

Pupil Premium Strategy Statement

This statement details our school's use of pupil 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Devonshire Infant Academy
Number of pupils in school	269
Proportion (%) of pupil premium eligible pupils	21%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	December 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Elise Waldron Head Teacher
Pupil premium lead	Joy Williams Deputy Head
Governor / Trustee lead	Harpal Tiwana

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£82935
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£82935

Part A: Pupil premium strategy plan

Statement of intent

Our intent is for all pupils to build positive relationships, build strong self-esteem, make good progress and achieve high attainment in order to reach their potential and be the best they can be. We strive to provide an equitable educational experience for our disadvantaged children, to remove barriers to learning, and build cultural capital and aspiration.

Devonshire's pupil premium strategy is based on the following principles and practices:

- The pupil premium strategy covers a three-year period, with annual reviews and necessary adjustments.
- The pupil premium strategy is embedded within the broader strategic school plan and is the golden thread that weaves through all areas of school. It allows enough time for effective implementation, is well established into school's routines and practices and is adapted and reviewed throughout the school year.
- Strong educational evidence guides the approaches used.
- Pupil premium is spent on academic and non-academic interventions and support.

We acknowledge that pupil premium pupils and NRPF are not always socially disadvantaged and at risk of underachievement. Likewise, there are many pupils who we would consider vulnerable or disadvantaged that are not in receipt of pupil premium funding and do not receive this additional funding.

At Devonshire, we understand that all children are different and have different needs. Staff take time to get to know the children, and individual records are developed to identify barriers to learning and children's talents and interests. Our strategy is driven by this knowledge, and interventions and support are swiftly put in place.

Quality first teaching remains the most important strategy to ensure children make rapid progress. Tutoring and a range of in school interventions are used to support those who need targeted academic support. Due to the reduction of tutoring funding to 50%, a greater amount will be used to fund the tutoring program.

Attendance is carefully monitored to decide if support is needed from our EWO and school's family support worker. Behaviour, wellbeing, mental health, safeguarding, learning needs and family information are all taken into consideration when developing a plan to support our disadvantaged children.

Effective pupil premium support is based on high quality internal data helping all pupils to access a broad and balanced curriculum and develop independence, confidence, and resilience.

Devonshire uses sources such as the Teaching and Learning Toolkit and the EEF guidance reports to inform decision making. As advised by the EEF, Devonshire balances its approach across three key areas; high quality teaching, targeted academic support and wider strategies, such as attendance, behaviour, social and emotional support. The pupil premium strategy is carefully implemented across the school year. It takes time to monitor and develop throughout the year as the children's needs change. Teachers review their pupil premium strategies and interventions continually alongside their formative assessments and with the pupil premium lead every half term.

Challenges

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

Challenge number	Detail of challenge
1	Gaps in knowledge and skills – Many of our pupils enter school from lower starting points, and with less developed language and communication skills. In Nursery, only 13% of our children entered Nursery with age expected language skills and vocabulary knowledge (WellComm).
2	Attendance – attendance data shows that persistent absence is above national and attendance remains lower for disadvantaged pupils.
3	Social and economic factors, including readiness to learn and home support - Smethwick's deprivation score would put it in the 20% most deprived areas in England, with only 28% of its population in full time employment. (Index of Multiple Deprivation 2019) Home visits and discussions with children and families have identified that economic factors do impact on families and their capacity to provide items or an environment that will help children when learning at home. Many children have not had a broad experience of sharing books at home and have a vocabulary deficit to their peers. Identifying families who are no recourse to public funds continues to be a challenge.
4	Language and communication skills of pupils - 89% of pupils at Devonshire have English as an additional language. 76% of Smethwick's population are from ethnic minorities. Many children are primarily exposed to their first language whilst at home, causing a delay in written, spoken or read English.
5	Low attainment on entry to the Early Years Foundation Stage in all or most areas – communication and language, personal, social and emotional development as well as physical development. (WellComm data and baseline data)

Intended outcomes

Intended outcome	Success criteria
Increase numbers of disadvantaged pupils reaching Age Related Expectations (ARE) in each year group	Summative data and end of EYs & KS1 data show more children are working at ARE
Ensure accelerated progress for all particularly in reading and phonics	Phonic assessments will show accelerated progress. Phonic screening results will improve. Reading assessments will show greater fluency in reading.
To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.	Summative data shows children have made greater progress relative to their starting points. Conversations with staff show that disadvantaged children are closing the gap both in academic and learning skills. Other

	sources of evidence support this, engagement in lessons, formative assessments and daily work in books.
Increase average attendance of all children and disadvantaged children	Data will show that persistent absenteeism decreases and % attendance is increased (aim of 96%)
Improved parental involvement	Through discussions with parents, children and staff, evidence shows that parents are supporting children at home. Parents attend impact sessions to learn how to support children with education at home. Nursery parent groups are established and support parents with practicalities and knowledge around how to ensure their child is ready for full time education.
Children show greater independence and readiness to learn is improved. Metacognitive understanding and emotion coaching leads to better self-regulation and learning behaviours.	Discussions with staff and observations of children show that children are able to care for themselves with greater independence. Children can talk about strategies that help them persevere and become better learners. Children are able to tackle work with greater independence and have a growing resilience. Children are more confident to tackle challenging work. Children are engaged in lessons.
Children's speech and language improves	Children are able to communicate with greater confidence and success. Children's vocabulary is increasing. Children are using a wider range of vocabulary in lessons.
Parents engage with school in the early stages of their child's education and build strong relationships with their children's educators and pastoral staff.	Home visits help to identify parents who need additional support Early identification of children's strengths and needs in EYFS is completed. Nursery staff build good relationships with families and identify those who need support.

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: £17,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to develop the teaching of phonics across the school	Rose review 2006, Reading framework July 2021 +5 Phonics EEF (educationendowmentfoundation.org.uk)	1. 5
Continue to develop the teaching of reading across the school	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	1. 4. 5.
Develop early thinking, reasoning and communication skills throughout the school so that children can communicate, question, debate and comprehend new knowledge.	Philosophy for Children empowers teachers to find the opportunities for independent thinking within their existing curriculum. Communication and language approaches consistently show positive benefits for young children, including their spoken language skills, their expressive vocabulary and their early reading skills. +6 Oral language interventions Toolkit Strand Education Endowment Foundation EEF	1, 3, 4, 5
Nursery development of Little Wandle in phonics	Rose review 2006, Reading framework July 2021 +5 Phonics EEF (educationendowmentfoundation.org.uk)	1, 5
Continue to develop the Curriculum so that it provides the necessary knowledge, skills and attitudes to equip our children to be successful learners and	In line with EEF recommendations, 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. Self regulation +7 Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk)	1. 3. 4.

respectful individuals		
Purchase of enhanced speech and language provision to support communication and language difficulties within the classroom (CPD)	There are a growing number of children finding speech and language challenging. A member of staff to be employed to deliver specific speech and language support. EEF+6 Oral language interventions EEF (educationendowmentfoundation.org.uk)	4. 5
Sensory integration specialist occupational therapist to support Nursery children	Many children enter Nursery with high levels of sensory needs. Opportunities to support these children at the earliest possibility is vital to ensure the children can begin to prepare for full time education.	5. 4.

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

Budgeted cost: £47,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to provide a Tutoring program to support children who have gaps in learning. A significant proportion of the pupils who receive tutoring will be disadvantaged.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one; One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF Making a difference with effective tutoring EEF	1.
Provide Speech and Language intervention	There are a growing number of children finding speech and language challenging. A member of staff to be employed to deliver specific speech and language support. EEF+6 Oral language interventions EEF (educationendowmentfoundation.org.uk)	4. 5.
Disadvantaged pupils have access to small group and 1:1 sessions as appropriate for same	EEF tiered approach shows that targeted support has a positive impact on overall attainment and progress for disadvantaged pupils. By using this approach, we are	1.

day intervention following a lesson to address misconceptions (Booster Intervention Time)	ensuring children are ready for the next steps in learning more quickly. EEF +5 Small group tuition EEF (educationendowmentfoundation.org.uk)	
Continue to provide peer to peer support for phonics.	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 Collaborative learning approaches EEF (educationendowmentfoundation.org.uk)	1.
Children have access to structured interventions. Intervention staff are fully trained in: WellComm, Talk boost, Enable Plus, 5 minute boxes	Support targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: +5 One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	1, 4, 5,

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

Budgeted cost: £19,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to employ EWO to raise attendance and lower PA for pupils.	All schools have a continuing responsibility to proactively manage and improve attendance across their school community. (Working together to improve attendance) Embedding principles of good practice set out in the DfE's Improving School Attendance advice. Ofsted securing good attendance and tackling persistent absence 2022	2.
Work with families to improve attendance, and improve families understanding of the link between attendance and educational success	Embedding principles of good practice set out in the DfE's Improving School Attendance advice. Ofsted securing good attendance and tackling persistent absence 2022	2
Safe and well checks ongoing for vulnerable and disadvantaged families	Safe and well checks ongoing for vulnerable and disadvantaged families. Family support workers are good for targeted contact with 'hard to reach' or 'under-served' families, especially when there are limited language or literacy skills in the family (Emerson et al 2012).	2

<p>Work with NRPF families to identify eligibility and supporting transition into British life, language and school</p>	<p>Providing free school meals to families with no recourse to public funds are the group of the population most likely to be in poverty, and child poverty has been rising in absolute and relative terms for nearly a decade during which pensioner poverty has fallen consistently and dramatically. (Children’s Commissioner, January 2021) Education Policy Institute report February 2022: The disadvantage gap is even wider for students who are in long-term poverty (those who spend at least 80% of their school lives on free school meals), who trail their better off peers by as many as 1.6 grades on average at GCSE.</p>	<p>3</p>
<p>Continue to employ a mentor and family support worker to support vulnerable families. Homework clubs for parents and children, Wellbeing groups and tailored 1:1 support as needed</p>	<p>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, Mentoring EEF (educationendowmentfoundation.org.uk) Parental engagement EEF (educationendowmentfoundation.org.uk)</p>	<p>3.</p>
<p>Employ a non-teaching DSL to support the increased safeguarding needs and higher levels of disadvantaged in school</p>	<p>Vulnerable families need support, and by making school a base for support, we empower parents, encourage collaborative learning and also raise parental engagement Research from EEF confirms this. EEF + 4, +3</p>	<p>3</p>
<p>To ensure that consideration of wellbeing underpins all aspects of school life for our staff, pupils and parents – low arousal approach, emotion coaching, restorative practice, relationship and behaviour policy, mindfulness opportunities.</p>	<p>EEF confirms positive behaviour strategies +4 Behaviour interventions EEF (educationendowmentfoundation.org.uk) Self regulation +7 Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk) Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p>	<p>3.</p>
<p>Continue to provide Workshops for Nursery parents</p>	<p>To engage with parents as soon as children start school. To support parents so that they are more effective in supporting their children at home. To build good relationships with families. Parental engagement in early years education is consistently associated with children’s subsequent academic success. Research from EEF confirms this. EEF + 4, +3 Parental engagement EEF (educationendowmentfoundation.org.uk) Research around early intervention Law et al Early Language Development fin al.pdf (d2tic4wvo1iusb.cloudfront.net)</p>	<p>3. 5.</p>

<p>Provide a variety of workshops for parents including online safety, early phonics, reading, reading comprehension, and maths. To provide opportunities for children to share their learning with parents in school. Story time sessions with parents in Nursery.</p>	<p>Parental engagement approaches have, on average, a positive impact of five months' additional progress. It is crucial to consider how to engage with all parents to avoid widening the attainment gaps. There is extensive evidence on the positive impact of parental engagement approaches. https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/parental-engagement</p>	<p>3</p>
<p>Work Family Hub services to provide programmes that focus directly on parents themselves, providing training in parenting skills, CBT, wellbeing</p>	<p>Targeted approaches that focus on developing parents' own skills have a positive impact on learning. https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/parental-engagement</p>	<p>3</p>
<p>Poverty proofing the curriculum. Providing practical assistance such as uniform and PE kits, subsidising school trips and experiences, providing equipment needed for home learning, access to breakfast and after school club, access to free art and sports clubs.</p>	<p>Research (Newcastle University) shows that poverty proofing 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.</p>	<p>1. 2. 3.</p>

Total budgeted cost: £ 83,000

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 2022 to 2023 academic year.

Funding for 2022-2023 £81715

High quality teaching – Whole school implementation of Little Wandle phonics and increased teaching of small group reading had a strong impact upon children's reading. A high investment in reading books and quality reading sessions has impacted positively on children's attitudes to reading and reading outcomes. Pupil premium children's attainment in reading was above that of their non-pupil premium peers by the end of Key Stage One. Progress in phonics was rapid with Year 1 phonic screening at 76%, in line with Sandwell.

Key Stage One Results

	PP	Non PP
Reading	74%	61%
Writing	57%	52%
Maths	70%	64%

Data shows that more children are achieving ARE by the end of KS1 with pupil premium children achieving above that of their non-pupil premium peers.

Philosophy for children has developed early thinking and reasoning skills throughout the school, and children now communicate, question and reason with greater confidence. Communication skills in early years vastly improved with 74% of children reaching expected standard in communication and language.

Targeted academic support – Monitoring and tracking pupil progress and pupil premium meetings provided valuable opportunities for discussions focussed on individual needs and enabled teachers to carefully diagnose their pupil's needs. This included analysing attainment data and gaps, attendance data and any patterns, discussing children's motivation and levels of engagement in lessons. Teachers were able to spend time with their disadvantaged pupils to gain a thorough knowledge of their levels of attainment, barriers to learning and their home life. Understanding our pupils, their families and barriers to learning enabled interventions to be swiftly and effectively put in place. Pupil premium children were a priority for targeted questioning for assessment, live marking, small group support and extra reading practise sessions.

Meetings were held regularly throughout the year to allow the Pupil Premium Strategy to be monitored and adapted where needed, to ensure training needs were identified quickly and to provide support for staff.

Tutoring continued to be an effective strategy to provide targeted, specific academic support for children who have gaps in their learning or required more time to embed new knowledge.

Speech and language was identified as an area of need in school. WellComm assessments were used to target children's speech and language in Early Years. The Head of Early Years completed CPD on WellComm and how to analysis results and amend day-to-day provision to improve children's use and understanding of English language. At the end of Early Years 74% of children were working at the expected standard for communication and language. School continued to employ the enhanced speech and language service to ensure that school is able to provide a total communication environment across school for all pupils.

Wider strategies –

Metacognition and self-regulation approaches have again been used across school to support pupils to think about their learning and how to challenge and support themselves, with the explicit teaching of metacognitive and self-regulatory strategies being used at the beginning of the year. Teachers model their own thought processes when teaching and support the children to develop growth mindset attitudes using a range of stories such as 'Giraffes Can't dance' and the 'Beautiful Oops'.

Parental involvement has grown again this year. Initial home visits to families starting Nursery in the summer continue to provide school with valuable and insightful information about our families. It is a wonderful opportunity for families to get to know school and school to identify any potential barriers or support that may be needed. Summer workshops to support children and parents to be 'school ready' were very well attended and appreciated. These included workshops on toileting, screen time and playing with your child at home.

Parent impact workshops were very well attended and feedback was extremely positive. Comments included 'I like the workshop because it showed me how I can support my child at home', 'Found the workshop very useful, maths has changed from when I was at school; it is good to see how it is taught now'. School adapted sessions to meet the requirements of our families and to meet the requests made by parents. These sessions provided valuable insights into how we teach at Devonshire, how parents can support their children at home and how important their role is in their child's education.

A variety of clubs were again offered throughout the year, including PE, art, forest school, science, drumming, and choir. These were well attended throughout the year.

School continues to implement clear and robust attendance procedures to ensure parents are fully aware of how important their child's attendance at school is. Our Family Support Worker successfully supports parents in removing barriers to attendance working with families and not against them. Attendance improved again to 93.4% exceeding national figures. Pupil premium attendance was 1% below non pupil premium.

School's Family Support worker supported vulnerable families and ran home work groups, modelling to parents how children complete their learning in school and the strategies used within the classroom. Wellbeing groups were run throughout the year for children who needed extra social, emotional support and tailored 1:1 sessions were completed where needed. Our Family Support Worker offers a range of therapy sessions tailored to the individual child's needs. She is available to support parents daily and her bilingual skills are invaluable for our community.

Externally provided programmes

Programme	Provider
Little Wandle phonics https://www.littlewandlelettersandsounds.org.uk	Letters and Sounds

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A