

## Pupil Premium Action Plan and Review

<b>1. Summary Information</b>			
School	Devonshire Junior Academy		
Academic year	2020-21	Total Budget	£103,565
Total No of pupils	361	Number of Pupils eligible for PP	72 Y3-19, Y4-18, Y5-20, Y6-15
Date for next review of PP Action Plan	July 2021		

<b>2. Current attainment and progress for 2019-20 from mock sats</b>									
	School Non-PP			School PP			(National 2019)		
KS2 % achieving exs+ in RWM	71%			75%			65%		
KS2 % exs+	R	W	M	R	W	M	R	W	M
	81%	74%	90%	83%	90%	86%	73%	78%	79%
KS2 % GDS in RWM	14%			7%			11%		

KS2 % Achieving GDS	R	W	M	R	W	M	R	W	M
	32%	25%	37%	14%	7%	24%	32%	20%	27%

<b>3. Previous Attainment and progress for 2018-19</b>									
	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% GDS	28%	24%	41%	15%	15%	24%	32%	23%	28%
<b>Review of previous year's expenditure</b>				Amount of PP received:			£96,360		
<p>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 continued peer learning programmes in Reading and Maths.</p> <p>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>									

We had put in place a parent and child after-school club to encourage and develop parental engagement / involvement in learning but these sessions were cut short but Covid19.

The inclusion manager trained staff and monitored delivery of specific interventions.

We provided equity by offering first choice of all clubs free of charge to PP pupils.

**What was the impact in 2019-20?**

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 or equal to those that are not eligible, based on the outcomes achieved in 2019 mock SATS.

**Attainment based on mock SATS data**

The percentage of pupils reaching the expected standard was higher for PP than non PP in Reading and Writing;

Fewer PP pupils attained GDS in all 3 subjects than non PP pupils. This will be an area of focus this year, particularly in respect to the work with the Thinking Differently project.

<b>Action plan for Current year</b>	<b>Amount of PP received:</b>	<b>£103,565</b>
Barriers to educational achievement for PP pupils		
<b>In-school barriers</b> (issues to be addressed in school, such as poor oral language skills)		

**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. Similarly, there may have been a lack of opportunities to observe and practice more formal types of communication such as presenting to others and debating. 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. The impact of the Covid19 pandemic may have increased emotional health issues in some of our more disadvantaged pupils. Lack of basic skills in reading, writing and maths can be a barrier to accelerated progress for some pupils. Lack of the experiences and cultural capital associated with non PP families may prevent children from achieving greater depth. So even then they rapidly pick up new vocabulary, a lack of experiences and context can affect comprehension and inference.

**External barriers** (issues which also require action outside school, such as low attendance rates)

For some children, attendance and punctuality needs to be monitored closely to ensure that children are in school whenever possible, accessing all learning opportunities. This may be exaggerated by the current pandemic where fear in the community can affect parents sending children to school. 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. Lower aspirations as well as financial disadvantage can also mean that some children do not take part in activities out of school where they may develop a wider cultural capital and vocabulary; for example, the arts, places of interest and clubs. Throughout the Covid19 pandemic this may have been even more restricted for our more disadvantaged families. Some parents may need help to support their child with homework, or may not have the technological understanding to support a range of online homework. They may struggle for practical resources to complete learning. Significant issues at home, which could be due to any number of circumstances, may lead to children feeling unsettled and not ready to learn. This could have been heightened by Covid19; for example, there was one domestic abuse call every 30 seconds in the first seven weeks of lockdown.

<b>Action – what are you doing?</b>	<b>Reasoning – why have you chosen this approach?</b>	<b>Intended Outcome</b>	<b>How it will be measured</b>	<b>Cost</b>
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Continue to develop a love or reading and ensure quality, appropriate texts are available in school	<p>Research shows that reading and vocabulary are the key to 'knowing more'. See EEF research</p> <p>We invested in texts that show diverse central characters and settings so that all children can identify with texts and to raise aspirations.</p>	Children develop a love or reading and their skills and attainment rise, progress is further accelerated	Data, pupil progress meetings, tracking pupil premium, observations and work scrutinies.	£3000
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			Pupil and parent voice opportunities	
Embed the teaching of vocabulary , language development and comprehensions	<p>We continued to invest in Word Aware training to provide teachers with a strategy for teaching vocabulary, as well as continuing with RVI approach to teaching reading.</p> <p>Research (EEF and wider) shows that knowing more words leads to comprehending more – and ultimately making more progress. EEF +6</p>	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

<p>Continue to focus on and embed the mastery approach to maths to support mathematical development and reasoning and arithmetic skills</p>	<p>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 We invested in long term mastery maths CPD for 2 staff members including the maths lead, to ensure that quality first teaching as prioritised for disadvantaged pupils.</p>	<p>Progress and attainment rise, and children become more proficient and confident in maths. Any gaps are closing rapidly.</p>	<p>Data, pupil progress meetings, observations and work scrutinies. Pupil and parent voice opportunities</p>	<p>£2000</p>
<p>Ensure PP pupils have access to small group and 1:1 interventions for 'catchup' as appropriate</p>	<p>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</p>	<p>Children make accelerated progress and are supported to close any gaps in knowledge and skills.</p>	<p>Data, pupil progress meetings, observations and work scrutinies. Pupil and</p>	<p>£25,200</p>
	<p>steps in learning more quickly. EEF +5</p>		<p>parent voice opportunities</p>	

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 where possible, to access after school clubs and activities, either in school or remotely.	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. Parents 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	£20200
Provide access to free homework and enrichment clubs for PP children  PP pupils targeted first with extra curriculum or wellbeing projects and learning experiences to provide equity  Also provide equity for participation school organisations such as school council, PCSO, music tuition	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, Sandwell Cultural Education Partnership projects, Learning through Landscapes project, small group tuition are all included in this. EEF shows these to be effective. EEF + 2, +4, +6  “What matters to children from low-income families is that a school enables them to achieve a qualification to get on in life.”	-Children feel supported and engaged in the full life of the school. Attendance increases, attainment and progress increase due to support and collaboration  Raising aspirations	Attendance at clubs monitored via school comms and PP parents contacted directly and personally asked to send their children.	£16,200

	Dr Rebecca Allen, Director, Education Datalab 'Pupil Premium – Next Steps' Sutton Trust and Education Endowment Foundation 2015			
Poverty proofing the curriculum Providing PRACTICAL assistance such as uniform and lunchbags, subsidising school trips and experiences During lockdown, practical equipment provided where needed for PP children to support learning Safe and well checks ongoing for vulnerable and disadvantaged families	Research (Newcastle University) shows that poverty proofing it can be successful in highlighting the extent of the stigmatization that occurs during the school day for pupils living in poverty, as well as the increasing costs of the school day	Increased attendance with both in-school and remote learning and attainment of disadvantaged pupils as a result of removing barriers to learning.	Data Attendance data Staff and parent feedback	£2000
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  Thinking Differently CPD	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 "The voluminous research on teacher expectations has shown, in both experimental and correlational studies, that the self- fulfilling prophecy effect does exist in classrooms" Rubie-Davies et al, 2014.	Quality first teaching improves leading to improved outcomes for all pupils.  All teachers have an awareness of the impact of raising expectations via target catalysts	Observations and coaching, P Progress meetings, work scrutinies, data, pupil voice and staff feedback.	£10,600

