



**DEVONSHIRE PARK PRIMARY SCHOOL**

**Pupil Premium Strategy Statement 2020/2021**

## Context

D.P.P.S. is a two-form entry school. The school has a maintained nursery and three Learning Resource Bases one for Speech and Language and two for Social Communication. Children educated in the Speech and Language unit remain with the school for two years in KS1 before returning to their main school. These pupils do not hold statements. The 16 pupils in the Social Communication Bases have Educational Health Care Plans.

In September 2014 the school admission number was increased to 90 to take in a bulge group of children in the wider surrounding area. Many of these additional pupils lived outside the school catchment but had requested places at our setting. We have taken a bulge class of 90 pupils for the past three years.

Due to the strong reputation of the school and previous Ofsted judgements many families with children with SEND move their children to D.P.P.S. or place it as their first choice. As a consequence the number of pupils with SEND is increasing.

A high percentage of pupils do not live with both parents often seeing the second parent at weekends or occasionally each term. There are many families where the makeup of the family changes from time to time as relationships with significant adults are formed or breakdown or parents are in prison. These changes have a noticeable effect on children. The impact on the school of the socio-economic factors facing Prenton and Tranmere is that pupils do not have a wide range of experience to draw upon from home. Many children have no or few books at home and have not had access to supportive experiences to develop their knowledge and understanding of the world. Parents face financial difficulties and often struggle to manage their situation and may turn to alcohol and substance misuse. This can mean that pupils have a lack of routine and school attendance and work is not prioritised. Children can begin to reflect such attitudes if school is not proactive in helping to educate and raise their aspirations. Lack of routine in some families leads to insufficient sleep and pupils are tired during lessons. All staff are alert to notice signs of stress within pupils and families and much support is carried out through the Family Liaison staff. Regular meetings are held to identify those families that are just below the threshold for TAF in the hope of assisting with early identification and support. The school also provides support for an increasing number of families who fall into social service categories. The school employs a Pressure Point worker and Behaviour Mentor to provide workshops and counselling for parents and pupils and Place2be for pupils.

School Closures due to COVID -19 impacted greatly on delivering the 2019/20 Pupil Premium Strategy. Data which informs the 2020/21 strategy will be taken from National data 2018/19.

## Devonshire Park Primary School Pupil Premium Strategy Statement (2020/21)

1. Summary Information			
School	Devonshire Park Primary School		
Academic Year	2019 - 2020	Total Pupil Premium Budget	£214,930
Pupils on Roll	540	Number Pupils Eligible for PP	163
2. Current Attainment			
Key Stage 2019	Pupils eligible for PP	Pupils not eligible for PP	Pupils not eligible for PP Nationally
% Expected reading, writing and maths	42%	64%	71%
Progress Value Added score in reading,	-2.3	-1.1	
Progress value added score in writing	-2.0	-0.3	
Progress value added score in maths	-1.9	-1.5	
Average test point score – reading	101.2	104.9	105.4
Average test point score – grammar	104.1	107.1	107.4
Average test point score – maths	102.0	102.8	106.1
3. Barriers to future attainment			
In School Barriers			
A.	There is a high percentage off PP pupils entering school with poor communication skills		
B.	PP children have bigger gaps in basic skills than non PP Pupils evidenced by results in baseline assessments		
C.	Poor attendance and punctuality in PP pupils bigger the National gap		
External Barriers			
D.	Family disengagement in learning process – reduced opportunities for home learning, curricular enrichment		
E.	Some more able pupils show low self-esteem and mental issues		

4.Desired outcomes and how they are measured		
Desired outcomes and how they are measured		Success criteria
A.	To raise standards of speaking skills and language development at least in line with similar pupils locally and nationally. To be measured by national standard test. Teacher observations and assessments	To achieve at least expected progress. For pupils to be able to access more fully curriculum opportunities through improved language skills.
B.	That pupils make greater than expected progress from identified lower levels of key skills assessments in reading, writing and maths. To be measured by national standardised tests and school internal tracking measures	Levels of progress are measured similar to those nationally in maths and English Measured improvement in attainment of more able PP in all years groups in maths and English Measured improved attainment across the wider curriculum
C.	Improved attendance and punctuality to be in line with non PP pupils To be measured by weekly monitoring	Significant reduction in number of lates. Attendance rates for PP raised to level of non PP
D.	To improve the quality of home learning links across school. To be measured by audit of home learning take up	Pupils will be able to continue education during periods of self - isolation or school closure limiting the disruption in learning.
E.	To improve significantly pupils self -esteem, engagement and self – regulation This will be measured by data returns from place to be and pupil attitudes to learning survey and SDQs	Greater level of positive attitudes towards learning and self - esteem.

Planned Action 2020-21

5. Planned Expenditure					
The headings below enable school to demonstrate how we are using the pupil premium money to improve classroom pedagogy, provide targeted support and support whole school strategies					
i. Quality of Teaching for all					
Desired outcome	Chosen action / approach	Evidence and rationale for choice?	How we ensure it is implemented well	Staff Lead	When reviewed
B. Improve outcomes in basic skills in Reading writing and Mathematics and to address gaps in knowledge.	<p>Develop further teaching approaches through CPD development</p> <p>15 minute number masters daily key stage 1 groups led by all staff teachers and TA</p> <p>Maths Mastery (MNP) implemented across school KS1 &amp; 2</p>	<p>Question level data identified basic numeric concepts needed developing Recognised strategy for PP pupils (pupil premium conference ) Researched Vauxhall Primary School London</p> <p>Question level data identified gaps in pupil ability to reason. EFF Research on metagognition</p>	<p>Half termly pupil progress meetings</p> <p>Lesson observation focussed on quality first teaching.</p> <p><b>Governors check and challenge middle leaders:</b></p> <ul style="list-style-type: none"> <li>Reducing gap between disadvantaged and non – Disadvantaged</li> <li>Fluency in key skills spelling and tables</li> </ul>	<p>Maths Lead Band Pupil Progress Leads DHT</p> <p>Governor Subject Leads</p> <p>SENDCo</p>	<p>Half termly</p> <p>Termly Governor Report</p>

	<p>Read to write developed across school.</p> <p>( Literacy Counts Project)</p> <p>Targeted and identify pupils for catch-up Reading and Maths</p> <p>Bespoke spelling and dyslexia programmes</p>	<p>(Maths No Problem DfE identified approach)Mastery Learning &amp; cognition Analysis of pupil data identified gaps. (EFF targeted Interventions)</p> <p>Number of pupils as identified code B,C,D</p> <p>Number of pupils unable to spell common exception words</p>	<p>SENDCo meetings with TA delivery team</p> <p>Weekly planning meetings with Intervention Lead</p>	<p>Spelling / Dyslexia Lead SENDCo</p>	<p>6 weekly review meetings</p> <p>Weekly team meetings</p> <p>End of programme assessments</p>
<p>Target A</p> <p>Improved levels of language development</p>	<p>Wellcomm screening and programme</p> <p>Targeted bespoke expressive, receptive and phonological programmes. ELCLAN</p>	<p>Screening identified children as code red (LA NHS designated baseline screening)</p> <p>National delivery of speech and language training</p>	<p>Part of baseline entry processes</p>	<p>SALT Therapist</p> <p>SALT Resource Base Lead</p> <p>SENDCo</p>	<p>End of Programme Reviews</p>
Budget cost: £126,985					
Targeted Support					

<p>Target C. Improved attendance and punctuality closer reflecting that Nationally</p>	<p>Increased SLA with Local Authority ESWO.</p> <p>Home School Link worker employed fulltime to support targeted families.</p> <p>Pressure Point Worker SLA from Educational Social Welfare Team</p> <p>New attendance rewards system and rigour in school policy and approach.</p> <p>Targeted free breakfast club places</p>	<p>Cannot improve attainment unless pupils are in school. LA led conference identified strategies that had been successful in other areas.</p>	<p>Pastoral Team meet weekly</p> <p><b>Governors check and challenge middle leaders:</b></p> <ul style="list-style-type: none"> <li>Reducing gap between disadvantaged and non – Disadvantaged</li> </ul>	<p>Jill Billinge (HT) Jenny O’Sullivan</p>	<p>Weekly meeting 6 weekly reports</p>
<p>Target D To improve the quality of home learning links across school. To be measured by audit of home learning take up</p>	<p>To develop sustainable online home learning curriculum.</p> <p>To map out and correlate Oak National Academy online learning with medium term DDPS core planning.</p>	<p>National data would suggest that pupils learning has been disrupted due to school closure.</p> <p>Further closures could exacerbate gaps in learning</p>	<p><b>Governors check and challenge middle leaders:</b></p> <ul style="list-style-type: none"> <li>Governors to access Google Classroom lessons</li> </ul>		<p>Half termly reviews</p>
<p>Target E To improve significantly pupil’s self esteem, engagement and self- regulation</p>	<p>PP pupils access Place2be therapies and Time2Talk</p>	<p>Lesson observations and pupil discussions indicate that pupils do not have culture of risk taking because of fear of being wrong. Place2be has a national</p>	<p>Place2be national team monitor and track outcomes for pupils</p>	<p>Kat Mc Donald</p>	<p>Termly</p>



Targeted Lego Therapy and Social Story		reputation for work with children and families.	SENDCo oversees Intervention. Qualitative base line is set	Debbie Haydock	
Budget cost: £ 77,272					