

## 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 Junior Academy
Number of pupils in school :	358
Proportion (%) of pupil premium eligible pupils	21%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/22- 2024/25
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Elise Waldron (HT)
Pupil premium lead	Nicky Clements (DHT)
Governor / Trustee lead	Marcus Bernasconi

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 106,255
Recovery premium funding allocation this academic year	£ 11,612
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	£ 117,867

## Part A: Pupil premium strategy plan

### Statement of intent

Our intent for our disadvantaged pupils is to raise attainment, build positive relationships between all stakeholders and flip the wider disadvantage where possible so that all children can be the best they can be.

Devonshire Junior's current pupil premium plan works across a 3-year period providing an overarching strategy, or key principles, focusing on building upon the progression of learning towards end of key stage outcomes while supporting their personal development. We believe providing a tiered approach leads to the best outcomes for all pupils.

Initiatives to raise attainment includes a range of actions as outlined in the strategy to provide high level, quality first teaching and learning, small group and 1:1 interventions and quality resources. Language acquisition features highly. Robust tracking of pupil progress, observation of teaching and learning and pupil voice across the key stage closely monitors the impact of this part of the strategy.

A double-pronged approach of improving both academic outcomes (whatever their level off attainment) and outcomes for personal development provides the equity that our disadvantaged pupils need to leave Devonshire Junior as proficient, articulate, confident learners and citizens, ready for their next stage of education.

Underpinning this double pronged approach, is tireless effort on behalf of school to build positive relationships with our children and their families. This ranges from professional interventions of support and services, to quality, ongoing CPD for staff. Strong relationships with academy council provide accountability.

Regular review and evaluation as we monitor progress throughout the year enables us to adapt practice where needed. We believe that all children are unique and know that sometimes a different approach may be required. We are also acutely aware that in some instances there are disadvantaged pupils who do not have 'gaps' with their non-disadvantaged peers, but who with an extra layer of support could become greater depth pupils. For them, providing the equity to reach the very highest levels of attainment is the necessary intervention.

The Education Endowment Foundation supports this tiered approach to provide a balance of approaches between improving teaching and learning, targeted support and wider non-academic strategies.

## Challenges

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

Challenge number	Detail of challenge
1	Language. More than 80% of our pupils have English as an additional language, and some have been newly arrived to the country during their time with us. Although decoding is picked up quickly, children are at a disadvantage with vocabulary and inference skills. It impacts everything from reading comprehension to maths reasoning.
2	Socio-economic factors. The Indices of Multiple Deprivation (IMD) 2019 shows Sandwell's average deprivation score as ranked 12th most deprived local authority in England. We have an unknown number of families with no recourse to public funding which we believe limits our pupil premium numbers.
3	Attendance and punctuality. Although until Covid 19 pandemic Devonshire Juniors was regularly hitting the national attendance target, the % of persistent absences are higher among disadvantaged pupils. There are relevant health factors: for example, in terms of child obesity, for 2015/16 Sandwell had the 2nd highest rate in the region and is among the worst in England (ranked 141 out of 150 local authorities).
4	Gaps in knowledge and experiences. Sandwell came 12 <sup>th</sup> in the 2017/18 top 20 local authorities with highest level of child poverty across the UK after housing costs (43.2% of children). 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 and making wider links.
5	Reading gaps. Almost a third of our new year 3 this year (2021) intake came through from KS1 as working towards in Reading, based on teacher assessment. This cohort has been affected by the Covid 19 pandemic for their almost their entire KS1 education. Gaps in phonic knowledge, fluency and inference/comprehension skills need early intervention to ensure they recover to year group, and eventually end of key stage, expectations.

## 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
Disadvantaged pupils can speak confidently in both informal and more formal scenarios. They are able to show good listening skills by responding to cues, instructions and asking appropriate and challenging questions.	Pupil premium pupils are well represented when delivering strategies to improve oracy. They independently lead other activities for other children. EAL pupils make rapid progress in their English acquisition. Pupil voice shows that pupils speak clearly, politely and appropriately
Increase numbers of disadvantaged pupils reaching Age Related Expectations (ARE) in each year group for reading, writing and maths. (1,5)	Assessment trackers and tracking pupil progress meetings show pupils are making progress from year group starting points. Pupils have regularly attended interventions. Attendance and wider strategies have improved attendance of disadvantaged pupils.
Accelerated progress for all pupil premium pupils particularly in reading and phonics (4)	Monitoring of lessons, books and planning shows reading lessons are planned in line with school policy/pedagogy.
Children want to be at school; they attend regularly and are punctual ( 3,4)	Sustained high attendance by 2024/25 – in line with national or better. Reduced persistent absence Increased PP participation in clubs and activities offered. Pupil voice shows children are engaged in the curriculum and participate in wider curriculum or cultural experiences.
Children come to school ready to learn with good mental wellbeing.	Mentoring records show positive relationships with trusted adults have impact. Pupil voice/parent voice.

## 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: £ 23,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embed the teaching of vocabulary , language development and comprehensions	We continued to invest in Word Aware training to provide teachers with a strategy for teaching vocabulary, as well as continuing with RVI approach to teaching reading. Research (EEF and wider) shows that knowing more words leads to comprehending more – and ultimately making more progress. EEF +6	1,4,5
Continue to purchase a wide variety of reading books for whole school in order to expose children to a variety of texts and authors which will enhance reading for pleasure. This will ensure that we continue to be well stocked in children’s literature.	Research shows that reading and vocabulary are the key to ‘knowing more’. See EEF research above. We invested in texts that show diverse central characters and settings so that all children can identify with texts and to raise aspirations.	4,5
Continue to focus on and embed the mastery approach to maths to support mathematical development and reasoning and arithmetic skills	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. 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)	4
Continue to provide quality support and CPD for staff so that quality first teaching of a high standard meets the needs of all children	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).	4,5

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

Budgeted cost: £ 34,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue with Reading Plus across Years 4-6 Reading Plus is a web-based program that builds upon the foundational skills of phonics and phonemic awareness to develop silent reading fluency, comprehension (deeper understanding), and re-engaging reluctant readers in Reading for Pleasure.	The average impact of reading comprehension strategies is an additional six months' progress over the course of a year. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge. (EEF +6)	1,5.
Ensure PP pupils have access to small group and 1:1 interventions for 'recovery' as appropriate	Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact. Once group size increases above six or seven there is a noticeable reduction in effectiveness (EEF +4)	1,4,5
Before and after school small group intervention to those who have been identified as having gaps to age related expectations in maths.	As above	1,4
Continue to ensure peer reading opportunities are in place	Peer tutoring approaches have been shown to have a positive impact on learning, with an average positive effect equivalent to approximately five additional months' progress within one academic year. 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	4,5

	peer tutoring, there is some evidence that pupils who are low-attaining and those with special educational needs make the biggest gains. (EEF +5)	
Continue to develop the highly successful book club and purchase a wider range of diverse and inclusive books for sharing.	Research (EEF and wider) shows that knowing more words leads to comprehending more – and ultimately making more progress. EEF +6	1,4,5

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

Budgeted cost: £ 61,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Debate 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.	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. Approaches that focus on speaking, listening and a combination of the two all show positive impacts on attainment.(EEF +6)	1,4
Debate mate after school group	As above	1,4
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.	"A great curriculum builds cultural capital." (OFSTED). Cultural capital was coined from academic work relating to social mobility. Pupil premium was introduced in 2011 to support schools in encouraging social mobility.	4
Continue to employ EWO to raise attendance and lower PA for PP Pupils	The Department for Education (DfE) published research in 2016 which found that: <i>The higher the overall absence rate across Key Stage (KS) 2 and KS4, the</i>	3

	<i>lower the likely level of attainment at the end of KS2 and KS4</i>	
Provide opportunities for PP pupils, and families where possible, to access after school clubs and activities (arts: club, dance club, singing club) )sport: multisport club)	Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. (EEF +3) A fundamental message from the Sporting Future strategy is that positive experience of sports and physical activity must start when we're young to lay solid foundations for future participation, with all the positive mental and physical benefits that can bring (HM Government, 2015)	2,3,4
Continue to employ mentors and family support staff to support vulnerable families	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 Programmes which have a clear structure and expectations, provide training and support for mentors, .... are associated with more successful outcomes. EEF +2	2,3
PP pupils targeted first with extra curriculum or wellbeing projects and learning experiences to provide equity	Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. (EEF +4)	4
Also provide equity for participation school organisations such as school council, PCSO, music tuition	Arts (music tuition) participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. (EEF +3)	4
Poverty proofing the curriculum training	Children 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)	2,4
Providing PRACTICAL assistance such as uniform and lunchbags, subsidising school trips and experiences	Experiential learning and learning support are barriers in our area. By providing these we are ensuring that PP children have the same chances as others. Sports provision, Debate Mate	2

During any need for remote learning, practical equipment provided where needed for PP children to support learning	clubs, Sandwell Cultural Education Partnership projects, book club, small group tuition are all included in this. EEF shows these to be effective. EEF + 2, +4, +6 “What matters to children from low-income families is that a school enables them to achieve a qualification to get on in life.”	2
Safe and well checks ongoing for vulnerable and disadvantaged families	Home-school liaison officers 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).	1,2
Employ staff to run a small ‘nurture’ type group each morning	Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. (EEF +4)	3

**Total budgeted cost: £ 118,000**

## 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: £103,565**

Internal assessment data showed that PP children made progress (from Spring return after school closure) in Reading, Writing and Maths in all year groups except for Year 6 reading.

There continued to be attainment gaps between disadvantaged and non-disadvantaged pupils in all year groups except for Year 4 for Reading, where PP children did better than their non-disadvantaged peers. Less pupil premium children achieved greater depth in all core subjects in all year groups than non-disadvantaged children and this is an area for development in the current strategy.

#### **Improving teaching and learning/targeted support.**

On return to school in late spring, after a rapid assessment process, frequent, structured work recommenced with small group tuition in each year group led by the maths and English leads. This work focussed on some of the concepts children need to catch up following school closure: phonics, reading fluency and comprehension, arithmetic and problem solving. This helped raise the attainment post-spring closures.

Monitoring and tracking pupil progress/pupil premium meetings showed that teachers were offering equity with quality first teaching to disadvantaged pupils. They were priority for targeted questioning for assessment, small group and 1:1 tuition, live marking and feedback and 'word aware' vocabulary retrieval.

Reading areas were redesigned and new books delivered to classes with PP children reviewing new texts for their peers.

Reading Plus was already established and being accessed from home, along with other learning portals for English and Maths, and these continued during school closures and helped to prevent larger gaps in attainment.

Disadvantaged pupils in year 5 and 6 who were either borderline ARE (age related expectations) or potential greater depth with more focus, were nominated to join 'book club'. This has been a highly motivating and successful project for supporting reading for pleasure. As a result of heightened interest in reading, these pupils will become peer tutors for year 3 in the new strategy. Investing in diverse and inclusive books

stimulated great discussion and an increase in self-confidence. Pupils from book club delivered class assemblies and promoted reading around school.

Following completion of maths master training with NCTEM the maths lead led further CPD sessions with staff, and monitoring showed PP pupils were using manipulatives and representation well and it was beginning to become embedded in how they approached solving mathematical problems independently.

### **Wider strategies**

During school closures a programme of safe and well checks for disadvantaged and vulnerable families was put into action. Depending on the level of need, these calls would happen either weekly or fortnightly to ascertain families and children required additional support. It also gave us the opportunity to gain pupil voice and feelings. This helped us to maintain the link between school and families and supported parents, helping to alleviate some of the pressures of lockdowns and remote learning. Records were kept of all activity with disadvantaged pupils/families. We invested in a school mobile phone line so that parents could contact a trusted adult at any time during school hours for support. This was well used.

As we had a large number of disadvantaged and vulnerable children in school during the closures, we maintained our sports coach who delivered a wide range of activities both in school and as part of remote learning to try to help keep pupils moving and healthy. These sessions were also valuable for their impact on mental health and attendance.

Pastoral and mentoring staff provided extra sessions to support emotional and mental wellbeing during the pandemic and on return to school.

Our EWO monitored both attendance of pupil premium pupils at school and attendance to remote learning sessions. She had remote access to teachers' attendance trackers and was able to contact and support parents to engage with remote learning.

Equity was provided to disadvantaged children for a wide range of experiences to encourage attendance and improve self-confidence. Music tuition continued once Covid 19 risk assessments allowed.

## 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>
Reading Plus	Reading Solutions
Timetables Rockstars	TTR
MyMaths	Oxford University Press
Spelling Shed	Ed Shed
Purple Mash	2Simple

## Service pupil premium funding (optional)

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

<b>Measure</b>	<b>Details</b>
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)**

--