

PUPIL PREMIUM STRATEGY AND EVALUATION 2017-2018

- Pupil Premium funding received for 2017-18 totalled £262,680
- This funding corresponds to 199 eligible children; 49% of statutory school-age children.

IDENTIFIED BARRIERS TO EDUCATIONAL ATTAINMENT AND FULFILLING POTENTIAL

At Devonshire Hill we want all children to be *Successful Learners* regardless of their background and circumstances, and acknowledge that some children face additional challenges that put them at a disadvantage when compared with their peers. Below are identified barriers to some children in receipt of Pupil Premium funding at Devonshire Hill:

- Very high percentage of children with EAL
- Lack of parental support with home learning (e.g. language, education, work)
- Social and emotional needs affecting concentration and behaviour
- Poor attendance, health and nutrition
- Lack of opportunity and aspiration.

RATIONALE FOR EXPENDITURE

Core curriculum progress

Although disadvantaged children at Devonshire Hill generally make good progress and have outcomes better than local and national averages, we recognise there are barriers to greater attainment and in most cases a gap between disadvantaged pupils and their non-disadvantaged pupils in school. We have a two-fold strategy that targets and supports underperforming pupils as well as supporting higher performing pupils to work at greater depth.

Some of our children get little support with education at home. This may be because their parents are not fluent in English, lack confidence in their own knowledge and skills, or have other issues which present barriers to supporting their child's education. Pupil premium initiatives such as targeted intervention give children the additional support they need.

Attendance

Simply put, children cannot learn if they are absent from school and poor attendance disproportionately affects disadvantaged children for which absence is likely to have a greater impact and make catching up harder. All staff at the school promote the importance of good attendance to both children and parents. Pupil premium contributes towards the cost of personnel monitoring attendance and working with the school community to raise awareness. Through pupil premium the school is also able to offer a number of funded breakfast club places to target specific pupils, some due to concerns regarding lateness and absence.

Pastoral Care

Some disadvantaged children experience challenges in their personal lives that impact on their behaviour and progress. At Devonshire Hill, we have a dedicated pastoral team who address concerns raised by both teachers and parents to provide a framework within which children can feel safe and supported.

We seek to not only support children, but enable parents to effectively support their children at home. In addition to attending to the emotional needs of children, our pastoral team play an important part in reaching out to parents, sign-posting them to useful services and arranging opportunities such as ESOL classes.

Pupil premium is also allocated to fund a number of places in our breakfast club for children whose educational and emotional wellbeing would benefit from a structured and supportive start to the day.

Opportunity and Aspiration

Our school vision is to enable all children to fulfil their potential, regardless of their background and circumstances, to be successful in the real world. An important element of this is to expose children to a wide variety of experiences and opportunities which they may not otherwise have.

For this reason we actively encourage children of all ages to consider their futures, learn about different occupations and the skills they may need to succeed. We are entering our fourth year participating in Inspire! Work Week and have made STEAM a key part of our school improvement plan. We promote aspiration among our pupils as the cornerstone to our ethos of lifelong learning. We support this through exposure to a range of opportunities including partnerships with Into University, Tottenham University and The Brilliant Club.

MEASURING THE IMPACT OF PUPIL PREMIUM

Monitoring of progress and attainment of pupils is undertaken regularly with teacher assessments on Target Tracker and half-termly summative assessment. This regular schedule of assessment and pupil progress review meetings enables the early identification of need, support and appropriate intervention.

When selecting pupils for Pupil Premium target groups, the school will look at all pupils across the school. There are some pupils who are not eligible for PP who will benefit from these groups if their needs are similar and we believe progress can be made towards individual targets.

Pupil Premium funding and the impact of this is a regular item on the governor's Resource Committee.

PUPIL PREMIUM EXPENDITURE ALLOCATION

Area of spend	Allocation £	Actions and intended outcomes	Monitoring and Evaluation
Specialist Teaching	87,504	<ul style="list-style-type: none"> Improved learning outcomes in reading, writing and mathematics Targeted intervention for pupils in year 2 and year 6 to support Diminishing the Difference agenda Raise attainment of disadvantage pupils to attain higher than expected age related expectations 	<ul style="list-style-type: none"> Review progress during termly pupil progress meetings Monitor effectiveness of intervention through observation and staff performance appraisals Scrutiny of impact by SLT and Governing Body.
Strategic Intervention (HLTAs – summer term only)	23,903	<ul style="list-style-type: none"> Targeted intervention by Higher Level Teaching Assistants for small groups of children Tailored to support pupils achieve individual targets. <i>(Please note that following review, this intervention will not continue into 2017/18)</i> 	<ul style="list-style-type: none"> Monitor effectiveness of intervention through observation and staff performance appraisals SLT to scrutinise progress through termly pupil progress meetings.
Strategic Intervention (TAs)	80,932	<ul style="list-style-type: none"> Targeted intervention by Teaching Assistants for small groups of children. Total of 3 in summer term and 4 from autumn term 2017/18 Support for children to achieve individual targets and improve outcomes. 	<ul style="list-style-type: none"> Monitor effectiveness of intervention through observation and staff performance appraisals SLT to scrutinise progress through termly pupil progress meetings.
Attendance	13,853	<ul style="list-style-type: none"> Specialist staff focusing on lateness and absence, which disproportionately affects disadvantaged pupils. Provision of support and guidance to parents to improve understanding of the importance of education and specifically attending school. Improved attendance with positive impact on attainment. 	<ul style="list-style-type: none"> Attendance monitoring. Education Welfare Service. Headteacher's report and Governor scrutiny.
Pastoral Care	45,938	<ul style="list-style-type: none"> 70% cost of pastoral care team. Coordinators work with identified or referred children to support their emotional and physical well-being. 	<ul style="list-style-type: none"> Attendance monitoring Pastoral team meetings Governors' Committee.

		<ul style="list-style-type: none"> • Children received effective support with their particular challenges and are more able to focus on their learning and improving outcomes. 	
Breakfast Club	4,750	<ul style="list-style-type: none"> • Funding for 10 breakfast club places to support vulnerable families and those where there are concerns about attendance. • Improved concentration and behaviour in class due to children not being hungry and have a sociable and structured start to the day. 	<ul style="list-style-type: none"> • Feedback from breakfast club staff and class teachers. • Attendance monitoring.
Work Week	3,800	<ul style="list-style-type: none"> • Programme of activities and trips intended to inspire children and develop their aspirations. • Increasing children's awareness that race, gender and background should not be barriers to success. • Demonstrating the links between learning in school and success in working life. 	<ul style="list-style-type: none"> • Teacher and pupil evaluation forms. • Report from Inspire! and feedback from parents.
Pendarren	1,500	<ul style="list-style-type: none"> • School contribution to transport costs of year 6 residential trip to Pendarren House OEC in Wales. • Opportunity for personal and social development, building confidence, self-esteem and independence leading up to their transition to secondary school. • The full cost of the trip at £293 is prohibitive for many families. Funding will also be sought from Tottenham Grammar School Foundation. 	<ul style="list-style-type: none"> • Feedback from attending school staff and specialist staff at Pendarren House. • Feedback from children. • Governors' Resources Committee.
Apollo Music Project	500	<ul style="list-style-type: none"> • A unique opportunity for children to get exposure to classical music and work closely with professional musicians. • The programme involves six classroom performances/ workshops, a chamber orchestra workshop and attendance of a symphony orchestra concert. 	<ul style="list-style-type: none"> • Staff evaluation feedback • Feedback from children. Curriculum & Community Committee.
Total	262,680		

OUTCOMES FOR DISADVANTAGED PUPILS – 2017/18

At Devonshire Hill, we have a firm belief that a child's circumstances should not disadvantage them. Although in the majority of areas outcomes are better than outcomes for disadvantaged children both locally and nationally, if they are below any of the averages for non-disadvantaged children, we see room for improvement and strive to diminish those differences.

End of KS2 outcome comparison 2018	Disadvantaged Pupils			Non-disadvantaged		
	School	Haringey	National	School	Haringey	National
Reading EXS+	72%	67%	63%	96%	83%	80%
Writing EXS+	84%	75%	67%	92%	87%	83%
Maths EXS+	75%	69%	63%	96%	84%	80%
GPS EXS+	75%	74%	66%	96%	86%	82%
Reading GDS	19%	19%	17%	35%	39%	32%
Writing GDS	38%	18%	11%	46%	34%	23%
Maths GDS	32%	16%	13%	50%	35%	27%
GPS GDS	50%	27%	22%	58%	47%	39%

Data taken from HEP School Profile report – national figures are estimates

End of KS1 outcome comparison 2018	Disadvantaged Pupils			Non-disadvantaged		
	School	Haringey	National	School	Haringey	National
Reading EXS+	84%	71%	61%	81%	79%	79%
Writing EXS+	72%	66%	54%	88%	76%	74%
Maths EXS+	92%	71%	62%	91%	80%	80%
Reading GDS	40%	21%	14%	31%	33%	29%
Writing GDS	28%	14%	7%	34%	24%	18%
Maths GDS	36%	18%	11%	31%	30%	24%

Data taken from HEP School Profile report – national figures are estimates

Year 1 Phonics 2018	Disadvantaged Pupils			Not-disadvantaged		
	School	Haringey	National	School	Haringey	National
Working at the standard	100%	81%	71%	81%	76%	85%

EYFS Profile 2018	Disadvantaged Pupils			Not-disadvantaged		
	School	Haringey	National	School	Haringey	National
Good level of Development	72%	69%	57%	94%	78%	74%