

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	322
Proportion (%) of pupil premium eligible pupils	41.6%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-26 2026-27 2027-28
Date this statement was published	31-10-2025
Date on which it will be reviewed	13-10-2026
Statement authorised by	Julie D'Abreu: Headteacher
Pupil premium lead	Tina Georgiades: Deputy Headteacher
Governor / Trustee lead	Chair of the Resources Committee

Funding overview 2025-26

Detail	Amount
Pupil premium funding allocation this academic year	£ 203,110
Pupil premium carried forward from previous years (<i>enter £0 if not applicable</i>)	£ 0
Total budget for this academic year	£ 203,110

Statement of intent

At Devonshire Hill our objective is for every child to be a Successful Learner and leave Year 6 at age expected level or better regardless of their background and circumstances.

The school acknowledges that some children face additional challenges that put them at a disadvantage when compared with their peers.

We also recognise that the continued legacy of the pandemic and world events such conflicts have an impact on our children as they start or continue their learning journey. The increasing identification of special educational needs continues to expand with the school putting in place strategies to help the child access learning as they progress through the school from Nursery to Year 6. Our strategy continues to evolve as we support children and where we can utilise additional funding allocations to enhance learning opportunities throughout the school.

Ultimately our main objective is to ensure we diminish the difference in the attainment between pupil premium and non-pupil premium children across all areas of learning. We want our children to have essential knowledge, skills and understanding that will develop a love for lifelong learning. We want our children to be confident, resilient and independent learners and ensure they have an appreciation of their own value, worth and place in the wider world.

Our initiatives have been in place for a number of years and work for our school and its context. We are always reflecting and reviewing the impact of our core offer and how it is implemented and we feel that this current strategy is one of our strongest in many years as it provides a real holistic approach

We have identified the following key barriers for our most disadvantaged pupils:

- Lack of opportunity and access to cultural capital experiences and aspiration.
- 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. housing, language, education, work)
- Impact of world events including international conflicts and disruption of learning or no learning
- Impact of new routines in joining a school where educational routine has not been previously experienced

In keeping with our Successful Learners ambitions for our children we rely on:

- Quality teaching from all members of staff
- High expectations of all children to maximise their academic potential
- Acting early to ensure all children gain additional support at the earliest opportunities
- Pastoral approach that runs simultaneously with the academic approach so all children have opportunities to excel

We will evaluate and review the impact of our strategies using:

- Termly pupil progress meetings
- Scrutiny of data.
- 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.

Challenges

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

Challenge number	Detail of challenge
1	Our on entry assessments show that attainment on entry to Nursery/ Reception is below that expected nationally.
2	From assessments, observation and discussions with families, children on entry to the Early Years phase lack independence (PSED). This area is a focus across the early years.
3	From assessments, observation and discussions we have found there are a high number of children with low communication and language skills or who use English as a second language – Especially with children in Nursery and Reception intakes and mid year admissions
4	We have more families who are having to deal with temporary housing arrangements and living with parents/carers with mental health.
5	Our attendance officer has identified attendance and punctuality issues in disadvantaged children. There were issues with term time leave / persistent absence or lateness.
6	Our own internal systems of assessments and observations found there was a lack of real life experiences and enrichment activities in disadvantaged children's everyday lives. They were missing key aspects such as day trips, school residential / experiencing the culture capital of London etc. for a number of varying reasons.

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
For all mainstream disadvantaged children leave Nursery and Reception at age expected levels.	Analysing data on the school's assessment system regularly throughout the year. Improve a GLD of 71% in 2025.
Improved oral, vocabulary and acquisition of language skills amongst disadvantaged pupils	Assessments and observations indicate significantly improved oral and written language in disadvantaged pupils. This is evident when triangulated with other sources of evidence such as engagement in lessons, book scrutiny, ongoing formative assessment and pupil voice
Improved attainment in reading for disadvantaged pupils.	Ensure all disadvantaged children reach age expected levels unless they have an SEN need preventing them from doing so
Improved attainment in maths for disadvantaged pupils	Ensure all disadvantaged children reach age expected levels unless they have an SEN need preventing them from doing so
Improved attainment in writing for disadvantaged pupils	Ensure all disadvantaged children reach age expected levels unless they have an SEN need preventing them from doing so

Improved attainment in phonics tests for disadvantaged pupils	Maintaining/improve on 83% of children scoring 36+ in the phonics test - disadvantaged children 43% (National disadvantaged 21% 2025)
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Attendance officer to ensure that across 2025/26 the attendance of all children, especially that of disadvantaged children, is above 96%
To achieve and sustain an improved wellbeing and life experiences for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing across 2025/26 demonstrated by: -</p> <ul style="list-style-type: none"> • Quantitative data from pupil voice, pupil and parent/carer surveys and teacher observations • Ensuring and encouraging all children that want to are participating in enrichment activities, especially our disadvantaged pupils • Ensuring there are many opportunities for all children's skills to flourish • Ensuring all of our children go on worthwhile, interesting and relevant educational visits to build up their life experiences.

Activity in this academic year

This details how we intend to spend our pupil premium (and additional grants) 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 been reviewed when considering the interventions. In addition we are a member school 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: £ 92,725

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure all pupil premium children receive quality first teaching by a qualified teacher	<p>Ensure all children are taught by qualified teachers which means they get the best learning experiences available.</p> <p>Staff CPD is regularly undertaken to ensure all teachers are equipped to teach their classes following the schools ethos and principles.</p> <p>https://educationendowmentfoundation.org.uk/</p>	1, 2, 3
Purchase of a DfE validated Systematic Synthetic Phonics programme and training modules to secure stronger phonics teaching for all pupils.	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessary comprehension), particularly for disadvantaged students.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	1, 2, 3, 6

<p>Embedding our reading for pleasure resources within the school to support reading at home as well as school (Book Corners, Phonics Library books, Robins reading room.</p> <p>Ambitious texts used in reading and English lessons. These along with additional resources will ensure the children are exposed to a range of texts, new language and support their progress in reading and its key skills. This will enhance the level of pupil oracy in all children.</p>	<p>There is robust evidence that suggests oral language interventions, including dialogic activities, such as high-quality discussion in the classroom, are inexpensive to implement with high impacts on reading.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	1, 2, 3, 6
<p>CPD staff meetings every Tuesday and teachers' pedagogy meetings every Thursday to allow leaders and Champions the chance to embed what they expect to see in their curriculum areas and across the school in a clear concise manner.</p> <p>Staff will also have the opportunity to put themselves on external training courses to support and extend their curriculum knowledge.</p>	<p>Staff CPD sessions and Teachers' pedagogy sessions in our school are vital to the running and structure of what we do. Staff take ownership of their own curriculum areas and lead sessions on what they want to implement allowing them to fully own their curriculum area.</p> <p>CPD is also shaped by current trends of the school and nationally.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p>	1, 2, 3, 6
<p>CPD sessions have been undertaken by all members of staff on feedback to ensure our children receive high quality feedback from all members of staff</p>	<p>Research has shown that giving oral feedback in the moment is most effective.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback</p>	1, 2, 3, 6
<p>Improve the quality of social and emotional learning.</p> <p>School approaches will continue to be embedded into our educational practices supported by professional development and training for staff.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life in areas such as improved academic performance and attitudes to learning.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>https://haringey.gov.uk/anchor</p>	4 ,6

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

Budgeted cost: £ 61,273

Activity	Evidence that supports this approach	Challenge number(s) addressed
Intervention team in place for quick targeted intervention for the right children, identified by class teachers, at the earliest opportunity. Staff trained to deliver areas to their full potential.	We run Phonics, Reading and Maths interventions by key members of staff to support the development of children's abilities in these areas. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	1, 3
Morning tuition and booster sessions for all Year 6 pupils from Sept and all Year 5 pupils from May.	More focused teaching in smaller groups to ensure children learn and become fluent in key basic skills to work through their learning. Recent Year 6 SATs results show an improvement in the outcomes of the children when they access tutoring daily.	1, 2, 3, 6

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

Budgeted cost: £ 52,112

Activity	Evidence that supports this approach	Challenge number(s) addressed
Breakfast club – We admit disadvantaged children, free of charge, and provide them with breakfast and a safe place before school.	Through observations we have found this club helps to settle the children and ensure they eat a meal that prepares them for their day at school. https://educationendowmentfoundation.org.uk/news/breakfast-clubs-found-to-boostprimary-pupils-reading-writing-and-maths-res	4, 5, 6
Community Family hub – Working with the local community and families in the school to ensure they are happy, safe and well.	Working with and signposting families in need and running parent sessions in a range of areas. We have an established system in place to inform our parents of what is happening in school and give a range of certificates and badges to children based on their work in class. We also hold parent workshops/open afternoons, based on a range of key topics within the school year. https://educationendowmentfoundation.org.uk/education-evidence/guidancereports/supporting-parents	4, 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"> Field Council Studies – residential Theatre and arts performances 	6

Contingency to support families to access cultural capital opportunities	<ul style="list-style-type: none"> Trips offsite to give opportunity to learn and grow knowledge. 	
Attendance officer to ensure attendance in school is a priority for all the families within our community	<p>Working with key families and persistent offenders to ensure that all children are in school regularly to ensure they reach their full potential.</p> <p>Research shows there is a negative link between absenteeism and attainment particularly in KS2</p>	4, 6
Contingency funds for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set out a small amount of funding aside to respond quickly to needs that have not yet been identified	3, 4, 5, 6

Total budgeted cost: £ 206,110

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

<ul style="list-style-type: none"> 2024/ 25 KS2 SATS Results Disadvantaged pupils 	School	National (provisional)
Reading Expected Standard (EXS)	93%	63%
Reading Greater Depth Standard (GDS)	36%	21%
Writing Expected Standard (EXS)	86%	59%
Writing Greater Depth Standard (GDS)	14%	7%
Maths Expected Standard (EXS)	71%	60%
Maths Greater Depth Standard (GDS)	29%	15%
Combined Reading, Writing & Maths (EXS)	64%	47%
Combined Reading, Writing & Maths (GDS)	14%	4%
Grammar, Punctuation & Spelling (EXS)	79%	60%
Grammar, Punctuation & Spelling (GDS)	36%	18%

The disadvantaged children are performing well in comparison to their peers in most year groups. We have seen this evidenced through regular learning walks, book analysis and pupil tracking.

Year groups that are working below their peers tend to be those with significant SEND.

In the phonics screening 15 of the 20 children achieved the expected standard. The other 5 children having complex SEND - **School 75%** v National 67%

Good Level of Development (GLD) **School 70%** v National 51%

Next steps: :

- Enhance proven strategies to help support accelerated learning in order to diminish any significant gaps to ensure progress and attainment continues and is upheld.
- Ensure that children who are disadvantaged are targeted with the correct support to enhance their academic and pastoral abilities.
- Continue to read research on what is proving successful elsewhere and seeing how we can, possibly, incorporate these strategies.

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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
Google Classroom	Google
Chapter One	Chapter One UK
Tottenham University	Learning In Tottenham
Opening Worlds Curriculum	Opening Worlds
Read Write Inc (phonics)	Ruth Miskin Literacy
Talk For Writing	Pie Corbett
Anchor Approach	The Anchor Approach
Base mentoring	Streets Ahead
Froebel Approach (EYFS)	The Froebel Trust

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 Outdoor learning and through a creative outdoor curriculum deliver learning through the natural world*
- *Review wraparound provision to support families in engaging children in expressive play, building resilience and developing friendships*
- *Implementing lunchtime activities focused around team sports to develop core emotional, friendship and resilience skills whilst developing leaders*
- *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.*