



Devoran School Pupil Premium Report 2019-2020

Pupil premium spending 2019-2020

SUMMARY INFORMATION

Date of most recent pupil premium review:	October 2020	Date of next pupil premium review:	October 2020
Total number of pupils:	203	Total pupil premium budget:	£38,940
Number of pupils eligible for pupil premium:	31 children = 15%	Amount of pupil premium received per child:	17 chn at £1,320 9 chn at £300 6 chn at £2,300

STRATEGY STATEMENT

Research shows that students who are entitled to Pupil Premium face challenges such as poor language and communication skills, less family support, lack of confidence, and issues with attendance and punctuality. The Pupil Premium Grant is allocated to initiatives to ensure pupils reach their full potential, both academically and socially.

Devoran School has a school-wide commitment to raise achievements for pupils who are eligible for Pupil Premium and know that these learners must make faster progress than non-eligible pupils and we are committed to achieving this.

We use this funding to support:

- 1) Additional teaching and non-teaching staff working across the school to accelerate progress moving children to at least age related expectations. Initially this will be in reading, writing and maths.
- 2) To provide after school enrichment activities and booster classes for pupils
- 3) Subsidised places for pupils at breakfast club, or the overall cost of after school clubs and school trips
- 4) Opportunities for greater involvement of parents
- 5) Opportunities for children to access subsidised music tuition

Assessment information (2018-2019 data)

EYFS			
	Pupils eligible for pupil premium (4 PP chn total)	Pupils not eligible for PP	
		School Average (26 chn total)	National average
Good level of development (GLD)	50%	73%	72%

YEAR 1 PHONICS SCREENING CHECK		
Pupils eligible for PP	Pupils not eligible for PP	National average
3 pupils - 67% working at - average score 34	27 pupils – 70% working at - average score – 32.9	71% (PP) / 82% (all)

END OF KS1			
	Pupils eligible for PP (4 chn total)	Pupils not eligible for PP (26 chn total)	
		School average	National average
% achieving expected standard or above in reading, writing and maths	1 child (25% of PP chn)	16 chn (61.5%)	N/A
% making expected standard in reading	2 chn (50% of PP chn)	17 chn (65.4%)	75%
% making expected standard in writing	1 chn (25% of PP chn)	19 chn (73.1%)	69%
% making expected standard in maths	2 chn (50% of PP chn)	21 chn (80.8%)	76%

END OF KS2			
	Pupils eligible for PP (5 chn total)	Pupils not eligible for PP	
		School average (23 chn total)	National average
% achieving expected standard or above in reading, writing and maths	60% (nat. for PP - 51%)	73.9%	71%
% achieving expected standard or above in reading	100%	87%	N/A
% achieving expected standard or above in writing	60%	87%	N/A
% achieving expected standard or above in maths	80%	83%	N/A

Barriers to learning

BARRIERS TO FUTURE ATTAINMENT	
Academic barriers:	
A	Writing – progress in KS2
B	Maths – progress in KS2
C	Combined % at end of KS2

ADDITIONAL BARRIERS

External barriers (in some cases)

D	Lower attendance figure than peers
E	Less parental involvement
F	Lower C&L scores from EYFS
G	Higher proportion of Social and Mental Health difficulties
H	Absence of funds to pay for educational visits / experiences

INTENDED OUTCOMES

Specific outcomes		Success criteria
A	To raise the emotional wellbeing of targeted individuals through PPG	Progress on the entry and exit assessments – through TIS Motional work
B	To address identified gaps in attainment of pupils who receive PPG	Evidence from the end of year data from Target Tracker shows gaps are closing.
C	To raise the proportion of PP children who are exceeding ARE in KS1	End of year data at KS1 shows increased proportions of children exceeding in RWM.
D	To ensure children are on track to make expected (or better) progress by the end of KS2	ASP data and progress measures show expected or better progress for these proportions of children.
E	To ensure pupils, particularly disadvantaged have access to a wide curriculum of opportunities and culture capital to develop their behaviour and ensure further success.	Aspirations raised and children given the behaviours and attitudes necessary for success in their next stage of education, training or employment and for their adult life. Raised outcomes from group of disadvantaged children.

Planned expenditure for current academic year

ACADEMIC YEAR					
Quality of teaching for all					
Action	Intended outcome	What's the evidence and rationale for this choice?	How will the school make sure it's implemented well?	Staff lead	Review timescale?
To continue to embed curriculum intentions and implementation to ensure all pupils have the knowledge and cultural capital they need to succeed in life and achieve highly across the curriculum.	<p>To continue to ensure children achieve detailed knowledge and skills in maths, maintaining standards of attainment and achievement and producing high quality learning.</p> <p>To continue to ensure the identification and targeted support of disadvantaged pupils maximises attainment and achievement and closes the gap between other groups of pupils.</p> <p>To continue to ensure children achieve detailed knowledge and skills in reading and writing, maintaining standards of attainment and achievement and producing high quality work.</p> <p>To continue to ensure that all children with SEND & LAC achieve exceptionally well and have the knowledge and culture capital to succeed in life.</p> <p>High quality CPD for staff</p>	<p>NFER report stresses the impact of using data to drive pupil's progress.</p> <p>Ofsted 2019 confirms the need to ensure schools equip pupils with the knowledge and cultural capital they need to succeed in life.</p>	<p>Regular management time monitoring and review.</p> <p>Analysis of pupils learning / data.</p> <p>Discussions with pupils</p> <p>Discussions with staff</p> <p>Lesson observation / drop ins</p>	<p>HT</p> <p>DHT</p> <p>Middle leaders</p> <p>Curriculum co-ordinators</p>	Termly
Total budgeted cost:					8,000

Targeted support					
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
To continue to ensure the identification and targeted support of disadvantaged pupils maximises attainment and progress and closes the gap between other groups of pupils.	<p>Regularly review interventions to ensure impact of targeted support on all pupils including disadvantaged.</p> <p>To continue to use tracking to analyse pupil premium and updated pupil analysis</p> <p>To monitor the use of Pupil premium money for children targeted to achieve above ARE to ensure value for money from staffing.</p>	Small group interventions can have an impact on pupil progress as evidenced by the NFER report stresses the importance of deploying staff effectively.	<p>Senior leaders will monitor the success.</p> <p>Data and assessment moderation.</p>	HT DHT SMT Inclusion manager	Termly
Total budgeted cost:					16,000
Other approaches					
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
To improve the emotional and social well-being of targeted individuals.	Chn to receive therapy through music or play with outreach workers to support children through processing trauma.	Interventions which target the social and emotional development of children can have an impact on their learning.	Monitoring from Inclusion / mental Health lead and SLT	Headteacher / SENDCo	Termly

<p>To continue to work closely with parents and carers to promote and reward high levels of attendance and punctuality to embed levels of attendance and decrease the levels of persistent absentees.</p>	<p>Termly attendance awards to reward 100% attendance</p> <p>Continue staged response and focus on persistent absentees.</p> <p>Tracking of PP pupil on a weekly basis, with a greater focus on targeted children</p>	<p>NFER report on supporting the attainment of disadvantaged pupils stresses the importance of addressing attendance in children.</p>	<p>Monitoring from attendance officer(EWO) and HT</p>	<p>HT EWO</p>	<p>Autumn Term</p>
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<p>To ensure pupils, particularly disadvantaged, have access to a wide curriculum of opportunities and experiences to develop their behaviour and attitudes to ensure future success.</p>	<p>Give disadvantaged children enrichment opportunities to prepare them for future life.</p> <p>Organise in school & after school curriculum clubs to provide curriculum/further opportunities for disadvantaged children</p> <p>Transport to fund educational visits. This will include: parent work, interventions and enrichment activities.</p> <p>Organise in school & after school curriculum clubs and opportunities to provide curriculum enrichment opportunities for disadvantaged children</p>	<p>Enriching non-curricular aspects broadens experiences e.g. 'here to help', pupil parliament, houses, ambassadors, goblin racing, Cornwall Music Festival, Meet and Eat lunches, Chess in Year 3 and 4 (plus clubs for 5 and 6)</p>	<p>Monitoring from HT and SLT</p> <p>Feedback forms book scrutiny</p> <p>Assessment data</p>	<p>HT</p> <p>DHT</p> <p>SENDCo</p>	<p>Autumn Term onwards</p>
<p>Total budgeted cost:</p>					<p>14,000</p>

Review of expenditure from previous academic year 2018-2019

PREVIOUS ACADEMIC YEAR				
Total amount:				
Quality of teaching for all				
Action	Intended outcome	Impact	Lessons learned	Cost
Booster groups in Year 5 and 6	Raise the attainment of PP children in RWM	We raised the attainment of PP children in both reading and maths and improved the progress scores for the children in writing.	The intervention would have benefitted from being started earlier in the year – something that we will consider for the next academic year.	£3,663
Transition events as well as additional support in EYFS	Raise the attainment of children within the EYFS	Improved C&L attainment for children from the start of their time at Devoran	Catching the children as soon as they enter is crucial. Targeted support in EYFS has meant that interventions happened sooner to accelerate the progress of our most vulnerable children.	£6,000