

Pupil Premium Strategy Statement

Date policy last reviewed:

December 2022

Pupil Premium Strategy Statement

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	303
Proportion (%) of pupil premium eligible pupils	42%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022 - 2023 to 2024 - 2025
Date this statement was published	13 December 2022
Date on which it will be reviewed	April 2023
Statement authorised by	Julie D'Abreu: Headteacher
Pupil premium lead	Tina Georgiades: Deputy Headteacher
Governor / Trustee lead	Michelle Moss: Chair of the Resources Committee

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£178,280.00
Recovery premium funding allocation this academic year	£ 14,282.50
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£ 0
Total budget for this academic year <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>	£ 192,562.50

Part A: Pupil premium strategy plan

Statement of intent

At Devonshire Hill we want all children to be Successful Learners regardless of their background and circumstances. We acknowledge that some children face additional challenges that put them at a disadvantage when compared with their peers.

We recognise that the pandemic has had, and continues to have, an impact on our children. Some will restart their learning journey, including the identification of special educational needs. We remain dedicated to putting strategies in place which help each child access learning. Our strategy includes utilising where possible additional funding allocations including the School Led Tutoring Grant.

We have identified both the barriers to our children's learning and the outcomes in receipt of Pupil Premium funding at Devonshire Hill which impacts them in their learning and personal outcome in the classroom with their peers:

- ★ Lack of opportunity and access to cultural capital experiences and aspiration
- ★ A high percentage of children with EAL (over 70%) and/or from BAME backgrounds as a barrier to learning
- ★ Poor attendance, health, including mental health and poor nutrition
- ★ Social and emotional needs affecting concentration and behaviour
- ★ Lack of parental and/or carer support with home learning (e.g. language, education, work)
- ★ Our data shows that White British as a cohort has been identified as an underachieving group.

In keeping with our Successful Learners ambitions for each child our strategies on how we spend our Pupil Premium and Recovery Premium monies are aligned to:

- ★ Support and enable all our children including disadvantaged and high attainers
- ★ Provide where we can educational opportunities to engage and experience through creative onsite learning the application of core topics such as Reading (including early reading), writing, literacy and maths
- ★ To act early in identifying whole school approaches to raise attainment
- ★ To benefit all our children to be able to access the curriculum, learning to the best of their ability through whole class or bespoke interventions as they take the learning journey through our school including catch-up/boosters for key stage or national (re)tests such as phonics and multiplication test.

We will evaluate and review the impact of our strategies using a range of the tools including:

- ★ Termly progress and attainment pupil data
- ★ Reviewing against best practice
- ★ Benching where available
- ★ Peer review locally and/or nationally including Education Endowment Fund research topics.
- ★ As the needs are identified the strategy will be updated and reflected in our spending allocations.

Note: We have identified at the end of the Autumn Term that in addition to the current needs the following needs, these are closely associated with the impact of the pandemic and are linked to children's learning and development:

- ★ The re-introduction of a whole school approach for attendance and behaviour support
- ★ Targeted intervention to develop the early skills using proven schemes such as Read Write Ink
- ★ Introducing our whole school Talk for Writing across KS1 and KS2.

Challenges

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

Challenge number	Detail of challenge
1	Lack of opportunity and access to cultural capital experiences and aspiration
2	A high percentage of children with EAL (over 70%) and/or from BAME backgrounds as a barrier to learning
3	Poor attendance, health, including mental health and poor nutrition
4	Social and emotional needs affecting concentration and behaviour
5	Lack of parental and/or carer support with home learning (e.g. language, education, work)
6	Our data shows that White British as a cohort has been identified as an underachieving group.

Intended outcomes

This section 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
Support and enable all our children including disadvantaged and high attainers	Use termly progress and attainment data to show improvement in learning including challenging our identified SEN cohorts to make steps in progress
Provide, where we can, educational opportunities to engage and experience through creative onsite learning the application of core topics such as: reading (including early reading), writing, literacy and maths	All children are engaged in learning across the core subjects and the use and take-up of bespoke programmes is reflected in the termly progress and attainment of the cohorts.
To act early in identifying whole school approaches to raise attainment	Review termly the implementation and delivery of learning programmes through internal & external teaching observations and peer review. External observations from will include formal reports via the appointed School Improvement Partner. Where required to

	implement strategies to improve learning outcomes.
To benefit all our children to be able to access the curriculum, learning to the best of their ability through whole class or bespoke interventions as they take the learning journey through our school including catch-up/boosters for key stage or national (re)tests such as phonics and multiplication test.	Key stage testing shows an improvement. Internal benchmarking data shows children have met agreed learning objectives.

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. Our primary evidence for the use of our pupil premium uses The Education Endowment Fund, provides research and evaluation on the use of the levy and these have been reviewed when considering the interventions. In addition, a member of the Haringey Education Partnership (HEP) and review programmes that reflect our schools and our Successful Learners strategies

- <https://educationendowmentfoundation.org.uk/>
- <https://haringeyeducationpartnership.co.uk/about-hep-2/>

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £88,640

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of specific learning schemes to deliver high quality learning through high quality teaching	Literacy Interventions across EYFS, KS1 and KS2 <ul style="list-style-type: none"> • Read,Write Inc • Talk for Writing • Destination Reader 	1,2,6
	Maths Interventions across EYFS, KS1 and KS2 <ul style="list-style-type: none"> • My Mastery • Bar Modelling 	1,2,6
Specialist Teaching opportunities	The school to provide CPD opportunities through whole staff, specialist and peer mentoring on literacy and maths interventions.	1,2,5,6

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

Budgeted cost: £ 59,928

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support identified cohorts through small group and one-to-one interventions	The school has achieved success by targeting low, middling and high attainers, through the delivery of 1-2-1 and group interventions to build and stretch on learning.	2,4,5,6

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

Budgeted cost: £ 43,997.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole Staff training on attendance and behaviour management	Targeted interventions to support the school aim to improve attendance post pandemic which should have a positive impact on behaviour and learning	3,4,5
Supporting children through provisions	Supporting our children through targeted provision to promote wellbeing, attendance and behaviour including: <ul style="list-style-type: none"> • Breakfast Club • After School provision 	3,4,5,6
Extend learning through cultural capital experiences	Providing the opportunities not otherwise available to children from dis-advantaged backgrounds including: <ul style="list-style-type: none"> • Pendarren – residential • Theatre and arts performances. 	1,3,4,5,6
Contingency to support families to access cultural capital opportunities	As our school is within a high level of deprivation, we will need to respond quickly to support a child's need not yet identified	1,2,3

Total budgeted cost: £ 192,562.50

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils Further information

We are looking at our school environment to promote wellbeing and as a catalyst for learning this includes:

- *Reviewing the next steps on our Forest School and through a creative outdoor curriculum deliver learning through the natural world*
- *Bring together our KS1 and KS2 library and ICT learning areas into a single space where our children can experience self-direct learning by accessing reading books and ICT programmes to improve their learning outcomes.*
- *Establish a library space that can be used to host clubs such as homework to promote self-learning or additional learning at home.*
- *Provide a range of parent/carer workshop opportunities that bring together parents/carers to:*
 - *Help them receive and understand information on the school curriculum. Our vision is that they will be able to support and guide their child in the learning journey through a shared understanding.*
 - *Provide to families a range of support including reviewing free school meals eligibility and help through the admissions process.*