



**DEVONSHIRE PARK PRIMARY SCHOOL**

**Pupil Premium Funding Impact Report 2019 – 2020**

**Barrier A – High percentage of Pupil Premium pupils enter school with poor language and communication skills.**

- **WELLCOM Screening and Programme-**

WELLCOM screening was used to identify gaps in pupils' understanding and language development as part of baseline assessments made in the first few weeks of F2. Following screening, tailored interventions were put in place to meet pupils' language needs and to improve language and communication skills. Assessments made in Spring 2020 showed that WELLCOM interventions were having a positive impact and pupils were demonstrating improved language and communication skills.

- **SALT Resource Base Lead-**

DPPS Speech and Language Resource Base Lead provided resources and advice to all staff in school to support them in developing pupils language and communication skills. This enabled a positive impact to continue as pupils progressed through school.

- **Speech and Language Interventions-**

Speech and Language Therapist assessed pupils and identified those in need of specific interventions. These interventions were then carried out 1-1 or in small groups by a Teaching Assistant. Progress on these interventions was good with many pupils achieving their targets.

**Barrier B – Pupil Premium pupils demonstrate lower levels of basic skills compared to other pupils.**

- **Number Masters-**

Daily Number Masters sessions took place in Key Stage 1. Deployment within school of additional trained Teaching Assistants for these daily Number Masters sessions enabled pupils to be taught in small, targeted groups to ensure maximum positive impact on pupils' maths

basic skills. Teacher Assessments showed in Spring 2020 that Pupil Premium pupils were making good progress in line with their peers.

□ **Maths Mastery-**

Implementation of Maths No Problem across school continued to develop pupils' mathematical thinking and reasoning. Staff attended twilight CPD and engaged with the Maths Hub to further develop their teaching and practices. On-going assessments were made throughout their teaching to identify pupils in need of additional support. Pupil progress meetings provided opportunities for further actions to be discussed and put into place to ensure good progress was made by all pupils. Quality of teaching and progress of Pupil Premium pupils remained a focus for these discussions. Teacher Assessments showed in Spring 2020 that Pupil Premium pupils were making good progress in line with their peers in all year groups.

• **TT Rockstars-**

All pupils were set up on TT Rockstars online to engage them in learning and practising their times tables. High levels of engagement were achieved through individual rewards built into the programme, and class and year group league tables. Opportunities were made available for disadvantaged pupils to play during the school day to overcome possible barriers faced due to lack of internet or devices at home. A positive impact was being seen by Spring 2020 with high levels of engagement and improvements in recall of times tables facts.

• **Read to Write-**

The Read to Write Literacy programme was introduced through school to improve pupils' basic skills in writing. A highly crafted teaching sequence, focused on a high quality children's book each half-term was used. Carefully structured lessons and activities enabled children to develop their understanding of language and their vocabulary. Model texts gave them structures to be able to follow in their own writing. The impact on the quality of children's language and writing was positive with pupils making good progress in the development of their writing skills. Teacher Assessments showed in Spring 2020 that Pupil Premium pupils were making good progress in line with their peers in KS1 and Years 3 and 4.

• **Catch-Up Literacy and Maths-**

Individual catch-up programmes were delivered for identified pupils. 1-1 sessions took place 3 times a week with trained Teaching Assistants to improve basic reading and maths skills and increase the reading and maths ages of identified pupil premium pupils. These programmes were having a positive impact prior to lockdown in March 2020.

- **Dyslexia and Dyscalculia Interventions -**

Pupil Premium Pupils identified as being Code B,C or D for dyslexia and those identified as having dyscalculia received bespoke 1-1 interventions 3 times a week from trained Teaching Assistants employed by school specifically to carry out these interventions. Positive impact was being seen from these interventions in Spring 2020.

- **Additional Teaching Groups – Year 4 and Year 6**

Additional small classes in Year 4 and Year 6 were created to support children with greater educational need. Many of these pupils were pupil premium pupils. Increased adult to child ratios and a focus on basic skills enabled the pupils in these classes to make at least expected progress and to address gaps in learning that were barriers to future progress. Teacher assessments showed that pupil progress was in line with expectations in Year 4 in all core subjects, and in maths in Year 6 in Spring 2020.

### **Barrier C- Lower rates of attendance and poor punctuality amongst Pupil Premium pupils.**

- **A whole school attendance and rewards system-**

This was put into place from September 2019 to improve attendance and punctuality. Attendance Teddies were awarded in assemblies to the class with the highest attendance each week. The teddies spent the week in those classes and featured in their class tweets, class diaries and class blogs. Certificates and extra playtimes were also awarded to the winning classes. Individual children who had attended every day the previous week were entered into a weekly 5 for 5 draw for £5 to spend. Daily attendance percentages were displayed on classroom doors by class attendance monitors. Pupils were increasingly motivated to achieve these rewards.

- **Individual sticker charts-**

Targeted children with poor attendance and punctuality had individual sticker reward charts to earn rewards from the Home School Link worker for being in school and for arriving on time. This was having a positive impact on punctuality and attendance of those Pupil Premium children

- **ESWO**

Regular panel meetings were held with the ESWO, Home School Link worker and parents of pupils with poor attendance. Spring 2020 Data

**Barrier D – Low levels of parental engagement in the learning process leading to reduced opportunities for home learning and curricular enhancement.**

- **Leading Parent Partnership Award.**

Data collected showed that parental engagement was raised across school through achieving this award. Parents of Pupil Premium engaged well with opportunities to be involved in the children's learning by attending parent workshops, class show case events and parent teacher meetings.

- **PEEP.**

DPPS staff continued to run the PEEP programme to engage parents of F1 pupils. The groups ran weekly and were well attended by pupil premium parents. The PEEP programme focused on how to make the most of the learning opportunities in everyday life at home – listening, talking, playing, singing and sharing books every day. Positive relationships were forged between parents and school and positive impacts on children's development were being seen when the programme stopped due to lockdown.

- **Family Learning.**

Family Learning workshops and courses were offered to a range of year groups and involving a range of subjects. They were all designed for parents to enjoy spending time with their children whilst developing their skills and knowledge. These were well attended and helped to increase parental engagement across school. Parents of Pupil premium children were prioritised and encouraged to attend.

**Barrier E – Pupils experiencing poor mental health leading to lack of self-esteem, low engagement and difficulty self-regulating.**

- **Place 2 Be.**

Place 2 Be Project Worker held regular Place 2 Talk sessions for pupils to access to discuss their anxieties and concerns. 1-1 Parent sessions were also offered and taken up by a number of families.

Weekly meetings were held between Safeguarding leads, Home School Link Worker and Place 2 Be Project Worker to discuss pupils who were causing concern. Actions were then agreed to signpost those pupils and families to the appropriate support.

Volunteer counsellors, were recruited by Place 2 Be to hold weekly 1-1 counselling sessions with identified pupils.

The impact of these measures was disrupted due to lockdown.

- **Primary Mental Health In Schools Team**

Preliminary meetings were held with the Primary Mental Health In Schools Team to begin provide further support for pupils experiencing poor mental health. This was shortly before lockdown so has not yet shown impact.