



Devoran School Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Devoran School
Number of pupils in school	198
Proportion (%) of pupil premium eligible pupils	9% PP (18 children) 4% SPP (7 children)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	September 2021- July 2024
Date this statement was published	19 January 2022
Date on which it will be reviewed	12 July 2022
Statement authorised by	Victoria Lock
Pupil premium lead	Victoria Lock
Governor / Trustee lead	Angela Heyes

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£29,380 (15 x £1345, 3 x £2345 7 X £310)
Recovery premium funding allocation this academic year	£1,305
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£60,279
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£90,964

Part A: Pupil premium strategy plan

Statement of intent

When deciding how to spend the Pupil Premium Grant ('PPG') it is important that we look at the potential barriers to learning faced by Pupil Premium pupils in the context of our school. The reasons for underachievement are many and varied and could include; less support at home; social and emotional difficulties due to complex family situations or attendance and punctuality difficulties. Each child entitled to the PPG is unique in their situation and our response to their needs must reflect this.

With this in mind, at Devoran we aim to build the capacity and expertise to enable us to provide a highly-personalised programme of support in order to allow each child to reach his/her full potential.

Our intention is to provide an inspirational and inclusive environment with outstanding teaching and learning to provide equal opportunity for academic success for all children, ensuring they meet age related expectations at every Key Stage in our school.

We believe that no child should be left behind socially, or academically because of disadvantages within their home life. We strive to remove low expectations, raise lifelong aspirations and focus on removing barriers to learning and achieving excellence.

Through our broad and balanced curriculum, we ensure all children receive equal opportunities to learn new skills, gain life experiences and academic success. Our Pupil Premium Plan aims to address the main barriers our children face in achieving progress and attainment through the use of rigorous tracking, careful planning and targeted support and intervention. We will provide all children with the best possible education so they can achieve success in life.

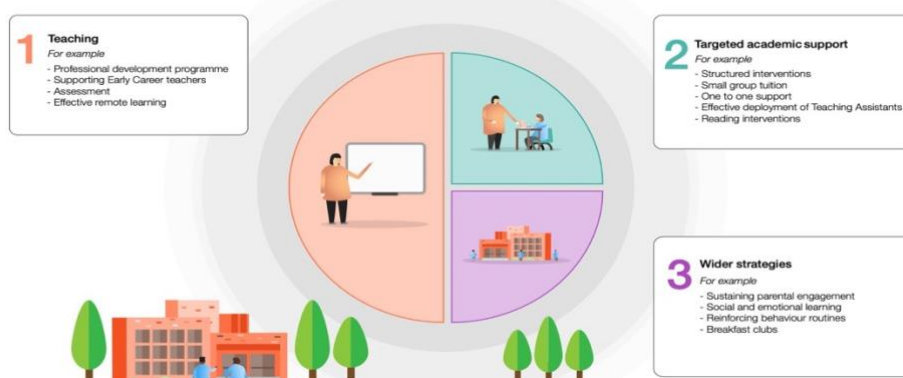
We have adopted a tiered approach when creating a strategy for our use of Pupil Premium to ensure that the strategies we choose to focus on will make the biggest difference. We used the [EEF Guide to Supporting School Planning: A tiered approach to 2021](#) to support us in the strategic planning of Pupil Premium spend:

Adopting a tiered approach

The tiered approach is a guide, not a prescription. Many strategies will overlap categories, and the balance between categories will vary throughout the school year as priorities change. However, the idea of tiers of support can offer a useful framework for thinking

about how to balance different challenges schools are facing this year. Schools can also use a tiered approach to help focus on a small number of strategies that are likely to make the biggest difference.

Figure 1: The tiered model for school planning



Challenges

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

Challenge number	Detail of challenge
1	Attendance, punctuality and persistent absenteeism
2	Low levels of parental engagement
3	Low self-esteem and wellbeing resulting in low aspirations
4	Concerns related around trauma, attachment and mental health
5	Children coming into school with lower starting points
6	Speech and Language
7	Fewer opportunities for real life experiences
8	Reduced access to books therefore making reading for enjoyment even more challenging

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
Improve attendance for all children	Children's attendance will improve each term Parents will engage with school to support children in accessing school Fewer % of persistent absence in the school
Increase levels of Parental Engagement	Parents will feel more included in school life Parents will engage in surveys and feel listened to Parents will feel empowered to support their child's learning and development through workshops
Increase levels of self-worth and self-esteem	Children will feel happy in school and will learn to understand their emotions Children will feel successful in their learning Children will be able to understand their emotions through strategies such as Zones of Regulation

<p>To develop the trauma-informed language to support all children to regulate and feel safe</p>	<p>Staff training on using playful communication and therapeutic language to support the emotional needs of children Louise Bombèr – Teach me to Know me book – discussed and implemented as a staff cohort Zones of Regulation</p>
<p>To support the Speech and Language of all children within the school</p>	<p>Baseline and end point assessments in speech and language assessments Use of R.W.Inc and measure the progress children make Focusing on the Communication and Language from EYFS throughout the school</p>
<p>To continue our broad and enriched experiences for all children</p>	<p>Children will be offered a wide range of extra-curricular clubs and experiences such as residentials, school visits and opportunities to represent the school at various events</p>
<p>To develop our children’s love of reading</p>	<p>Children will be able to talk about books that they enjoy Children will know a few ‘favourite authors’ Children will make good and better progress in their phonics within EYFS/KS1</p>

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.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional Early Years Practitioner in EYFS as well as in Year One	Children need to be emotionally secure in order to access learning. This is supported by EEF +4 'On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment'	1,2,3,4,5,6
Effective diagnostic assessment	Assessment tasks that give staff the best diagnostic information will equip them to develop the skills and identify gaps	3,5
Development of the quality of R.W.Inc teaching across the school	EEF impact report of explicit and systematic teaching of phonics shows high impact for very low cost based on very extensive evidence. Skilled implementation can result in an average impact of the adoption of phonics approaches of approximately 5 months progress over the course of a year.	3,5,6,8
Funded CPD opportunities for subject leaders. Empowering subject leaders to lead their subject with confidence across the school.	EEF 1. Supporting staff to continuously improve their practice and therefore their teaching and training of others. Across all subject areas to ensure breadth, depth and progression within their curriculum area.	2,3,4,5,6,8
Investment in the Accelerated Reader programme to increase childrens frequency of reading as well as encouraging them to read and comprehend	The EEF UK study found that Year 7 pupils who were offered Accelerated Reader made 3 months' additional progress in reading compared to other similar pupils. For pupils eligible for free school meals the figure was 5 months additional progress. Based on the promising findings from this small study, EEF has now funded an	2,3,5,6,8

	effectiveness trial, to see if the results can be replicated for a larger number of schools – including Primary Schools	
To increase childrens access to various technologies to improve teaching and learning	Technology offers ways to improve the impact of pupil practice (EEF 3 use of digital technology) Using technology to support retrieval practice and self-quizzing can increase retention of key ideas and knowledge	3,5,7

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

Budgeted cost: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Booster for key year groups e.g Tutor and booster groups, Online tuition, revision books, brainy breakfast for Y6 SATs and Lexia	EEF Toolkit and evidence of best practice - Small Group Work (Average impact +4 months).	1,2,3,5
Targeted phonics and speech interventions (through RWI and NELI) to enable children to make accelerated progress towards age related expectations	'Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.' EEF (Evidence strength 5/5) 'The average impact of oral language interventions is approximately an additional six months progress over the course of a year.' EEF (Evidence strength 4/5)	1,2,3,5,6,8
Speech & Language Therapy	EEF EY Toolkit Evidence: Overall, studies of communication and language approaches consistently show positive benefits for young children's learning, including their spoken language skills, their expressive vocabulary and their early reading skills. On average, children who are involved in communication and language approaches make approximately six months' additional progress over the course of a year.	3,6,7,8

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

Budgeted cost: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Subsidised visits	By subsidising trips and visits it will allow more children from disadvantaged backgrounds to be able to attend these. These visits and experiences will develop children both personally and academically. Outdoor adventure learning (+4 months)	2,3,5,7
Learning Mentor / key worker for all children who find it hard to regulate	A wider strategy approach to attainment through increased attendance, emotional wellbeing and self-regulation of behaviour. Behavioural needs and consequences recorded through our own behavioural system with parental contact involved at every stage. EEF toolkit identifies that the following all have a positive impact. Behaviour intervention (+ 3months) Social and emotional learning (+ 4 months) Metacognition and Self-regulation strategies (+ 7 months)	1,2,3,4,5,6,7,8
Parent workshops	Parents feel empowered to help their children at home	1,2,3,4
EWO support from the LA	The work of the EWO officer will help to ensure that PP attendance is above national. It is hoped that it will reduce the number of PP children who are persistently absent from school.	1,2,3,5
Play therapy sessions for our most vulnerable children	EEF toolkit identifies that the following all have a positive impact. Behaviour intervention (+ 3months) Social and emotional learning (+ 4 months) Metacognition and Self-regulation strategies (+ 7 months)	1,2,3,4

Total budgeted cost: £90,000

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

The whole school data for steps progress shows that PP children are broadly in-line with their peers in reading and maths (0.1 away in both) but exceeding their peers by 0.4 in writing.

We feel this is down to targeted interventions, high quality teaching as well as strong communication with parents.



Steps Progress Between Terms
Y1, Y2, Y3, Y4, Y5, Y6 - All Pupils (180 pupils)

10 July 2021
Sum2 19-20 to Sum2 20-21

☺	No. ☺	% ☺	Average of Displayed Subjects			Reading			Writing			Mathematics		
			Sum2 19-20 ☺	Sum2 20-21 ☺	Progress ☺	Sum2 19-20 ☺	Sum2 20-21 ☺	Progress ☺	Sum2 19-20 ☺	Sum2 20-21 ☺	Progress ☺	Sum2 19-20 ☺	Sum2 20-21 ☺	Progress ☺
All Pupils	180	100.0	50.7	58.4	7.7	50.8	58.8	8.0	50.6	58.0	7.4	50.7	58.6	7.9
Males	88	48.9	50.3	58.1	7.8	50.5	58.4	7.9	50.1	57.3	7.2	50.6	58.7	8.1
Females	92	51.1	51.0	58.8	7.8	51.2	59.2	8.0	51.1	58.6	7.5	50.8	58.5	7.7
FSM	11	6.1	47.7	55.2	7.5	48.0	55.5	7.5	47.5	55.0	7.5	47.7	55.2	7.5
Not FSM	169	93.9	50.8	58.6	7.8	51.0	58.9	7.9	50.7	58.1	7.4	50.8	58.7	7.9
Pupil Premium	21	11.7	51.0	58.8	7.8	51.2	59.1	7.9	50.9	58.6	7.7	50.9	58.8	7.9
Not Pupil Premium	159	88.3	50.6	58.4	7.8	50.8	58.8	8.0	50.6	57.9	7.3	50.6	58.6	8.0
SEN Support	13	7.2	46.8	54.8	8.0	47.2	55.8	8.6	46.0	52.7	6.7	47.3	55.9	8.6
Education, health and care plan	0	0												
Not SEN	167	92.8	51.0	58.7	7.7	51.1	59.0	7.9	50.9	58.4	7.5	50.9	58.8	7.9

Our assessment of the internal school data from 2020-21 suggests that COVID-19 significantly disrupted the teaching and learning of pupils despite our extensive and rigorous remote learning strategy. As evidenced across the country, school closures were most detrimental to disadvantaged pupils. In spite of this, our children are broadly in line with their peers.

Last year, despite having a very strategic and planned spend for Pupil Premium, much of our planning couldn't be realised due to a shortage in technology, staffing issues, lockdowns and a retention crisis which led to staffing positions left unfulfilled. We are now in a really positive position to ensure that the spend of the PPG can have an even further impact on our children.

Last year, the Pupil Premium training that I attended really supported us in ensuring that all our spend was supported with rigorous evidence from the EEF to ensure that targeted progress was purposeful and the right intervention for our children to make maximum impact.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
TT Rockstars	Maths Circle
Mathletics	3P learning
Lexia	Lexia Learning Systems
Primary Advantage Maths	Primary Advantage Federation (Hackney)
Accelerated Reader	Renaissance Learning
Nessy	Nessy Learning
Teach your Monster to Read	The Usborne Foundation
R.W.Inc	Ruth Miskin

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	TIS training for all staff in order to best support children who may feel anxious about a parent's deployment or tour. We also received extensive training from Penhaligons Friends around bereavement and became a Grief Aware School as a result.
What was the impact of that spending on service pupil premium eligible pupils?	Staff are prepared to support children using a wide range of strategies should a family member be deployed suddenly. We hope that this reassures families that we are able to support children in a variety of ways should they need it.

Further information (optional)

The school invests significant additional funding, on top of the contribution from the pupil premium funding, in staff development, as we know that quality first teaching has the biggest impact on academic outcomes for all pupils. We are growing our middle leaders across the school to ensure that our children receive the very best from teachers who strive to develop and continue to learn. We think holistically about our children; we carefully consider the individual needs, barriers and support that our children may have and we work hard in order to give our children every opportunity to be the best that they can be.