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**PUPIL PREMIUM STRATEGY 2018-2019**

* Pupil Premium funding received for 2018-19 totalled £232,320
* This funding corresponds to 176 eligible children; 45% of statutory school-age children.

**INDENTIFIED 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 and/or BAME backgrounds
* 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 to achieve mastery.

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 funded initiatives give children additional support in school and encourage greater participation of parents/carers in their children’s education.

**Attendance**

Simply put, children cannot learn if they are absent from school and poor attendance disproportionate 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 contribute towards the cost of staff monitoring attendance and working with the school community to raise aware. Through pupil premium the school is also able to offer a number of funded places to targeted pupils, some of whom may be targeted due to concerns about 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, secure and supported.

We seek to not only support children, but enable parents to effective 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 starting 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 not entering our four year participating in Inspire! Work Week and have made STEAM a key part of our school improvement plan.

**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 teaching and learning committee.

**PUPIL PREMIUM EXPENDITURE ALLOCATION**

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| **Area of spend** | **Allocation**  **£** | **Actions and intended outcomes** | **Monitoring and Evaluation** |
| Specialist Teaching | 73,259 | * 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 (Level 5 & Level 6). | * 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. |
| STEAM Development | 27,457 | * Embed STEAM teaching and learning as part of the school vision to deliver a rich, balanced and career-focused curriculum with real-world application * Deliver STEAM-oriented teaching through project-based learning methods, employing a variety of techniques that develop a broad range of skills * Professional development and support for teachers. * Timetabled use of the school’s specialist STEAM facility. * Children and adults recognise cross-curricular links and develop understanding and skills through application of knowledge. | * Monitor effectiveness of intervention through observation and staff performance appraisals * Scrutiny of impact by SLT and Governing Body. |
| Speech & Language Support | 11,020 | * Group interventions for children with communication difficulties. * Measurable progress in children’s speech and language development. * Development of communication and social skills contributes to improved comprehension and outcomes. | * S&L assessments * Pupil progress reviews * Observation and appraisal by AHT for Inclusion |
| Pastoral Care | 91,913 | * Coordinators work with identified or referred children to support their emotional and physical well-being. * Families are supported and signposted to appropriate services for issues at home which may be impacting on children’s wellbeing and learning. * Children receive effective support with their particular challenges and are more able to focus on their learning and improving outcomes. | * Attendance monitoring * Pastoral team meetings * Pupil progress meetings * Parental feedback * Governors’ Committee |
| Attendance | 15,701 | * Dedicated attendance officer supported by education welfare service to promote good attendance and support/target families of those with persistent 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. | * Attendance monitoring. Education Welfare Service. * Headtacher’s report and scrutiny by governors |
| Breakfast Club | 4,750 | * 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. | * Feedback from breakfast club staff and class teachers. * Attendance monitoring. |
| Work Week | 3,800 | * 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. | * Teacher and pupil evaluation forms. * Report from Inspire! and feedback from children and parents. |
| Pendarren | 1,500 | * 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. | * Feedback from attending school staff and specialist staff at Pendarren House. * Feedback from children. * Governors’ Resources Committee. |
| Apollo Music Project | 1,000 | * 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. | * Staff evaluation feedback * Feedback from children. Curriculum & Community Committee. |
| Scholars Programme – Brilliant Club | 1,920 | * Twelve pupil given the opportunity to work with a PhD researcher to experience university style learning. * Children develop key university readiness skills, including critical thinking and metacognition. * Pupils develop the skills, knowledge and confidence to secure a place at a university. | * Feedback report from The Brilliant Club * Children’s work and feedback * Evaluation and review by the SLT. |
| **Total** | **232,320** |

**OUTCOMES FOR DISADVANTAGED PUPILS – 2018/19**

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| **End of KS2 outcome comparison 2019** | **Disadvantaged Pupils** | | | **Non-disadvantaged** | | |
| **School** | **Haringey** | **National** | **School** | **Haringey** | **National** |
| Reading EXS+ | 83% | 65% | 62% | 71% | 79% | 78% |
| Writing EXS+ | 79% | 86% | 83% | 79% | 86% | 83% |
| Maths EXS+ | 90% | 71% | 67% | 79% | 86% | 84% |
| GPS EXS+ | 93% | 75% | 67% | 79% | 85% | 83% |
| Reading GDS | 37% | 16% | 17% | 11% | 37% | 31% |
| Writing GDS | 30% | 17% | 11% | 25% | 34% | 24% |
| Maths GDS | 50% | 19% | 16% | 25% | 35% | 31% |
| GPS GDS | 63% | 30% | 24% | 54% | 45% | 41% |

*Data taken from HEP School Profile report*

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| **End of KS1 outcome comparison 2019** | **Disadvantaged Pupils** | | | **Non-disadvantaged** | | |
| **School** | **Haringey** | **National** | **School** | **Haringey** | **National** |
| Reading EXS+ | 94% | 72% | 62% | 71% | 78% | 78% |
| Writing EXS+ | 88% | 70% | 55% | 68% | 73% | 73% |
| Maths EXS+ | 88% | 72% | 62% | 68% | 79% | 79% |
| Reading GDS | 40% | 22% | 14% | 44% | 22% | 14% |
| Writing GDS | 31% | 15% | 7% | 15% | 22% | 17% |
| Maths GDS | 44% | 21% | 12% | 15% | 29% | 29% |

*Data taken from HEP School Profile report*

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| **Year 1 Phonics 2019** | **Disadvantaged Pupils** | | | **Not-disadvantaged** | | |
| **School** | **Haringey** | **National** | **School** | **Haringey** | **National** |
| Working at the standard | 77% | 77% | 71% | 93% | 86% | 84% |

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| **EYFS Profile 2018** | **Disadvantaged Pupils** | | | **Not-disadvantaged** | | |
| **School** | **Haringey** | **National** | **School** | **Haringey** | **National** |
| Good level of Development | 75% | 65% | 57% | 79% | 76% | 74% |