lessons. Teachers spent time with disadvantaged pupils to gain a thorough understanding of their attainment, barriers, and strengths, building a clear picture of their lived experiences. Understanding pupils, their families, and barriers to learning enabled interventions to be swiftly and effectively implemented. Meetings were held regularly throughout the year to monitor and adapt the Pupil Premium Strategy, ensure training needs were addressed promptly, and provide staff with appropriate support.

The head of teaching and learning continues to support the professional development of all teachers and continues leading on metacognition and self-regulation. Learning walks and feedback sessions continue to see an improvement in participation by all pupils in lessons.

Speech and language remains a barrier for some pupils. WellComm assessments provide valuable data to enable teachers to accurately target children's speech and language development in Early Years. The

Head of Early Years supports staff through WellComm CPD and data analysis, enabling teachers to adapt day-to-day provision to improve children's use and understanding of English. At the end of Early Years, 84% of children were working at the expected standard for communication and language, higher than the local authority average. For disadvantaged children, this figure was even higher, with 90% reaching the expected standard. The school continues to employ the enhanced speech and language service to provide a total communication environment across the school for all pupils.

Wider strategies

Parental involvement has grown again this year. Initial home visits to families who will be new to Nursery and Reception in the summer term continues to provide school with valuable and insightful information about our families. It is a wonderful opportunity for families to get to know school and school to identify any potential barriers or support that may be needed. Summer workshops to support children and parents to be 'school ready' were very well attended and appreciated. These included workshops on toileting, screen time and playing and interacting with your child at home. School continued to work with Family Hub to support families where needed with parenting.

Parent impact workshops were very well attended throughout the year and feedback was extremely positive. School adapted sessions to meet the requirements of our families and to meet the requests made by parents. These sessions provided valuable insights into how we teach at Devonshire, how parents can support their children at home and how important their role is in their child's education.

A variety of clubs were again offered throughout the year, including PE, forest school, science, drumming, lego club, book club, library and choir. These were well attended throughout the year.

School continues to implement clear and robust attendance procedures to ensure parents are fully aware of how important their child's attendance at school is. Our Family Support Worker successfully supports parents in removing barriers to attendance working with families and not against them. Attendance improved again to 93.5%. Pupil premium attendance was 0.37% below non pupil premium.

School's Family Support worker supported vulnerable families. Wellbeing groups were run throughout the year for children who needed extra social, emotional support and tailored 1:1 sessions were completed where needed. Our Family Support Worker offers a range of therapy sessions tailored to the individual child's needs. She is available to support parents daily and her bilingual skills are invaluable for our community.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

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

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year

N/A

The impact of that spending on service pupil premium eligible pupils

N/A