

## **PUPIL PREMIUM STRATEGY 2019-2020**

- Pupil Premium funding received for 2019-20 totalled £205,260
- This funding corresponds to 155.5 eligible children; 41% 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 and/or from 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 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 contribute towards the cost of staff 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 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 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 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 careers and the skills they may need to succeed. We are now entering our fourth year participating in Inspire! Work Week and have made Science, Technology, Engineering, Art & Mathematics (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 Pupil Premium 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 at Governors' committee level that then informs the Full Governing Body.

## PUPIL PREMIUM EXPENDITURE ALLOCATION

Area of spend	Allocation £	Actions and intended outcomes	Monitoring and Evaluation
Specialist Teaching	41,120	<ul style="list-style-type: none"> <li>● Improved outcomes in reading, writing and mastery in mathematics</li> <li>● To raise attainment of disadvantaged pupils to attain greater depth standard at KS2</li> <li>● Targeted intervention for pupils in Years 5 and 6 to raise attainment to enable them to reach their potential</li> </ul>	<ul style="list-style-type: none"> <li>● Review progress during termly pupil progress meetings</li> <li>● Monitor effectiveness of intervention through observation and staff performance appraisals</li> <li>● Scrutiny of impact by SLT and Governing Body.</li> </ul>
Forest School Development	46,640	<ul style="list-style-type: none"> <li>● Embed Forest School learning as part of the school vision to deliver rich, immersive experiences that encourage personal development and acquisition of skills that enable pupils to succeed.</li> <li>● Deliver child-centred learning that aims to nurture children's physical, emotional and spiritual well-being and support their emotional and social development.</li> <li>● Children will be encouraged to take and manage acceptable risk in activities that will help them develop problem-solving and personal responsibility in a safe, positive and supportive environment.</li> <li>● Professional development and support for teachers.</li> </ul>	<ul style="list-style-type: none"> <li>● Parent feedback on the impact of Forest School experiences for their children.</li> <li>● Pupil feedback on their experience</li> <li>● Impact of transferring skills and confidence in other curriculum areas.</li> <li>● Monitor effectiveness of intervention through observation and staff performance appraisals</li> <li>● Scrutiny of impact by SLT and Governing Body.</li> </ul>
Reading Intervention	24,340	<ul style="list-style-type: none"> <li>● One to One targeted intervention delivered by a teacher.</li> <li>● Specific interventions for identified children In KS2 to boost confidence and proficiency in reading.</li> <li>● Support for children to achieve individual targets and improve outcomes.</li> <li>● Children are more confident and accurate in reading comprehension.</li> </ul>	<ul style="list-style-type: none"> <li>● Class teacher evaluating impact with the specialist reading teacher.</li> <li>● Monitor effectiveness of intervention through observation and staff performance appraisals</li> <li>● SLT to scrutinise progress through termly pupil progress meetings.</li> </ul>

Pastoral Care	52,700	<ul style="list-style-type: none"> <li>• Coordinators work with identified or referred children to support their emotional and physical well-being.</li> <li>• Families are supported and signposted to appropriate services for issues at home which may be impacting on children's wellbeing and learning.</li> <li>• Children receive effective support with their particular challenges and are more able to focus on their learning and improving outcomes.</li> <li>• Enhanced Secondary Transition and 'getting secondary ready' programme for identified pupils</li> <li>• Close working arrangements with outside professionals</li> </ul>	<ul style="list-style-type: none"> <li>• Attendance monitoring by the attendance officer and EWO</li> <li>• Regular Pastoral team meetings and ongoing case study analyses</li> <li>• Governors' Committee receive regular impact reports</li> </ul>
Attendance	21,790	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Provision of support and guidance to parents to improve understanding of the importance of education and specifically attending school.</li> <li>• Improved attendance with positive impact on attainment.</li> </ul>	<ul style="list-style-type: none"> <li>• Attendance monitoring. Education Welfare Service.</li> <li>• Headteacher's report and Governor scrutiny.</li> </ul>
Breakfast Club	3,800	<ul style="list-style-type: none"> <li>• Funding for 10 breakfast club places to support vulnerable families and those where there are concerns about attendance.</li> <li>• Improved concentration and behaviour in class due to children not being hungry and have a sociable and structured start to the day.</li> </ul>	<ul style="list-style-type: none"> <li>• Feedback from breakfast club staff and class teachers.</li> <li>• Attendance monitoring.</li> <li>• Governors Resources Committee reporting</li> </ul>
Pendarren	7,790	<ul style="list-style-type: none"> <li>• School to cover cost of coach for year 6 residential trip to Pendarren House OEC in Wales.</li> <li>• Full cost of trip can be prohibitively expensive. School to provide subsidy to encourage more children to take part. Note that due to timings of trips there will be two within the 2019/20 financial year.</li> </ul>	<ul style="list-style-type: none"> <li>• Feedback from attending school staff and specialist staff at Pendarren House.</li> <li>• Feedback from children.</li> <li>• Governors' Resources Committee.</li> </ul>

		<ul style="list-style-type: none"> <li>● Opportunity for personal and social development, building confidence, self-esteem and independence leading up to their transition to secondary school.</li> </ul>	
Work Week (Inspire)	3,800	<ul style="list-style-type: none"> <li>● Programme of activities and trips intended to inspire children and develop their career aspirations.</li> <li>● Increasing children's awareness that race, gender and background should not be barriers to success.</li> <li>● Demonstrating the links between learning in school and success in working life.</li> </ul>	<ul style="list-style-type: none"> <li>● Teacher and pupil evaluation forms.</li> <li>● Report from Inspire! and feedback from parents.</li> </ul>
Apollo Music Project	1,200	<ul style="list-style-type: none"> <li>● A unique opportunity for children to get exposure to classical music and work closely with professional musicians.</li> <li>● The programme involves six classroom performances/ workshops, a chamber orchestra workshop and attendance of a symphony orchestra concert.</li> </ul>	<ul style="list-style-type: none"> <li>● Staff evaluation feedback</li> <li>● Feedback from children.</li> <li>● Curriculum Committee.</li> </ul>
Scholars Programme – Brilliant Club	2,080	<ul style="list-style-type: none"> <li>● Thirteen pupils given the opportunity to work with a PhD researcher to experience university style learning.</li> <li>● Children develop key university readiness skills, including critical thinking and metacognition.</li> <li>● Pupils develop the skills, knowledge and confidence to secure a place at a university.</li> </ul>	<ul style="list-style-type: none"> <li>● Feedback report from The Brilliant Club</li> <li>● Children's work and feedback</li> <li>● Evaluation and review by the SLT.</li> </ul>
<b>Total</b>	<b>205,260</b>		

## OUTCOMES FOR DISADVANTAGED PUPILS – 2019/20

NB – Due to the coronavirus pandemic, outcomes are based on teacher assessment and measured against local and national outcomes for 2018/19

Attainment at End of Key Stage 2	Disadvantaged Pupils			Non-disadvantaged		
	School	Haringey*	National*	School	Haringey*	National*
Reading EXS+	90%	65%	62%	79%	79%	78%
Writing EXS+	74%	75%	68%	84%	86%	83%
Maths EXS+	84%	71%	67%	84%	86%	84%
<b>RWM Combined EXS+</b>	<b>74%</b>	<b>56%</b>	<b>51%</b>	<b>74%</b>	<b>73%</b>	<b>71%</b>
Reading GDS	42%	16%	17%	37%	37%	31%
Writing GDS	37%	17%	11%	32%	34%	24%
Maths GDS	42%	19%	16%	37%	35%	31%
<b>RWM Combined GDS</b>	<b>32%</b>	<b>6%</b>	<b>5%</b>	<b>26%</b>	<b>20%</b>	<b>13%</b>

\* 2019 Haringey and National

Attainment at End of Key Stage 1	Disadvantaged Pupils			Non-disadvantaged		
	School	Haringey*	National*	School	Haringey*	National*
Reading EXS+	85%	72%	62%	91%	78%	78%
Writing EXS+	85%	70%	55%	85%	73%	73%
Maths EXS+	85%	72%	62%	94%	79%	79%
<b>RWM Combined EXS+</b>	<b>74%</b>	<b>56%</b>	<b>51%</b>	<b>74%</b>	<b>73%</b>	<b>71%</b>
Reading GDS	40%	22%	14%	55%	33%	28%
Writing GDS	25%	15%	7%	42%	22%	17%
Maths GDS	40%	21%	12%	55%	29%	24%

\* 2019 Haringey and National

Year 1 Phonics 2020	Disadvantaged Pupils			Not-disadvantaged		
	School	Haringey	National	School	Haringey	National
Working at the standard	77%	77%	71%	93%	86%	84%

\* 2019 Haringey and National

EYFS Profile 2020	Disadvantaged Pupils			Not-disadvantaged		
	School	Haringey	National	School	Haringey	National
Good level of Development	91%	65%	57%	83%	76%	74%

\* 2019 Haringey and National