

Pupil premium strategy statement The Devonshire Hill Nursery and Primary School

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	305
Proportion (%) of pupil premium eligible pupils	42.6%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-24 2024-25 2025-26
Date this statement was published	
Date on which it will be reviewed	
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	£189,150.00
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	£189,150.00

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, and 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 as some will restart their learning journey including the identification of special educational needs and putting in place strategies to help the child access learning. Our strategy includes utilising where possible additional funding allocations including the School Led Tutoring Grant

We have identified barriers to our children's learning and outcomes in receipt of Pupil Premium funding at Devonshire Hill that 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%)
- 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)

In keeping with our Successful Learners ambitions for our children 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 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 2023 that in addition to the current needs, the following needs are closely associated with the impact of the pandemic and are linked to children's learning and development:

- The application of the DfE's guidance to improving school attendance (August 2024)

- Targeted intervention to develop the early skills using proven schemes such as Read Write Inc
- School library
- Embedding our whole school Talk for Writing approach across KS1 and KS2.
- Introduction and embedding of the Open Worlds Curriculum (HEP)
- Introduction and embedding of the White Rose Maths approach

Challenges

This 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%)
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 our SEND and newly arrived children as separate cohorts have been identified as an underachieving group.

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
Support and enable all our children including disadvantaged and high attainers	To 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 and increasingly offsite 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 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 our use of our pupil premium uses The Education Endowment Fund provides research and evaluation on the use of the levy and these have reviewed when considering the interventions. In addition are 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: £ 87,009

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"> • White Rose • 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: £ 58,636.50

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: £ 43,504.50

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 • holiday camps onsite. 	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 • trips offsite to give opportunity to learn and grow knowledge. 	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: £ 189,150.00

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

As per the guidance, the school has reviewed the overall impact of the existing programmes, the outcomes and the needs of pupils following the pandemic. The review data used was a combination of internal comparisons and the data sets produced by Haringey Education Partnership. The summary evaluation indicated that the school overall achieved good results, however reading, writing and maths were internally evaluated as requiring further support as pupils return to learning in a school environment.

The school carried forward the 2022 to 2023 plan from 2021 -22 the outcomes for our disadvantaged pupils:

- Pastoral Care – Supporting identified children by offering a funded breakfast club place. The attendance showed that the majority of children attended these sessions. The Breakfast club was reviewed as being successful and the funded places carried forward to the 2022-23 academic year.*
- Opportunity for aspiration - Support through initiatives including the Into University, Work Week, competitive competitions, singing & music lessons and the Year 6 trip to Pendarren were evaluated internally to be supportive of the children's wellbeing and encouraged working with others as a team.*
- Specialist Teaching and Catch-up programme - provided an opportunity to improve the teaching and delivery of maths and through the targeted groups a focus on reading and core skills in English & maths. Reading was a highlighted need with additional resources being bought to support literacy. in 2022-23 the core skills remain a priority.*
- Forest School - has enriched our children through the exploration of the natural world. After the pandemic, the children were encouraged to explore nature through exploration, creativity and guided lessons. The Forest School was evaluated as being successful with a continued development of the outdoor learning to build resilience and wellbeing for our children.*

Externally provided programmes

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

Programme	Provider
Winter in house performance for SEND children and families, not able to access external venue	Embracing Arts
Year 6 leavers performance July 2024	Haringey Shed
Year 5 – Bespoke coaching	Tottenham Football Foundation

Further information (optional)

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.*