

# Pupil premium strategy statement 2024-25 Devonshire Junior Academy

This statement details our school's use of pupil premium (and recovery 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
Number of pupils in school	361
Proportion (%) of pupil premium eligible pupils	30%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024-25, 2025-26, 2026-27
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Elise Waldron
Pupil premium lead	Nicky Clements
Governor / Trustee lead	Harpal Tiwana

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 159,840
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£ 0
<b>Total budget for this academic year</b> <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>	£159,840

# 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 towards achieving this 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 this strategy to provide high level, quality first teaching and learning, small group and 1:1 interventions and quality resources. Language acquisition features highly, supported by an oracy framework. A new metacognition and self-regulation approach is key to the strategic work we are doing this year with the intention that consistently high-quality teaching and self-regulated pupils benefits the whole school culture and raises standards for all. Robust tracking of pupil progress, observation of teaching and learning, bespoke 1:1 coaching supported by Step Lab and gaining 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 for all, 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 a tireless effort on behalf of school to build positive relationships with our children, their families and the wider community. This ranges from professional interventions of support and services; quality, ongoing CPD for staff and community partnerships which provide both supportive and aspirational opportunities. Strong relationships and robust processes within academy council provide accountability.

Regular review and evaluation of this strategy as we monitor progress throughout the year enables us to adapt practice where needed. Any adaptations to the strategy because of the ongoing evaluation are noted in the review in Part B, particularly where we have implemented a more robust approach. We believe that all children are unique and know that sometimes a different approach may be required as we receive new cohorts each year. 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 equity could become greater depth pupils. For them,

providing every opportunity to reach the very highest levels of attainment is the necessary intervention. This focus on achieving greater depth will play a greater role in this new 3-year strategy, and we will embrace approaches that will build marginal gains.

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	<p>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. Our ward has the highest level in the borough of 'no household resident with English as a first language' at 21%. Although decoding is mostly picked up quickly in KS1, there are some children who need extra phonics support and intervention. Children are at a disadvantage with vocabulary and inference skills. It impacts everything from reading comprehension to maths reasoning. It also impacts on their ability to understand their emotions by not being able to name how they are feeling and learn to respond appropriately.</p> <p>Language challenges do not only affect reading. Due to having English as an additional language, many children lack confidence with oracy. This can act as a barrier to full participation in learning. The current year 3 cohort missed large parts of their EYFS provision and children had limited back and forth adult interactions with a range of adults throughout their early years. As many parents do not choose to speak English in the home, their early language skills, and English language, needs continued support. This can be seen in the cohort in a range of outcomes, from their ability to listen carefully and follow instructions, to being able to verbalise feelings and emotions when being supported with self-regulation.</p>
2	<p>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. Within Sandwell, Smethwick is an area with high levels of deprivation. 31.8% of children living in Smethwick are living in poverty compared to the national average of 19.9%. The ward our children live in, St. Pauls, has the highest percentage of economically inactive residents in the borough at 45%.</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 trying to identify and support families who are NRPF in 2023.</p>
3	<p>Social, Emotional &amp; Mental Health and self-regulation. By KS2 this area of need accounts for almost a quarter of pupils on the SEN register. The year group which missed most of its reception year provision and part of its Year 1</p>

	<p>provision due to Covid19, although making excellent progress academically have the highest proportion of SEMH need. They still need a wide range of support for self-regulation, maintaining respectful relationships, and engaging in positive social interactions.</p>
4	<p>SEND – currently 19.4 % of children at Devonshire Junior Academy have an SEN status, 7.7% of which have an EHCP. 25% of pupil premium children are on the SEN register. However, many more on the SEN Cause for Concern list. The 3 main dominant areas of need on the SEND register by the time children reach us in Key Stage 2 are moderate learning difficulties; Speech, Language &amp; Communication Needs; and Social, Emotional &amp; Mental Health needs. SEN 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>Attendance and punctuality. Attendance figures have returned to their high pre-Covid levels of 96% with year-on-year increase for the last 3 years due to robust diligence ensuring a bespoke approach to supporting individual family context. Pupil Premium attendance also saw a growth trend up to 94% in 2024. This pupil group includes pupils with complex learning and physical needs. There are other relevant associated health factors within the local public health profile that can impact attendance: for example, in 2021 census, Sandwell was the local authority area with the highest level of obesity in the West Midlands in year 6, with 33.7 per cent of children considered to be obese against an England average of 23.4 %. 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 Laurel Trust action research project, where building trusting relationships and ensuring parents are frequently welcomed into school is highly successful.</p>
6	<p>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, making wider links and developing a ‘hinterland’ knowledge, which adds meaning and essential context to core knowledge learned in school. This can impede the wider inference needed to attain at the very highest levels.</p>
7	<p>Reading gaps, language and oracy. Our 2022 intake arrived with Reading outcomes of 62.2% expected or above. Although much higher than the previous year, this cohort has been affected by the Covid 19 pandemic for their entire EYFS and part of their 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. Also, due to limited interactions with a range of adults in spoken English in their early years, vocabulary needs to be a priority of not just the reading lesson but across the whole curriculum. Whilst we have worked hard to close many of the attainment gaps for reading with this cohort, their social and emotional use of language remains a challenge. Many of these children receive school or outside agency support for SEMH needs, which impacts their relationships both within school and the community.</p>

## 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
<p>Disadvantaged pupils can speak confidently in both informal and more formal scenarios. They show good listening skills by responding to cues, instructions and asking appropriate and challenging questions during learning. They can talk about their emotions and how these impact relationships during more unstructured times.</p> <p>(1,3,7)</p>	<p>Pupil premium pupils are well represented when delivering strategies to improve oracy, metacognition and self-regulation. Teachers prepare well to ensure lessons meet their needs, challenge them and allow them to assess understanding. Pupil premium pupils independently lead other activities for other children.</p> <p>EAL pupils make rapid progress in their English acquisition and engage confidently and clearly in conversations.</p> <p>Pupil voice shows that pupils speak clearly, politely and appropriately to adults and increasingly to each other. When reading aloud, they use the appropriate pitch and intonation required for the listener.</p>
<p>Increase numbers of disadvantaged pupils reaching Age Related Expectations (ARE) <b>or higher</b> in each year group for reading, writing and maths.</p> <p>(1,3,4,7)</p>	<p>Lesson drop-ins show that teachers have prepared lessons to meet the needs of, and challenge, disadvantaged pupils.</p> <p>Assessment trackers and tracking pupil progress meetings show pupils are making progress from year group starting points.</p> <p>Pupils have regularly attended interventions.</p> <p>Attendance and wider strategies have improved attendance of disadvantaged pupils.</p>
<p>Accelerated progress for all pupil premium pupils particularly in reading and phonics</p> <p>(4,7)</p>	<p>Monitoring of lessons, books and planning shows reading lessons are planned in line with school strategic development.</p>
<p>Children want to be at school; they attend regularly and are punctual and gain personally and academically from a range of wider curriculum opportunities.</p> <p>(2, 3,5,6)</p>	<p>Sustained high attendance by 2026/27 – in line with national or better.</p> <p>Reduced persistent absence</p> <p>Increased PP participation in clubs, experiences and activities offered due to equity.</p>

	<p>Pupil voice shows children are engaged in the curriculum and participate in wider curriculum or cultural experiences.</p> <p>Pupil tracking shows that disadvantaged pupils are attaining higher due to wider experience and aspiration-based learning.</p>
<p>The personal development and behaviour of pupil premium pupils show increasing levels of self-regulation and emotional intelligence. (1,2,3)</p>	<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>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 (and recovery premium) funding **this academic year** to address the challenges listed above.

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £70,000 plus

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Providing 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.</p>	<p><b>EEF research provides the following three professional development recommendations we strive to implement:</b></p> <ol style="list-style-type: none"> <li>1) When designing and selecting professional development, focus on the mechanisms. Consequently, choosing Best Practice Network 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.</li> </ol>	<p>1,3,4, 7</p>

<p>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>	<p>2) Ensure that professional development effectively builds knowledge, motivates staff, develops teaching techniques, and embeds practice. Middle leaders focussing on NPLT and NPQDT have the opportunity to both network within school and within the trust, providing motivation and discussion to embed practice. Teachers will then be covered using internal staff to observe and develop their own teaching practiced. A programme of peer observation/development, monitored by SLT, will follow the impact.</p> <p>3) Implement professional development programmes with care, taking into consideration the context and needs of the school. This has been a key recommendation. Following a successful OFSTED inspection, we are keen to make sure that recommendations for CPD leading to overall attainment in phonics and language development, particularly for disadvantage pupils, are quickly put in place.</p> <p><b>EEF Teaching &amp; 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.</b></p>	
<p>Voice 21 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 at a national</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><b>Approaches that focus on speaking, listening and a combination of the two all show positive impacts on attainment.(EEF +6)</b></p>	<p>1,7</p> <p>*Further training and evaluation for 2024-25 in place</p>

level for the Oracy lead.		
Continue to embed the teaching of phonics, vocabulary, language development, inference and comprehensions	<p>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.</p> <p><b>Research (EEF and wider) shows that knowing more words leads to comprehending more – and ultimately making more progress. EEF +6</b></p> <p>Reading and Phonics leads are an investment to ensure readers close any phonics gaps early in KS2, and that older children learning to read, such as those newly arrived to the country, have the expertise and provision to make rapid progress.</p> <p>Whole school phonics training has meant that every member of staff that works with children has undertaken training in the delivery of systematic synthetic phonics with a focus of staff modelling oral segmenting and blending.</p> <p><b>EEF evidence – Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</b></p>	1,6,7
Purchase of further phonics reading books to support children at every stage of developing reading, including replacement/ additional Little Wandle catch up phonics books.	<p><b>EEF evidence:</b> The teaching of phonics should be matched to children’s current level of skill in terms of their phonemic awareness and their knowledge of letter sounds and patterns (graphemes).</p>	1,4,7
Continue to purchase a wide variety of reading books for the school library and class book corners to expose children to a variety of texts and authors which will enhance reading for pleasure. This will	<p>Research shows that reading and vocabulary are the key to ‘knowing more’. See EEF research above.</p> <p>We invest in texts that show diverse central characters and settings so that all children within our context can identify with texts and to raise aspirations.</p>	1,7

ensure that we continue to be well stocked in children's literature.		
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 ( <b>EEF +1</b> ) Interesting <b>2024</b> Action Research from Axiom Maths found big disadvantage gaps among year 6 pupils in their experience of problem-solving and maths anxiety.	7
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 ( <b>Teacher Development Trust</b> ).  See also EEF professional development recommendations above.	All
Provide time and support for the Writing Lead to continue in his professional role as local authority moderator, bringing expertise at to internal moderation and ensuring accurate assessment of writing, including greater depth.	As above.	

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

Budgeted cost: £37,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continue with Reading Plus across Years 3-6. 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.</p>	<p>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. <b>(EEF +6)</b></p> <p><b>EEF evidence also states:</b> Phonics improves the accuracy of the child's reading but not necessarily their comprehension. It is important that children are successful in making progress in all aspects of reading including comprehension, the development of vocabulary and spelling, which should also be taught explicitly.</p>	<p>1,7</p>
<p>Ensure PP pupils have access to small group and 1:1 intervention as appropriate, particularly relating to phonics and arithmetic fluency. This will be both during school time and in addition to school time. Eg Maths n Munch, Times Table Clubs, Reading Clubs</p>	<p>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 <b>(EEF +4)</b></p> <p><b>EEF evidence re older children and phonics:</b> While there have been fewer studies examining phonics with older readers, there is evidence that it can be a positive approach. With any reading intervention, careful diagnosis is required on the difficulties that the reader is experiencing, regardless of age. <b>If an older reader is struggling with decoding, phonics approaches will still be appropriate.</b> Where readers are struggling with vocabulary</p>	<p>1,4,5,7</p>

	<p>or comprehension, other interventions may be more appropriate.</p> <p>EEF Teaching and Learning Toolkit research shows that “Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds”. <b>(EEF +5)</b></p>	
<p>Continue to ensure peer reading opportunities are in place. This will be both within the year group and between year groups.</p>	<p>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 peer tutoring, there is some evidence that pupils who are low-attaining and those with special educational needs make the biggest gains. <b>(EEF +5)</b></p>	1,3
<p>Continue the highly successful book club led by senior leaders, targeting Year 5/6 pupil premium pupils with a focus on challenge towards greater depth reading outcomes.</p>	<p>Research (EEF and wider) shows that knowing more words leads to comprehending more – and ultimately making more progress. <b>EEF +6</b></p>	1,6,7
<p>Provide an after-school homework club for disadvantage pupils to enable them to access online learning platforms such as Reading Plus with the support of a member of teaching staff.</p>	<p><b>EEF Using Digital Technology to Improve Learning Review (2019)</b></p> <p>“there are a number of high-quality digital interventions currently available and supported by robust evidence of a positive impact on learning”.</p>	2,7

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

Budgeted cost: £53000

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 or small group peripatetic musical instrument tuition with SIPS music education.	<p><b>EEF Teaching &amp; Learning Toolkit: Arts Participation</b></p> <p>Arts participation can have a positive effect on both academic outcomes in other curriculum areas, and in re-engaging pupils in learning. Pupil Premium was introduced to support schools in encouraging social mobility. Arts participation opens a different level of advantage often closed to disadvantaged pupils.</p>	2,6
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>	
Continue to employ EWO to raise attendance and lower PA for PP Pupils	<p><b>The Department for Education (DfE)</b> published research in 2016 which found that:</p> <p><i>The higher the overall absence rate across Key Stage (KS) 2 and KS4, the lower the likely level of attainment at the end of KS2 and KS4</i></p>	5
Provide opportunities for PP pupils, and families where possible, to access after school clubs and activities (arts: club, dance club, singing club. Curriculum: science club, DT club, cooking club, book club. Sport: multisport club, girl's	<p>Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. <b>(EEF +3)</b></p> <p>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</p>	2,3,4,6

football, mixed football, table tennis)	and physical benefits that can bring <b>(HM Government, 2015)</b>	
Continue to employ mentor with family support capacity 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. <b>EEF + 4, +3</b> Programmes which have a clear structure and expectations, provide training and support for mentors, .... are associated with more successful outcomes. <b>EEF +2</b>	3,5
PP pupils targeted first with extra curriculum or wellbeing projects and learning experiences to provide equity. The annual Poetry Slam at Birmingham Hippodrome, Young Voices, King Edwards Grammar School maths competitions,	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. <b>(EEF +4)</b>	2,5,
We will also continue to provide equity for participation school organisations such as school council, PCSO and Eco Councillors or other initiatives which give disadvantaged pupils a voice and experience working with members of the community	<b>Mentally Healthy Schools (Anna Freud National Centre for Children &amp; Families) :</b> "Schools with a strong commitment to pupil voice have reported many positive outcomes. These include a reduction in exclusions, better behaviour, better relationships across the whole-school community, and improving attainment and attendance"	2,6,7
Continue to foster partnerships with organisations that can offer cultural capital in a range of contexts (Welsh National Opera, Sandwell Cultural Education Partnership, Poetry Press, Birmingham Hippodrome, Young Voices, Artsmark Award, BBC Radio WM among others)	<b>Sir Kevan Collins, EEF, 2015:</b> Being clear eyed about the current state of the evidence on arts education enables us to reflect critically on what we want from our schools and why we engage in the work we do. In my view, schools should still find space in their day to ensure all children benefit from a stimulating arts education. We should continue to investigate links to other outcomes we value, but we shouldn't expect everything to link tightly to academic attainment. Instead, we should teach the arts for their own sake	2,5,6

<p>We believe that despite robust evidence yet to surface, these experiences help to provide our pupils with the hinterland knowledge they are missing that enable them to make full links with core curriculum knowledge.</p>	<p>– for the intrinsic value of learning creative skills and the enjoyment they bring – while at the same time doing our level best to ensure our children and young people leave school with a good level of literacy, numeracy and scientific curiosity.</p> <p>“The core knowledge you want pupils to remember is supported by an equally important hinterland, the little examples, the stories, the illustrations, the richness, the dwelling on this but not that, and the times when you as a teacher go off-piste with your passion.” <b>Christine Counsell</b></p>	
<p>Poverty proofing the curriculum audit recommendations. Following the successful qualification I staff members as both auditors and research assistants, our school was audited and recommendations from the audit taken on board to ensure our school is poverty proofed. This will include providing subsidy where needed to ensure the cost of the school day and wider experiences does not exclude disadvantaged pupils.</p>	<p>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)</p> <p><b>Education Policy Institute report February 2022:</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• The proportion of students confined to poverty for their <i>entire school lives</i> – those</li> </ul>	<p>2,4,5</p>

	on FSM for 100% of the time – has also risen, from 19% of all disadvantaged students in 2017 to 25% in 2020	
Providing PRACTICAL assistance such as uniform and lunchbags, subsidising school trips and experiences	Experiential learning and learning support are barriers in our context. By providing these we are ensuring that PP children have the same chances as others. Sports provision, clubs, Sandwell Cultural Education Partnership projects, book club, small group tuition are all included in this. <b>EEF shows these to be effective. EEF + 2, +4, +6</b> “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 ( <b>Emerson et al 2012</b> ).	1,2
1:1 Pupil premium mentoring /aspiration/ feedback sessions with class teacher. A new strategy started 2023-24 to help teachers to build strong relationships based on knowledge of the whole child and their context. Teachers have pupil premium children quickly identified, and provide positive attention and opportunities which raise aspirations.	A blended approach based on evidence from EEF for mentoring and feedback based on the child feeling noticed and prioritised. Initial feedback from teachers has been very positive in that they have learned more about the child, their circumstances and what motivates them. They have used this knowledge to provide for example, reading material on subjects of interest that may not be provided at home. The children enjoy being the spotlight of an adult’s attention and inherently want to do better.	2,5,6

**Total budgeted cost: £159,000**

## Part B: Review of the previous academic year and intended outcomes of the previous 3-year strategy

### Outcomes for disadvantaged pupils

#### **Funding for 2023-2024: £ 144,045**

In 2021-22, internal assessment data showed that key gaps for PP children following Covid19 had increased in some areas but particularly in year 6. Reading (30 percentage point gap) Writing (40.8 percentage point gap) and Maths (42 percentage point gap) were the highest PP gaps in school, even though overall attainment for reading and writing had improved. This showed that in 2021-22, disadvantaged children, despite all the initiatives and interventions across their year in year 6, had been negatively impacted compared to non-pupil premium pupils.

However, by 2022-23 KS2 SATS outcomes, there was no significant gap for disadvantaged pupil for reading, writing and SPaG. 2023-24 SATS outcomes showed around a 10pp gap in Reading, Maths and combined, with a slightly higher 14pp gap for writing. Pupil Premium combined at 55% was the highest comparative outcome for a long time, and only 6pp behind the national combined outcomes for ALL pupils. The national figure for combined outcomes for disadvantaged pupils was 45%. This shows that the strategy we have been applying for the last 3 years has had a positive impact in academic outcomes, and gaps are beginning to close.

As at a national level, there is still a gap for disadvantaged pupils in KS2 outcomes at greater depth. This will be a key focus for the new strategy and will be closely tracked at each assessment point.

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

Monitoring and tracking pupil progress/pupil premium meetings showed that teachers continued to offer equity with quality first teaching to disadvantaged pupils in 2023-24. They were priority for targeted questioning for assessment, small group and 1:1 tuition, live marking and feedback and 'word aware' vocabulary retrieval. Targeting of pupils to close attainment gaps continued to be robust for the past academic year to ensure no stone goes unturned in the push to achieve a value-added outcome for disadvantage pupils.

New phonics books continued to be used effectively to support children in year 3 with phonics gaps. An identified adult for each class took responsibility for ensuring children were heard read and changed books regularly. This provision was increased under the previous strategy plan. Teachers hear all children read at KS2, with priority given to need or disadvantaged pupils who may not have anyone hear them read at home. Records are kept showing when and how often children are being heard read aloud.

Reading Plus was already established and is an embedded and proven part of the reading provision. The year 6 pupils had iPad devices in class to access Reading Plus meaning no child did not access it due to a lack of technology. Some pupils were identified as a priority for accessing Reading Plus and did this in place of other activities on arrival to school, boosting their time on the programme. The analysis from the weekly results showed where fluency was being positively impacted and where further intervention was required. Reading Plus is provided from Year 3 to year 6 for maximum impact by end of key stage outcomes. Reading outcomes have increased year on year since 2019, with the highest levels achieved to date in 2024. Again, devices were used in classes for those children who need equity for access, or they were prioritised for a place in homework club. Teachers prioritised times where these children could access Reading Plus during the school day and supported parents to access at home.

Our Assistant Head Teacher, who is also head of teaching and learning, has continued to develop his role and be the driver for raising expectations among teachers and raising standards in the classroom. He is also leading our new metacognition and self-regulation approach and learning walks and feedback sessions are already seeing an improvement in participation by all pupils in the lessons. We have continued to focus on ensuring accurate assessment of pupils using validated standardised tests for Reading and Maths, with a change to the new NTS tests which show closer alignment to SATs style questions, ensuring pupils are well prepared with how to answer them by year 6. This, alongside teacher judgement, helped teachers to carefully plan appropriate maths lessons with a focus on retrieval practice, manipulation, representation and abstract application. Word problems continued to play a pivotal role in the teaching of maths, as a priority for helping to develop mathematical language and calculation skills.

Daily Maths n Munch sessions continued across the year and offered skilled delivery of extra maths tuition based on pupil gaps identified in class. These were majority pupil premium children. The children have food and tuition before the school day started. This was attended and monitored by SLT and attendance by children was consistently high. As one of our highly successful strategies this continues for year 6 pupils this year until after SATS, when it resumes with year 5 pupils. This session has been so successful we nominated the support staff running this to train as a School Led Tutor for 2023-24, and we saw an increase in the number of pupil premium pupils achieving greater depth.

The head of teaching and learning continues to support the professional development of all teachers and oversaw the successful completion of the ECT2 year by a member of the teaching team who is still in role, now as a qualified teacher. She was identified by the visiting Teach Like a Champion team as having such impactful pedagogy for metacognition and self-regulation that she is now part of the in-school team leading the new approach and coaching other teachers. Our oracy leader had previously delivered

a wide range of CPD to give teachers the knowledge and tools to get the very best speaking and listening in place in classrooms. Monitoring and support of this continued in 2023-24. Children are widely observed throughout the day instigating and building on/challenging points using the Voice 21 oracy framework and the feedback from national Voice 21 mentors has been extremely positive in 2024.

### **Wider strategies**

'Sunshine Club' led by the learning mentor has provided opportunity, along with food, for disadvantage pupils. Supporting the harder to reach families with food and activities that build self-esteem, their confidence and hopefully as a consequence attendance improves. We have seen attendance steadily rise across 2023-24 and currently in school attendance and in the current period sits at a healthy 97%. Disadvantaged pupils were then given mentoring sessions throughout the week, via either check in discussions or specific interventions. This direct work is often overseen and monitored by our Designated Safeguarding Lead, herself an experienced former mentor. This has been invaluable over the last 12 months as we have seen rises in community pressures where the cost of living has had an impact locally.

Our EWO monitored both attendance of pupil premium pupils and was able to contact and support parents to engage with returning to full time school.

Equity was provided to disadvantaged children for a wide range of experiences to encourage attendance and improve self-confidence. Music tuition continued and a new cohort of pupils took up a new instrument. We have built on the previous year's performance-led approach and filled 2022-23 with a range of performance from music to art to opera, support during the year during the year by in-school performances allowing children to learn to play for a purpose and an audience. Performance continues to be a key strand of development in our music and performing arts offer, allowing disadvantage pupils to gain confidence and self-esteem in preparation for the next stage in their learning. These outcomes also contributed towards the first year of our bid for ArtsMark school status.

Our sports coach from Sports Plus continued to build relationships with all children across school whilst delivering both curriculum PE and extracurricular activities. As a result of children really getting to know him well, he then started to work with children in the morning sessions to in a mentoring/coaching blended role. He provided a positive male role model for disadvantage pupils with a range of needs, and then followed this up with some sport inclusion. Knowing the impact of poverty locally on children's physical and mental health via Public Health figures available to us, again disadvantaged pupils were prioritised for sport. Teaching all children across the school put this member of staff in a prime position to join our mentoring team this year. Our pupils respect him as their sports coach and he is an excellent local role model for raising aspirations and building trusting relationships.

## Externally provided programmes

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

Programme	Provider
Reading Plus	Reading Solutions
Timetables Rockstars	TTR
MyMaths	Oxford University Press
Spelling Shed	Ed Shed
Kapow computing	Kapow Primary

## Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: <b>How our service pupil premium allocation was spent last academic year</b></i>
N/A
<b>The impact of that spending on service pupil premium eligible pupils</b>
N/A