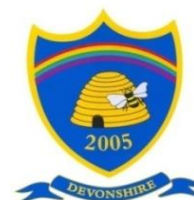


# Pupil Premium Strategy Statement 2021-2024



## School Overview for 2023-24

Detail	Data
School name	Devonshire Primary Academy
Number of pupils in school	445
Proportion (%) of pupil premium eligible pupils	64.1%
Date this statement was published	02.10.2023
Statement authorised by	Mr. D. Simm
Pupil premium lead	Mrs. N. Horabin
Governor / Trustee lead	Mr D. O'Brien

## Funding Overview for 2023-24

Detail	Amount
Pupil premium funding allocation this academic year	£387,030
Recovery premium funding allocation this academic year	£38,715
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£425,745
<b>Next review date</b>	10.07.2024

## Funding Overview for 2022-23

Detail	Amount
Pupil premium funding allocation this academic year	£357,330
Recovery premium funding allocation this academic year	£38,715
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£396,045

## Funding Overview for 2021-22

Detail	Amount
Pupil premium funding allocation this academic year	£353,700
Recovery premium funding allocation this academic year	£37,410
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£391,110

## 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 the average LSOA score and concentration of deprivation measures. It 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 LSOAs now ranking in the bottom half of the deprivation deciles. This is based on the concept that deprivation consists of more than just poverty. In contrast, poverty is related to not having enough money to live on; deprivation refers to a much broader lack of resources and opportunities.

Therefore, the intent is for Devonshire Primary Academy to ensure that pupils from and/or those affected by disadvantaged backgrounds are provided with effective support that allows them all to make good or better progress compared to those affected by similar circumstances nationally.

The wider aim of the strategy is to raise the educational achievement of disadvantaged pupils of all abilities, minimising the risk of underachievement. 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 (60%) 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;

- Diagnose our pupils' challenges and needs
- Use strong evidence to support our strategy
- Implement our strategy
- Monitor and evaluate our strategy

At the heart of our approach is high-quality teaching and all pupils having access to a broad and balanced curriculum. Although our strategy is focused on the needs of disadvantaged pupils, it will benefit all pupils in our school, where funding is spent on whole-school approaches, such as high-quality teaching. Implicit in the intended outcomes detailed below is the intention that outcomes for non-disadvantaged pupils will be improved alongside progress for their disadvantaged peers.

We have analysed the impact of missed education 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
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1	<p>The majority of pupils enter our early years provision below age-related expectations in all areas of learning.</p> <p>This is evident from our September 2022 baseline, demonstrating that 0% of pupils eligible for pupil premium were on track to achieve a GLD.</p> <p>Poor communication and language skills on entry to pre-school and reception significantly impact pupils accessing the early years curriculum.</p> <p>This is evident from our September 2022 baseline, demonstrating that 50% of pupils eligible for pupil premium were significantly below in the area of communication and language, with another 52% of pupils working towards the age-related standard.</p>																																																	
2	<p>Pupils across the school exhibit gaps in their learning. Assessments, observations, discussions and analysis indicate that the reasons are; school closures due to the pandemic, poor working memory, lack of retention, limited vocabulary and attendance issues.</p> <p>This trend is slightly more prevalent among our disadvantaged pupils but the table below demonstrates that a large proportion of our non-pupil premium pupils are also working below age related expectations.</p> <table border="1" data-bbox="371 790 1404 1200"> <thead> <tr> <th>Summer data 22</th> <th>ARE Reading PP</th> <th>ARE Reading Non-PP</th> <th>ARE Writing PP</th> <th>ARE Writing Non-PP</th> <th>ARE Maths PP</th> <th>ARE Maths Non-PP</th> </tr> </thead> <tbody> <tr> <td>Year 1</td> <td>15%</td> <td>29%</td> <td>6%</td> <td>8%</td> <td>18%</td> <td>20%</td> </tr> <tr> <td>Year 2</td> <td>40%</td> <td>43%</td> <td>24%</td> <td>35%</td> <td>22%</td> <td>43%</td> </tr> <tr> <td>Year 3</td> <td>54%</td> <td>68%</td> <td>10%</td> <td>32%</td> <td>5%</td> <td>5%</td> </tr> <tr> <td>Year 4</td> <td>54%</td> <td>78%</td> <td>3%</td> <td>11%</td> <td>3%</td> <td>11%</td> </tr> <tr> <td>Year 5</td> <td>43%</td> <td>46%</td> <td>2%</td> <td>10%</td> <td>4%</td> <td>9%</td> </tr> <tr> <td>Year 6</td> <td>44%</td> <td>57%</td> <td>55%</td> <td>71%</td> <td>35%</td> <td>57%</td> </tr> </tbody> </table>	Summer data 22	ARE Reading PP	ARE Reading Non-PP	ARE Writing PP	ARE Writing Non-PP	ARE Maths PP	ARE Maths Non-PP	Year 1	15%	29%	6%	8%	18%	20%	Year 2	40%	43%	24%	35%	22%	43%	Year 3	54%	68%	10%	32%	5%	5%	Year 4	54%	78%	3%	11%	3%	11%	Year 5	43%	46%	2%	10%	4%	9%	Year 6	44%	57%	55%	71%	35%	57%
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3	<p>Observations and discussion with pupils highlight a lack of aspiration, with many pupils not aspiring to a future career.</p>																																																	
4	<p>Our assessments (including surveys), observations and discussions with pupils and families have identified social and emotional issues for many pupils, such as anxiety, depression and low-self-esteem. This is partly driven by lost learning, unfamiliar routines, lack of social interaction and a lack of enrichment opportunities. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>This is evident in the rise in number of incidents logged on CPOMS relating to low-self-esteem and anxiety.</p>																																																	
5	<p>A high proportion of children, whom we welcome on admission, have undiagnosed and / or unmet additional needs which in turn reduces academic progress, engagement and impacts on their emotional wellbeing, relationships with peers and adults, and their resilience.</p>																																																	
6	<p>Through observations and conversations with pupils and their families, we find that disadvantaged pupils generally have fewer opportunities to develop cultural capital outside of school.</p>																																																	
7	<p>Our assessments, observations and discussions with pupils and families demonstrate that the education and wellbeing of many of our disadvantaged pupils have been impacted by the pandemic to a greater extent than for other pupils. These findings are backed up by several national studies.</p>																																																	
8	<p>Poor attendance and lateness impact on outcomes for our disadvantaged pupils. Analysis indicates that there is minimal difference between absence and</p>																																																	

	lateness of pupils eligible for pupil premium compared to pupils who are not eligible. However, as challenge number 2 highlights, we have a higher number of pupils eligible for pupil premium who are not working at age-related expectations and persistent absence and lateness exacerbate this issue.
9	Pupil mobility has an impact on teaching and learning, outcomes, and behaviour for learning. Some pupils, on entry, have experienced multiple schools within their young lives. This impacts on their sense of belonging, as well as their readiness to settle and learn, further compounded by family transience.

## 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.	Early intervention ensures communication and language difficulties are not a barrier to pupils learning. Accelerated progress is 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 remains in line, or better, than Blackpool. Pupils leave year 1 and subsequent year groups on track due to the solid foundations laid in the EYFS.
Bespoke Devonshire 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 make connections within their learning. Pupils are happy and self-aware learners. Pupils have an intrinsic desire to learn and have high aspirations for their future.
Reading, writing and maths outcomes improve year on year.	Internal data demonstrates that more disadvantaged children are working at age related standards in reading, writing and maths.
Teaching and learning at Devonshire Primary Academy is at least good.	Improved attainment due to good / outstanding teaching. Pupils achievements are in line, or better, than national data.
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.

To improve the attendance of targeted disadvantaged pupils.	The attendance of disadvantaged students is sustained at a minimum of 95% from year one to year 6.
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## 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: £160,101

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improving teacher's knowledge of what good teaching looks like remains at the forefront of the School Improvement Plan.</p> <p>Subscribed to TT Education School Improvement Club.</p>	<p>CPD is focused on the science of learning.</p> <p><i>'Improving teaching quality generally leads to greater improvements'</i> EEF</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition#nav-downloads">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition#nav-downloads</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a></p>	1, 2, 3, 6
<p>The curriculum lead is responsible for ensuring the newly designed curriculum is improving attainment in all subjects.</p>	<p>A bespoke Devonshire curriculum has been developed in line with the most recent research on the science of learning.</p> <p>Our curriculum lead undertook an 18-month course on curriculum design and has led on the development and implementation of the curriculum. The curriculum course adhered to the recommendations set out by the EEF on effective CPD.</p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/effective-professional-development/EEF-Effective-PD-Recommendations-Poster.pdf?v=1666783558">https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/effective-professional-development/EEF-Effective-PD-Recommendations-Poster.pdf?v=1666783558</a></p> <p>The EEF guidance on implementation has been followed to ensure that the new curriculum is successful.</p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/implementation/EEF-Implementation-Recommendations-Poster.pdf?v=1666782881">https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/implementation/EEF-Implementation-Recommendations-Poster.pdf?v=1666782881</a></p>	2, 3, 6

<p>Explicitly teaching children about thinking is interwoven into everyday teaching and learning.</p>	<p>Evidence suggests that metacognitive strategies lead to improved outcomes and independence.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition#nav-downloads">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition#nav-downloads</a></p>	<p>1, 2</p>
<p>Science lead to teach science across KS2 and improve Science teaching across the school.</p>	<p>The science lead teaches science across KS2 in order to release teachers for PPA and subject leader time.</p> <p>Research shows that teachers demonstrating good subject knowledge have a bigger impact on pupil's outcomes.</p> <p><a href="https://www.suttontrust.com/wp-content/uploads/2019/12/What-makes-great-teaching-FINAL-4.11.14-1.pdf">https://www.suttontrust.com/wp-content/uploads/2019/12/What-makes-great-teaching-FINAL-4.11.14-1.pdf</a></p> <p><a href="https://www.gov.uk/government/publications/research-review-series-science/research-review-series-science">https://www.gov.uk/government/publications/research-review-series-science/research-review-series-science</a></p> <p><a href="https://www.gov.uk/government/publications/national-curriculum-in-england-science-programmes-of-study/national-curriculum-in-england-science-programmes-of-study">https://www.gov.uk/government/publications/national-curriculum-in-england-science-programmes-of-study/national-curriculum-in-england-science-programmes-of-study</a></p>	<p>2, 3, 6, 7</p>
<p>High ratio of staff to children within the EYFS</p>	<p>Communication and language is our priority within the EYFS.</p> <p>The communication Trust state:</p> <p><i>'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.</i></p> <p><i>Social disadvantage does not predict language development but is strongly associated and so is a risk factor for poor language skills.</i></p> <p><i>As many as 50% of children in some areas of social disadvantage start school without the language they need for learning.</i></p> <p><i>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).'</i></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>	<p>1, 2, 5, 7</p>

	<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years</a>	
Subject leads consider their long-term plans and include opportunities for cultural capital and raising aspiration.	<a href="https://revisesociology.com/2016/04/05/cultural-capital-and-educational-achievement/">https://revisesociology.com/2016/04/05/cultural-capital-and-educational-achievement/</a>  <i>'Cultural capital is one of the most important concepts within the sociology of education, and it goes a long way to explaining why middle-class children do better in education than working class children'.</i>	3, 6

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

Budgeted cost: £216,756

Activity	Evidence that supports this approach	Challenge number(s) addressed
Established SEND team identify additional needs early with all school staff knowing and following the graduated response.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</a>  <a href="https://www.gov.uk/government/publications/send-code-of-practice-0-to-25">https://www.gov.uk/government/publications/send-code-of-practice-0-to-25</a>	5
Specialist staff assess children's speech and language on entry and relevant support is put in place.	<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> <a href="https://www.gov.uk/government/publications/exploring-interventions-for-children-and-young-people-with-speech-language-and-communication-needs-a-study-of-practice">https://www.gov.uk/government/publications/exploring-interventions-for-children-and-young-people-with-speech-language-and-communication-needs-a-study-of-practice</a>	1, 2, 5,7
Learning mentors identify and address mental-health and well-being issues amongst our community. They	Our newly devised PSHE curriculum also explicitly teaches SEL with a high proportion of curriculum time given to PSHE/SEL and SMSC. This aligns with the 6 recommendations set out in the EEF improving social and emotional learning in school.	1, 2, 4, 7

<p>are instrumental in planning bespoke programmes for children’s social and emotional development.</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</a></p> <p><i>A DfE evidence review highlighted the subject’s importance to children and young people’s wellbeing and knock-on effects on academic achievement, stating that ‘The evidence shows that personal, social, health and economic (PSHE) education can improve the physical and psychosocial well-being of pupils. A virtuous cycle can be achieved, whereby pupils with better health and well-being can achieve better academically, which in turn leads to greater success’.</i></p>	
<p>Targeted maths and English interventions across all year groups.</p> <p>Phonics – Lightning Squad</p> <p>Reading – Toe by Toe/ Talisman/ Reading Rockets</p> <p>Writing – Colourful semantics</p> <p>Spelling – Word Wasp</p> <p>Number – Plus 1/ The Power of 2</p>	<p><a href="https://thirdspacelearning.com/blog/pupil-premium-intervention-ideas/">https://thirdspacelearning.com/blog/pupil-premium-intervention-ideas/</a></p> <p><a href="https://educationendowmentfoundation.org.uk/public/files/Selecting_interventions_tool.pdf">https://educationendowmentfoundation.org.uk/public/files/Selecting_interventions_tool.pdf</a></p> <p><b>Lightning Squad</b> FFT Tutoring with the Lightning Squad is a reading tutoring programme where pupils work in small groups with a tutor to improve their reading skills. The tutoring is a blended approach with face-to-face tutoring supported by an online tutoring platform. The tutoring activities are designed and structured to improve reading skills, fluency, comprehension, spelling and phonics. Pupils work through 65 specially written, engaging and illustrated stories. Pupils will work with a tutor for six weeks to catch-up their reading skills, with daily 30-minute tutoring sessions in school. Research has demonstrated that pupils using Tutoring with the Lightning Squad make learning gains of between 3 and 5 months in reading attainment.</p> <p><b>Toe by Toe</b> Toe by Toe is a highly structured phonics-based reading manual to help anyone who finds reading difficult. It requires 20 minutes of coaching a day. Toe by Toe is for anyone who finds reading difficult. This includes weak readers who struggle to decode or those with dyslexia, dyslexic difficulties or ADHD. Regardless of the nature of literacy problems, everyone can be taught to read using Toe By Toe.</p> <p><b>Colourful Semantics</b> Colourful semantics is an approach created by Alison Bryan. It is aimed at helping children to develop their grammar but it is rooted in the meaning of words (semantics). Colourful semantics reassembles sentences by cutting them up into their thematic roles and then colour codes them. The approach has 4 key colour coded stages. There are further stages for adverbs, adjectives, conjunctions and negatives.</p> <p><b>Word Wasp</b> The Wasp and Hornet were developed to meet the needs of students with moderate to severe reading and spelling</p>	<p>1, 2, 5, 7</p>



	<p>problems, including dyslexia. The reading and spelling skills that they deliver are not based on memory but based on the language itself.</p> <p><b>Plus 1/ The Power of 2</b>  <b>Plus 1</b> covers basic number work, such as counting forwards and backwards with numbers up to 10, adding and subtracting numbers up to 10, and introducing doubling and halving. It is for anyone who benefits from repeated practice and explanation as the book, <b>Plus 1</b>, stems from the need of some people to have more reinforcement and practice than is often available.  <b>Power of 2</b> begins with teaching number bonds to 10, and then moves on to introducing doubling, halving, addition and subtraction, rounding numbers, multiplying and dividing. It then introduces fractions and looks at worded problems and time. It covers all the aspects of mental maths needed for the new Mathematics Curriculum.</p>	
Every classroom has a teaching assistant who will support children entering as a non-routine admission. This will ensure the child feels welcomed and that they belong at our school from the outset.	<p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/339990/managing-pupil-mobility-to-maximise-learning-summary.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/339990/managing-pupil-mobility-to-maximise-learning-summary.pdf</a></p> <p><a href="https://schoolsweek.co.uk/5-ways-schools-can-support-high-mobility-learners/">https://schoolsweek.co.uk/5-ways-schools-can-support-high-mobility-learners/</a></p>	1, 2, 4, 8, 9

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

Budgeted cost: £48,888

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embed an evidence informed approach to addressing attendance issues.	<p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1073591/School_attendance_guidance_May-2022.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1073591/School_attendance_guidance_May-2022.pdf</a></p> <p><a href="https://www.gov.uk/government/news/just-one-day-off-can-hamper-childrens-life-chances">https://www.gov.uk/government/news/just-one-day-off-can-hamper-childrens-life-chances</a></p> <p><i>'Children and young people at risk of future educational disengagement need to be identified at an early age, and their positive engagement with education effectively promoted and their attendance improved'.</i></p>	1, 2, 8

All year 6 pupils have the opportunity to attend the residential.	<a href="https://learningaway.org.uk/wp-content/uploads/Learning-Away-Interim-Evaluation-Summary-2-September-2014.pdf">https://learningaway.org.uk/wp-content/uploads/Learning-Away-Interim-Evaluation-Summary-2-September-2014.pdf</a>  <a href="https://learningaway-org-uk.stackstaging.com/impact/evaluating-learning-away/">https://learningaway-org-uk.stackstaging.com/impact/evaluating-learning-away/</a>	2, 3, 4, 6, 7, 9
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.	<p>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.</p> <p><a href="https://revisesociology.com/2016/04/05/cultural-capital-and-educational-achievement/">https://revisesociology.com/2016/04/05/cultural-capital-and-educational-achievement/</a></p> <p><i>‘Cultural capital is one of the most important concepts within the sociology of education, and it goes a long way to explaining why middle-class children do better in education than working class children’.</i></p>	1, 2, 3, 4, 6, 7
Newly formed behaviour team ensure behaviour for learning is not a barrier to learning.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</a>	1, 2, 3, 5, 7
Regular staff training on SEMH ensures signs and symptoms are promptly identified and interventions/ support put in place.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-semh/">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-semh/</a>	1, 2, 3, 5, 7

**Total budgeted cost: £425,745**

## 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 2022 to 2023 academic year.

#### **2022 – 2023 EYFS - Good Level of Development**

<b>Pupil Premium</b>	<b>% difference from 2021/2022</b>	<b>Non-pupil premium</b>	<b>% difference from 2021/2022</b>
41%	-29.1%	54%	-9.8%

28 of the 56 children were eligible for pupil premium – 50%.

41% of pupils eligible for pupil premium achieved a good level of development compared to 54% of children who are not eligible for pupil premium. 51% of pupil premium children within the local authority achieved a good level of development.

25% of our pupil premium children are EAL, compared to the local authorities 7.6%.

25% of our pupil premium children have SEND, compared to the local authorities 16.2%.

50% of our pupil premium children were born in the summer term.

#### **2022 – 2023 Year 1 Phonics Screening Check**

<b>Pupil Premium</b>	<b>% difference from 2021/2022</b>	<b>Non-pupil premium</b>	<b>% difference from 2021/2022</b>
74.4%	+16.8%	63.2%	-21.5%

39 of the 58 children were eligible for pupil premium – 67%.

10 of the 39 children did not meet the expected standard. Of those 10, 7 are SEND and 1 Of these children has an EHCP. 1 of the 10 children is EAL.

#### **2022 – 2023 Key Stage 1 Results**

	<b>Pupil Premium</b>	<b>% difference from 2021/2022</b>	<b>Non-pupil premium</b>	<b>% difference from 2021/2022</b>
Reading	50%	+9.1%	50%	+7.1%
Writing	36.8%	+11.9%	50%	+14.3%
Maths	34.2%	+11.5%	50%	+7.1%
Combined	23.7%	+12.3%	31.8%	-3.9%

39 of the 60 children were eligible for pupil premium – 65%.  
 Children eligible for pupil premium achieved better in reading but not writing and maths.  
 13 of the 39 children have SEND and 3 of these children met the expected standard – 23%.  
 16 of the 39 were summer born and 6 of these met the expected standard – 37%.

<b>2022 – 2023 Multiplication Check (students who scored 25)</b>			
<b>Pupil Premium</b>	<b>% difference from 2021/2022</b>	<b>Non-pupil premium</b>	<b>% difference from 2021/2022</b>
31%	+19.8%	50%	+38.9%

42 of the 60 children were eligible for pupil premium – 70%.  
 Out of these 42, 29 did not achieve a score of 25. 8 of the 29 scored 20 or above.  
 The National Average for pupils achieving a score of 25 was 31.2% and we achieved 36.7% (ALL children).

<b>2022 – 2023 Key Stage 2 Results</b>				
	<b>Pupil Premium</b>	<b>% difference from 2021/2022</b>	<b>Non-pupil premium</b>	<b>% difference from 2021/2022</b>
Reading	56.3%	+12.1%	70%	+12.9%
Writing	62.5%	+8%	70%	-1.4%
Maths	50%	+14.3%	60%	+2.9%
Combined	37.5%	+11.3%	50%	0%
GPS	56.3%	+14.4%	60%	-11.4%

48 out of the 58 children were eligible for pupil premium – 83%.  
 19 out of the 48 children have SEND and 6 of these children met the expected standard – 32%.  
 22 of the 48 were summer born and 13 of these met the expected standard – 59%.

### **Communication & Language**

All children on entry to reception are assessed on WELCOMM. 30 of the 60 children assessed required the intervention, of these 19 were disadvantaged.  
 All children received two sessions of WELCOMM per week and they all made progress. 6 of the 30 children met age related expectations, of these 6, 2 were disadvantaged.  
 If the level of speech and language need is high, they are referred to our speech and language therapist. 69 children were on the speech and language therapist's caseload and of these, 47 needed targeted or specialised provision. Of these 47, 30 were deemed as disadvantaged – 64%.  
 The school speech and language lead improved the speech and language universal offer throughout the academic year. This was done through explicitly teaching vocabulary throughout the school, introducing visuals, pre-teaching, and upskilling teachers and TAs on delivering speech and language activities through daily lessons and routines.

All subject leads identified the key vocabulary needed for their subject in every half-term. These key words were then created with a corresponding visual and displayed in classrooms throughout the year. Word mats for every subject were created for our EAL children and shared with parents in their own language and English prior to the learning taking place.

Subject scrutiny showed that all children valued and understood the need for vocabulary to be taught discreetly in school. Teachers reported that children are engaged and enjoy the sessions and good use of vocabulary was mentioned by the Ofsted inspector in the latest report.

### **Accelerated progress in the early years**

Our GLD percentage for 2022 -2023 showed a decline on previous years.

<b>% of children achieving a GLD</b>		
	<b>Pupil Premium</b>	<b>Non-Pupil Premium</b>
<b>2021 - 2022</b>	70%	59%
<b>2022 - 2023</b>	37%	57%

The 2022 – 2023 cohort had 28 children identified as disadvantaged – 50%

From those 28, 5 had EAL, with 3 of the 5 achieving a GLD – 60%.

From those 28, 8 had SEND, with none of these children achieving a GLD – 0%.

From those 28, 14 were summer born, 6 of these children achieved a GLD – 43%.

Interventions took place throughout the year as no children were on track to achieve a GLD at baseline. - Our autumn 2022 baseline was the lowest that we have had in several years and the cohort included 11 children with significant SEND needs.

### **Sequential curriculum**

The Devonshire curriculum has been redesigned. The curriculum follows EEF guidance of implementation to ensure effective and sustainable change. Progression documents for all subjects have been produced to ensure a broad, balanced and aspirational curriculum is taught by all. Long term plans for all subjects have been produced which provide information about the contexts taught and when. Knowledge organisers have been produced for all subjects which break down knowledge into ‘granular knowledge’ – this is to ensure that all that no steps are missed when aiming to build robust schemas. Short term plans have been produced to ensure that all lessons are sequenced correctly. The curriculum plans provide precise information about the knowledge that pupils need to develop at each stage of their learning.

The maths subject lead has been supported by the Maths Hub to create a bespoke curriculum, taking the very best aspects of different schemes, to meet the needs of our children. Fluency is improving. Times table results show significant improvement and the children are remembering more.

Initially, we used Talk 4 Writing exclusively; however, on OFSTED advice and through analysing data and staff and pupil voice, a bespoke curriculum was created to allow opportunities for the over- learning of basic skills and the application of new learning. Spelling across the school is in need of some improvement- KS2 results suggest that children understood and could apply the grammar. Where most didn’t achieve the expected standard, it was spelling that let them down.

Reading is taught through Success for All, across the school. The KS1 reading ‘scheme’ has been revised, implemented and embedded during the year.

### **OFSTED – section 8 - 4<sup>th</sup> May 2022**

*‘The curriculum leader and subject leaders have benefited from a range of effective professional development that you and the trust have made available. Subject leaders are now enthusiastic and knowledgeable about their curriculum areas of responsibility. They have thought carefully about what*

*they want pupils to learn. They have ensured that their curriculum subjects are well designed. The curriculums set out in detail the essential knowledge, skills and understanding that pupils will learn and when they will learn it. This is the case for all curriculum subjects.*

### **Teaching and learning**

CPD throughout the year has focused on improving teaching and learning. The Devonshire pedagogy has been researched, refined and implemented and is based on Rosenshine's Principles of Instruction. Each principle has been explored in depth and teachers are clear on what a good lesson looks like.

All lessons were rated good or better in the Summer term 2023

### **Identification of SEMH**

Our two learning mentors have been instrumental in identifying and supporting both children and families with social and emotional needs. Over the academic year they have supported 168 children within school and much of this work involves working with the families. This number has increased from the previous academic year, when their caseload was 110 children. We believe that the increase is due to several factors, including the impact of Covid19 when children were isolated from their peers and returned to school with low self-esteem, poor social skills and difficulty in forming friendships. The cost of living crisis has also had an impact on our families, with many families struggling with their mental health because of stress and anxiety. Our learning mentors support families by providing a weekly food bag, any family is eligible and they can access these for as long as required.

### **Attendance**

	<b>Pupil Premium</b>	<b>Non-Pupil Premium</b>
<b>Attendance</b>	91.27%	93.78%
<b>Authorised absence</b>	3.06%	2.97%
<b>Unauthorised absence</b>	5.67%	3.25%

## **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*

<b>Programme</b>	<b>Provider</b>
FFT Aspire	Fischer Family Trust
Scarf	Lancashire County Council
TT Education	TT Education