



EXETER -A LEARNING COMMUNITY

PUPIL PREMIUM STRATEGY STATEMENT 2018-2019

At Exeter School, the expenditure of Pupil Premium funding is considered carefully to ensure maximum impact on attainment. As a school we work hard to support disadvantaged pupils. We regularly review our actions and their impact, and add or remove initiatives to ensure continued success, raised aspirations and to limit social exclusion. We are committed to ‘narrowing the gap’ between all pupils and any specific group of pupils and strive to ensure all learning opportunities meet the needs of our pupils.

SUMMARY INFORMATION

Academic year	2018-2019	Number of pupils eligible for pp funding	135 (23.5%)	Date of previous pp review	October 2018
Total number of pupils	574 (04.10.18)	Estimated Total pp budget	£193,700	Date of next review of this strategy	Mid- year January 2019 Full year October 2019

OUTCOMES

	Planned Outcome by July 2019	Success Criteria
A	To close the attainment gap between Pupil Premium and non- Pupil Premium children in all areas of Reading, SPAG, Writing and Maths.	The attainment gap to decrease to less than 5% between children eligible for PP and their peers at end of KS1 for Reading, Writing and

		Maths. The attainment gap to close completely between children eligible for PP and their peers in reading at End of Year 6.
B	To increase the percentage of pupils achieving expected standard or above in Reading, Writing and Maths.	The attainment data for pupil premium children to be in line with national average in all areas at the end of Year 2 and Year 6.
C	To increase pupil attendance to the national average and reduce persistent absence.	Attendance to increase to in line with national average with no gap between pupils eligible for pupil premium and their peers. Persistence absence to decrease for all pupil premium pupils to less than 10% with no gap between pupils eligible for pupil premium and their peers.
D	To improve learning behaviours of pupils within the classroom, including resilience, self-confidence and emotional regulation for pupils eligible for PP.	Children to be confident to access their levels and show resilience in their approach to their work. Progress in this will be measured through SNAP B. Behavioural incidents within the classroom will decrease.
E	To clearly identify specific needs and learning profiles of pupils eligible for pupil premium who also have SEN to improve progress in all areas for this group of children.	All pupil premium children will have a clear learning profile with any SEND needs identified and planned approaches put in place to support accelerated progress.
F	To increase identification of children eligible for Pupil Premium and also parental engagement for all pupils within school	All pupil premium pupils will be identified. All parents will be involved in learning discussions throughout the year and parental voice opportunities will be established. Positive parental feedback.

ATTAINMENT INFORMATION

YEAR 2	Pupils eligible for PP	All pupils in school.	National Average
% achieving expected standard or above in reading	28%	56%	76%
% achieving expected standard or above in writing	22%	53%	70%
% achieving expected standard or above in maths	22%	60%	76%
YEAR 6	Pupils eligible for PP	Pupils not eligible for PP	National Average
% achieving expected standard or above in reading	42%	49%	75%
% achieving expected standard or above in writing	21%	16%	78%
% achieving expected standard or above in maths	33%	33%	76%

BARRIERS TO FUTURE ATTAINMENT

IN-SCHOOL BARRIERS	
A	Gap between the academic attainment data of pupil premium pupils compared to non-pupil premium pupils.
B	34% of pupils eligible for pupil premium also have special educational needs or disabilities.
C	Attendance of pupils eligible for pupil premium is low with higher levels of persistent absence.
D	Social, emotional and mental health difficulties are experienced by a high number of pupils eligible for pupil premium.
E	Children eligible for Pupil Premium have slower progress from their starting points compared to their peers.
EXTERNAL BARRIERS	
A	Social mobility among pupils with pupil premium is high.
B	Late applications into the school are higher in number for pupils eligible for pupil premium.
C	Parental engagement of some pupils eligible for pupil premium is lower than other groups within the school.
D	Number of evictions and pupils in temporary accommodation is higher In number for pupils eligible for pupil premium than other groups within school.

PLANNED EXPENDITURE FOR 2018-2019

i) QUALITY TEACHING FOR ALL

DESIRED OUTCOME	CHOSEN ACTION	RATIONALE	ENSURING IMPACT	STAFF LEAD	REVIEW DATE
To increase parental engagement for pupils within the school.	<p>Forum for parents</p> <p>More frequent parental meetings to discuss child's progress</p> <p>Annual NCC license</p>	<p>Parents to have a better understanding of the support for their child and the role they have in their child's learning. Parents to have a better understanding of who is responsible for PP and how the funding is used in school.</p> <p>Resource to monitor and support with the identification of PP.</p>	<p>A measure of impact will be seen through increased identification of PP through total numbers of census.</p> <p>Through questionnaire, parent will feel informed and also attendance of parents at meetings will increase.</p>	Julia Kitson	March 2019
<p>To close the attainment gap between Pupil Premium and non-Pupil Premium children in all areas of Reading, SPAG, Writing and Maths.</p> <p>To increase the percentage of pupils achieving expected standard or above in</p>	<p>A focus on staff development in writing and phonics to ensure high levels of quality first teaching across all year groups.</p> <p>Targeted approach in lessons to the learning of pupils eligible for pupil premium with a focus on learning styles.</p>	<p>PP children to have access to additional interventions, support and feedback in Reading, SPAG, Writing and Maths that will support learning and impact upon outcomes.</p> <p>Strong foundations for learning through quality first teaching strategies.</p>	<p>The impact of staff development will be seen through lesson observations and book scrutiny.</p> <p>External review of PP will measure the impact upon the pupils, teachers and governors.</p> <p>The attainment gap between PP and non PP</p>	Julia Kitson	January 2019

Reading, Writing and Maths.	Metacognition through teaching and learning focus.		will start to close an the percentage of pupils achieving expected or above will increase.		April 2019
	High quality feedback through new marking policy				January 2019
	CPD for governors	To fully understand responsibilities and level of challenge required to promote high outcomes			April 2019
	External review of PP in mid- Autumn Term and Spring Term.	To ensure PP remains at the forefront of school strategic development with external advice and recommendations ensuring high quality provision.			April 2019
	Provision Map Tracker purchased	To ensure any provision/intervention that takes place has a clear record of assessment and impact. This allows for a			December 2019

		consistent approach to review in terms of pupil outcomes as well as cost effectiveness.			
To improve learning behaviours of pupils within the classroom, including resilience, self-confidence and emotional regulation for pupils eligible for PP.	Learning Muscles to be introduced to focus on growth mind set and resiliency at a class level.	When children are more resilient learners and confident this will have a direct impact in class on their learning approach.	Impact will be assessed through behaviour logs within the classroom and through pupil questionnaire.	Julia Kitson	February 2019
To increase pupil attendance to the national average and reduce persistent absence.	Attendance Officer to monitor and track attendance, providing early help with school. Whole school attendance awards.	This regular monitoring of attendance will ensure early help where pupil absence or lateness can be addressed immediately with a clear action plan. Positive celebration of attendance within school to encourage and support.	Impact will be seen through regular analysis of attendance data	Julia Kitson	December 2019
TOTAL BUDGETED COST: £20,500					
ii) TARGETED SUPPORT					
DESIRED OUTCOME	CHOSEN ACTION	RATIONALE	ENSURING IMPACT	STAFF LEAD	REVIEW DATE

<p>To increase pupil attendance to the national average and reduce persistent absence.</p>	<p>Engagement in school through sporting opportunities.</p> <p>Breakfast Club</p>	<p>Providing an interest for pupils will engage them in coming into school and feeling part of the school community.</p> <p>Pupils will feel supported coming into school and will encourage pupils to be on time and be prepared for the day.</p>	<p>Impact will be measured through number of pupils engaged in sport activities and also attendance data.</p> <p>Impact will be measured through attendance data</p>	<p>Julia Kitson</p>	<p>December 2019</p>
<p>To clearly identify specific needs and learning profiles of pupils eligible for pupil premium who also have SEN to improve progress in all areas for this group of children.</p>	<p>SNAP B and SNAP SPLD profiling in order to identify specific SEND needs.</p> <p>Teaching Assistant Interventions for Speech and Language.</p>	<p>Clear identification of pupils' needs will allow for clarity in the best teaching approach and also most appropriate interventions to remove barriers and promote learning.</p> <p>A specific intervention to address the large number of speech and language needs across the school. Communication and Interaction is the largest percentage of SEND.</p>	<p>Impact will be measured through the assessment data through FACT assessment and individual progress shown on the SNAP tools.</p>	<p>Julia Kitson</p> <p>Jennifer Doherty</p>	<p>Termly Review</p>

	KS2 Specialist SEND Provision	Some pupils within the PP/SEND group require a learning environment that focuses on their specific stage of learning in a learning environment more suited to their needs.			
<p>To close the attainment gap between Pupil Premium and non-Pupil Premium children in all areas of Reading, SPAG, Writing and Maths.</p> <p>To increase the percentage of pupils achieving expected standard or above in Reading, Writing and Maths.</p>	<p>Teaching Assistant Interventions for Closing the gap.</p> <p>Year 6 Intervention groups lead by senior teachers in school.</p>	Focused intervention that builds on the foundations of QFT across the school with a 'catch up' focus in Year 6.	Impact will be measured through attainment data analysed termly.	Julia Kitson	Termly review.
To increase parental engagement for pupils within the school.	Letterbox	To ensure that pupils have the necessary resources for learning at home. In addition, to encourage parents to get	Parental questionnaire in terms of impact at home and also increase in pupils eligible for PP in school.	Julia Kitson	January 2019

To further increase identification of pupils eligible for PP.	Incentives to encourage parents to sign up for pupil premium .	involved in their children's learning, break the cycle of intergenerational deprivation, raise aspirations and expectations.			
To improve learning behaviours of pupils within the classroom, including resilience, self - confidence and emotional regulation for pupils eligible for PP.	KS1 Nurture Provision Learning Mentor – Emotional Literacy Interventions	A short term, structured and focused intervention based on the principles of Theraplay, to support social and emotional wellbeing. To provide support and guidance to help pupils who are experiencing difficulties/barriers to their learning due to social, emotional or behavioural problems.	Impact will be shown through an increase in progress through Boxall assessment. Impact will be measured through NFER emotional Literacy assessment and SNAP B.	Julia Kitson	Termly Review.

TOTAL BUDGETED COST: £139, 789

iii) OTHER PERSONALISED APPROACHES

DESIRED OUTCOME	CHOSEN ACTION	RATIONALE	ENSURING IMPACT	STAFF LEAD	REVIEW DATE
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<p>To improve learning behaviours of pupils within the classroom, including resilience, self-confidence and emotional regulation for pupils eligible for PP.</p>	<p>Resiliency Project with Psychotherapist</p>	<p>A structured intervention built around the skill of resiliency to increase learning behaviours in the classroom.</p>	<p>Impact will be measured using assessment tool from psychotherapist and also number of behavioural incidents from individuals within school.</p>	<p>Julia Kitson</p>	<p>Termly Review</p>
<p>To increase pupil attendance to the national average and reduce persistent absence.</p> <p>To increase parental engagement for pupils within the school.</p>	<p>Attendance Officer to create personalised action plans to support pupils and conduct home visits where appropriate.</p> <p>Taxis to enable pupils to come into school where no transport can be provided from home.</p> <p>Extra-curricular clubs and trips.</p>	<p>To be a key communication link between home and school in order to support parents and increase engagement with attendance.</p> <p>Taxis will ensure all pupils are able to get into school consistently.</p> <p>PP children to have opportunity to experience clubs/activities/residentials to help promote self-esteem and also ensure</p>	<p>Impact will be evident through attendance data.</p>	<p>Julia Kitson</p>	<p>Half-termly review</p>

		they feel part of the school community.			
TOTAL BUDGETED COST:£38,900					

REVIEW OF EXPENDITURE FOR 2017-2018				
i) QUALITY TEACHING FOR ALL				
DESIRED OUTCOME	CHOSEN ACTION	IMPACT	REVIEW	COST
To improve high quality first teaching in KS2	Training for teaching staff.	<p>Raised awareness of QFT strategies and using them to enhance pupil progress of PP children in lessons and books ultimately impacting on pupil outcomes.</p> <p>Peer Reviews took place and self - evaluation of teacher's teaching and learning skills showed some positive elements.</p>	Changing staff in KS2 made this more difficult to embed and the impact only showed some positive elements. External support in ensuring this takes place to a high standard will be required next year.	£575
ii) TARGETED SUPPORT				
DESIRED OUTCOME	CHOSEN ACTION	IMPACT	REVIEW	COST
To improve attainment for all pupils eligible for pupil premium in	Teaching Assistants to provide additional targeted interventions in Reading,	CPD training took place for all TAs in July 2018. The TAs reported a greater awareness of PP funding and the purpose	Although this raised the understanding and priority of PP across all areas of school, a greater impact is required this next	£57,987

Reading, Writing and Maths	Writing and Maths across the school. Study books to be purchased for use at home	for its use. They also reported a better understanding of identifying children. Study book and questions book provided for all PP children in yr 6	academic year in terms of pupil outcomes.	£182
To remove barriers to learning due to social, emotional or behavioural difficulties	A learning mentor to provide support and guidance to pupils at a group and individual level.	38 PP pupils were identified and worked with the learning mentor. NFER Nelson Emotional Literacy Assessment and Intervention is used to measure impact and compare scores before and after. This is completed by the class teacher and the parent/carer. Each child will have an individual programme based on the outcomes of the assessment. The success of the programme can be affected by a child's engagement. September 2016-July 2017: 25 PP referrals: <ul style="list-style-type: none"> • 17/25 pupil emotional literacy improved • 8/25 pupil emotional literacy decreased • 19/25 class teacher emotional literacy assessment improved • 6/25 class teacher emotional literacy assessment decreased received 5 parent checklists: <ul style="list-style-type: none"> • 4/5 improved. • 1/5 decreased 8 children were included in a new programme starting in September 2017. September 2017- July 2018: 13 PP referrals:	The learning mentor's role is to be reviewed in September 2018 to include: Use of more structured programmes for a group of children, with clear start and finish and measure of impact. There will be a reduction in the use of individual bespoke programmes.	£26,695

		<ul style="list-style-type: none"> • 12/13 pupil emotional literacy improved • 1/13 pupil decreased • 11/13 class teacher emotional literacy improved • 2/13 decreased <p>Received 4 parent checklists:</p> <ul style="list-style-type: none"> • 3/4 improved • 1/4 decreased <p>The learning mentor is working with 14 PP on other programmes which include daily check ins; break time and lunch time club; 'volcano in my tummy' and 'angry red beast'.</p>		
To remove barriers to learning and support the learning of English as an additional language	Teaching assistant intervention with a specific EAL focus.	12 pupils were identified and worked with the teaching assistant till Easter 2018.	A review of EAL support is required. To date we have admitted 13 children since September 5 th 2018, who are newly arrived in England. A clear strategy within the school in addition to the PP strategy is required.	£7044
To remove emotional barriers to learning and increase social emotional wellbeing of pupils so they can	Nurture Provision- a short term inclusive, structured and focused intervention based on the principles of Theraplay.	<p>A boxall profile is completed by the parents and class teacher before a child starts in nurture. A review and re-assessment of a child's SEMH needs is carried out every 8 weeks.</p> <p>6 children re-integrated back into their main stream class in September 2018. To</p>	This intervention was successful for at least half of individual pupils and raised further SEND assessments required for others. This will therefore be continued alongside a personalised approach.	£44,331

function within their classroom		date 3 / 6 children are functioning more positively in their classroom. 3 children have required adaptations to their timetable to be able manage, particularly during transition points in the school day.		
iii) OTHER PERSONALISED APPROACHES				
DESIRED OUTCOME	CHOSEN ACTION	IMPACT	REVIEW	COST
To increase Pupil Premium attendance and reduce persistence absence.	Attendance Officer to work alongside key staff to promote attendance, work with families and conduct home visits. Travel taxis to and from school to support safe arrival and on time for the school day. Breakfast club for individuals to support children being in school on time and ready to learn.	38 additional home visits have taken place to pupils eligible for pupil premium. Pupil Premium attendance 3% less than last year, and PA down from 39% to 20% Taxi provided 3 x per week for 1 family between January and July 2018 Taxi provided daily for 1 family between January and July 2018 Taxi provided daily for 1 family from October 2018 to May 2018 Bus ticket purchased for 1 yr 4 child. This had a positive impact on individual children's attendance and punctuality. 8 children supported with a daily place in Breakfast club. This had a positive impact	Weekly analysis by Attendance Officer Analysis shared with all staff every week. Report showing each week summary and change in picture. Attendance Policy Bespoke strategies for identified families Attendance promoted in a weekly assembly with children and attendance figure displayed in classrooms. These will all continue next year to continue building on the success of this year with half termly monitoring of impact with reviews to ensure impact continues.	£18,518 + £10,731 + £3,445

		on individual children's attendance and punctuality.		
To ensure all pupil eligible for pupil premium feel part of the school community	Purchase uniform and equipment where required for pupil premium pupils Payment for planned trips and residential visits	18 children were provided with school uniform 10 children were supported with funding to attend planned trips and residential	A measure of impact for these areas are required next year.	£2000 + £6,377
To provide care, stimulation and socialisation for pupils in school holiday	A school holiday camp	6 children funded across the week to attend some tea time sessions 9 children funded to attend holiday camp at Christmas, Easter and Summer holiday	Parents complete a funding form which asks them how they feel their children would benefit, however a measure of impact is required for next year.	£1279
To remove emotional barriers to learning and increase social emotional wellbeing of pupils so they can function within their classroom	Play Theraplay programme	8 children, eligible for pupil premium, took part in Play Theraplay with a commissioned Play Therapist. The weekly sessions lasted 1 hour for each child over 24-34 weeks. 5 Play Theraplay programmes were completed. For 3 children, there have been discussions with the receiving schools for the children to complete their programme.	Report for individual children provided by Play Therapist Review meeting minutes for individual children, attended by the parent, key staff and Play Therapist.	£26,400
To increase parental engagement and support pupil voice.	Family Support Worker to be a key point of contact for families known to Children's services or requiring support at Level 2 or above.	Taxi provided for 3 families (affecting 5 children) for parents to be able to attend 123 Magic programme over 4 sessions. This supported the families to have a better awareness of positive parenting strategies to use in the home.	2/3 parents reported positively about implementing the strategies in the home and seeing a difference in their child's behaviour.	£18,518

		<p>The Family Support worker attended EHA meetings; obtained voice of the child for meetings; carried out protective behaviours work; completed welfare checks; did regular check ins with key children; 37 PP children were part of this support across the year.</p> <p>33 parents responded to a parent survey in June 2018. 40% of these parents felt they were not involved at all in the support provided for their children. 60% parents felt they were involved. Positive comments included learning being presented through fun, games and projects and having a clear structure. Parents also reported that they were concerned about turnover of staff; punctuality; behaviour and support for the class teacher with the children.</p>	<p>We were unsuccessful in appointing a consistent family support worker to this role. The role was undertaken in the year by different staff members. The approach to supporting families, where level 2 and level 3 work has been identified was reviewed and a different strategy will be implemented for 2018 -2019.</p>	
TOTAL COST: £224,082				

