

Pupil Premium Action Plan and Review

1. Summary Information			
School	Devonshire Junior Academy		
Academic year	2019-2020	Total Budget	£96,360
Total No of pupils	368	Number of Pupils eligible for PP	73 Y3-15, Y4-17, Y5-14, Y6-27
Date for next review of PP Action Plan	July 2020		

2. Current attainment and progress for 2018-19									
	School Non-PP			School PP			National 2018 NOT PP		
KS2 % achieving exs+ in RWM	63%			50%			70%		
KS2 % exs+	R	W	M	R	W	M	R	W	M
	69%	81%	87%	56%	79%	76%	80%	83%	81%
KS2 % GDS in RWM							12%		
KS2 % Achieving GDS	R	W	M	R	W	M	R	W	M
	28%	24%	41%	15%	15%	24%	32%	23%	28%

Review of previous year's expenditure	Amount of PP received:	£128,040
<p>We employed a teacher to work with PP children in small groups or one- to-one. Focus was reading and maths. We purchased new resources to promote Reading and Maths.</p> <p>We employed support staff to deliver bespoke interventions for struggling pupils at the point of learning (Booster Intervention Time).</p> <p>We employed a part time member of staff to support reading. We continued to deliver and evaluate successful intervention programmes.</p> <p>We developed peer learning programmes in Reading and Maths. We continued to employ extra teachers to ensure small groups in English and Maths in Y6. We employed staff to run our 'Nurture (Sunshine) Group'.</p> <p>We continued mentor work with pupils and families including specific interventions (Building Blox)</p> <p>We subsidised trips and visits as required for PP pupils and support with transport/uniform in special circumstances. We continued to employ our EWO to support PP families to improve attendance and punctuality even further.</p> <p>We ran a parent and child after-school club to encourage and develop parental engagement / involvement in learning.</p> <p>The inclusion manager trained staff and monitored delivery of specific interventions.</p> <p>What was the impact in 2018-19?</p> <p>The gap closes over KS2 by the time that pupils leave Devonshire Junior Academy so that pupils who are in receipt of additional funding are closer to those that are not eligible.</p> <p>Progress</p> <p>PP made more progress in Writing than our non PP group.</p> <p>PP pupils make less progress in Reading and Maths, so this will be a continued focus in the coming year.</p> <p>Attainment</p> <p>The percentage of pupils reaching the expected standard was lower than non PP in Reading, Writing and Maths; however, the gap between attainment of PP and Non PP closed during KS2.</p>		

Action plan for Current year	Amount of PP received:	£96,360		
Barriers to educational achievement for PP pupils				
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>				
<p>In our community language deficit has been identified as a major barrier – where children have not had access to an enriched vocabulary outside of the school environment. This is about the number of words the speak, not about the language they speak. Some children may find positive social interaction difficult which may be a barrier to taking part successfully in all school opportunities. Emotional health issues can mean that a child is not ready for learning and needs support each day to remove those barriers before progress can begin to take place. Lack of basic skills in reading, writing and maths can be a barrier to accelerated progress for some pupils.</p>				
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>				
<p>For some children, attendance and punctuality needs to be monitored closely to ensure that children are in school whenever possible, accessing all learning opportunities. Some children may lack self-esteem or belief in their own abilities to achieve highly- aspirations at home can be low and parents may not understand the importance of school for their children. Some parents may need help to support their child with homework. Significant issues at home, which could be due to any number of circumstances, may lead to children feeling unsettled and not ready to learn.</p>				
Action – what are you doing?	Reasoning – why have you chosen this approach?	Intended Outcome	How it will be measured	Cost
Continue to develop a love or reading and ensure quality, appropriate texts are available in school	Research shows that reading and vocabulary are the key to ‘knowing more’. See EEF research	Children develop a love or reading and their skills and attainment rise, progress is further accelerated	Data, pupil progress meetings, observations and work scrutinies.	£3000

			Pupil and parent voice opportunities	
Embed the teaching of vocabulary , language development and comprehensions	Research (EEF and wider) shows that knowing more words leads to comprehending more – and ultimately making more progress. EEF +6	Children’s vocabulary improves and leads to them ‘knowing more’ and making accelerated progress across the curriculum	Data, pupil progress meetings, observations and work scrutinies. Pupil and parent voice opportunities	£400
Continue to focus on and embed the mastery approach to maths to support mathematical development and reasoning and arithmetic skills	Key skills of maths are vital in ensuring children are ready for the next stages of education. EEF toolkit is clear that the quality of teaching is imperative to increased progress. EEF +5	Progress and attainment rise, and children become more proficient and confident in maths. Any gaps are closing rapidly.	Data, pupil progress meetings, observations and work scrutinies. Pupil and parent voice opportunities	£2000
Ensure PP pupils have access to small group and 1:1 interventions for ‘catchup’ as appropriate	EEF tiered approach shows that targeted support has a positive impact on overall attainment and progress for PP pupils. By the ‘catch up’ approach., we are ensuring children are ready for the next	Children make accelerated progress and are supported to close any gaps in knowledge and skills.	Data, pupil progress meetings, observations and work scrutinies. Pupil and	£25,200

	steps in learning more quickly. EEF +5		parent voice opportunities	
Continue to ensure peer reading opportunities are in place	EEF shows peer tutoring and support to be a cost effective way of supporting progress. We know this from our previous work in this area. EEF +6	Children have opportunities to be supported, and support their peers. Progress and attainment rise and any gaps decrease.	Data, pupil progress meetings, observations	£300
Employ staff to run a small 'nurture' type group each morning	Social and emotional support is high on the EEF agenda, and we know that ensuring children are reading and confident for learning aids progress. EEF +4	Children are settled and have appropriate support each day to ensure that they are emotionally ready to learn	Observations, pupil voice, staff anecdotal evidence. Data and work scrutinies	£8200
Continue to employ EWO to raise attendance and lower PA for PP Pupils	Children cannot learn if they do not attend, and wellbeing and safety as well as learning is a high priority. We need to ensure children are here, so we can support with the range of strategies we have in place.	Attendance for PP pupils rises, and PA for PP pupils decreases.	Attendance data monitoring and reports	£5500
Provide opportunities for PP pupils and families to access after school clubs and activities together	Extending school time, collaborative learning and parental engagement are all high on the EEF research agenda. We know that families often need support to know how to work together – and	Families are more engaged in school life and are able to work together. Parent can support children and engagement between families and school is further enhanced. Attendance and progress increases.	Feedback, attendance data, parents and pupils voice, progress data	£10,000

	need time and space to do this. EEF +3, +2			
Continue to employ mentors and family support staff to support vulnerable families	Vulnerable families need support, and by making us a base for support, we empower parents, encourage collaborative learning and also raise parental engagement Research from EEF confirms this. EEF + 4, +3	Children are emotionally ready for learning, families are engaging positively in school and attendance rises. Communication improves and children are making increased progress and showing more engagement with learning.	Observations, pupil voice, parent voice staff anecdotal evidence. Data and work scrutinies	£20,200
Provide access to free homework and enrichment clubs for PP children	Experiential learning and learning support are barriers in our area. By providing these we are ensuring that PP children have the same chances as others. Sports provision, Debate Mate clubs, small group tuition are all included in this. EEF shows these to be effective. EEF + 2, +4, +6	Children feel supported and engaged in the full life of the school. Attendance increases, attainment and progress increase due to support and collaboration		£11,000
Continue to provide quality support and CPD for staff so that quality first teaching of a high standard and meets the needs of all children	Quality first teaching is the key to progress for all. By ensuring that our children receive the best quality teaching, we give them every chance in life. See EEF	Quality first teaching improves leading to improved outcomes for all pupils.	Observations, P Progress meetings, work scrutinies, data, pupil voice and staff feedback.	£10,600

