

Pupil premium strategy statement

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1. Summary information					
School	Exeter A Learning Community School				
Academic Year	2018-2019	Total PP budget	£195000	Date of most recent PP Review	October 2018
Total number of pupils	596	Number of pupils eligible for PP	150	Date for next internal review of this strategy	October 2019

2. Current attainment (End of key stage two 2017-2018)		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths	12%	21.4%
% making progress in reading	32%	35.7%
% making progress in writing	20%	16.1%
% making progress in maths	16%	28.6%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Behaviour in class is poor in some cases an effects learning.
B.	Attendance and lateness to school.
C.	Poor teaching that does not meet the need of the children.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Curriculum understanding and link between school and home (i.e. homework, spellings, reading)
E.	Parental engagement of PP children is generally low.
F.	Children's emotional well being

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	To improve the Writing and Maths outcomes at the end of Key stage 2- SATS results.	Increased percentage of children achieving the end of year expectations.
B.	DA outcomes in Writing and Maths to increase by the end of Key stage 2- SATS results	Increased percentage of children achieving the end of year expectations.

C.	Progress gap for the DA in each key stage is narrowed in Writing and Maths- Cornerstones tests.	Progress between DA and the others has narrowed over 2018-2019.
D.	Incidents of poor behaviour and lack of focus of DA are reduced- Trackit light logs	Reduction in DA behaviour logs.

5. Planned expenditure

Academic year **2018-2019**

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To increase the attainment in writing at the end of Key stage 2.	Introduction of the write stuff programme to improve the quality of the teaching in writing	To embed a consistent and cohesive approach to the teaching of writing across the school.	Tracking the documentation on training for all staff. Monitoring of the implementation. Data monitoring.	JC	June 2019
To improve the quality of teaching across the school.	Lesson study programme to improve the quality first teaching	Teaching across the school is not good and the majority of lessons are less than good.	SLE lead delivery programme. Monitoring of staff, through teacher profiles.	MSS, NB and KC	June 2019
To develop staff understanding of where children are and develop a plan to diminish the difference from the data	Pupil progress meetings and MLT analysis of data.	To track children's progress and gaps in knowledge effectively so that teachers can ensure they teach effectively to increase progress.	Monitoring of data alongside books and lesson observations to ensure they meeting the needs of the children.	JJ, MSS, MS	June 2019
Total budgeted cost					£ 61896.00

ii. Targeted support

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To improve the emotional well-being of DA children, supporting their readiness of learning. In the	Learning mentor support for children with social and emotional barrier to their learning.	Children whose behaviour or wellbeing acts as a barrier to them accessing learning within the classroom environment. Approaches and strategies implemented support them in reducing barriers so they can access	Through the development of case studies and the use of a baseline and follow up assessment using the emotional literacy checklist.	JD, SM	June 2019

To improve the emotional well-being of DA children so that they are able to access learning in the mainstream classroom.	Nurture groups are a short-term, focused intervention for children with particular social, emotional and behavioural difficulties which are creating a barrier to learning within a mainstream class.	Nurture Groups are evidenced as a successful approach from the Education Endowment Foundation as an approach to support SEMH needs. Analysis of the SEN register and Pupil Premium register shows high correlation between PP and SEMH needs. 90% of current Nurture Group children are DA.	Boxall profile and case studies.	JD	June 2019
Total budgeted cost					£46000.00

iii. Other approaches

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
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To improve the attendance of DA children and ensure they arrive at school ready to learn.	Attendance Officer to target persistent absence, lateness and poor attendance (below 96%) alongside the safeguarding team.	Whole school attendance is below the national average of 96%. For the Year 2017-18 DA children's attendance was 91.5% compared to 93.6% for non-DA children at Exeter. There is a strong correlation between attendance and safeguarding issues.	Monitoring of attendance data Case studies	KL, SM, JD	June 2019
To ensure the school have a consistent and effective approach to monitoring behaviour that reduces the incidents and ensures all children remain in lessons.	Introduction of a whole school behaviour system through the use of Trackit Lights. Positive Intervention Plans to be used to support individual high needs pupils with behaviour plans.	Behaviour is managed in school inconsistently which results in loss of learning time. Exclusions for DA children are higher than for pupils who are not DA 2017-2018 42 exclusions with 38 being related PP, 2018-2019 6 exclusions all PP.	Trackit lights Reports Case Studies	JD and MS	June 2019
To improve well being for DA children who are also known to Social Care or Early Help.	Safeguarding Team (including Learning Mentor Attendance Officer and DSLs) to have oversight these children to liaise with families and external agencies.	68% of the current safeguarding caseload are children who are DA. 61% of children currently recorded as Red or Amber (children of concern, including those known to social care) are DA. 8 out the 9 current open EHAs are for DA children. To promote the effective communication between agencies to promote positive outcomes for children.	My concern reports Trackit lights reports Case Studies.	JD and SM	June 2019
To improve the attendance of DA children in school and improve outcomes.	Free breakfast clubs and after school clubs.	Children with poor attendance can often be supported with a different arrangement of the day allowing them a settled start to their day.	Monitoring of behaviour records and outcomes for children accessing breakfast club.	MSS	June 2019
Total budgeted cost					£45,000

6. Review of expenditure																
Previous Academic Year		2018-2019														
i. Quality of teaching for all																
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost												
To increase the attainment in writing at the end of Key stage 2.	Introduction of the write stuff programme to improve the quality of the teaching in writing	End of Key stage 2 is 48%- PP 25%	<ul style="list-style-type: none"> Increase the opportunities that children have to write with complete independence across the school. 	£5000												
To improve the quality of teaching across the school.	Lesson study programme to improve the quality first teaching	Teaching has improved from 12.5% being good to 79% good.	<ul style="list-style-type: none"> The approach was effective and we plan to increase this offer further over the coming year with increased SLE capacity. 	£46800												
To develop staff understanding of where children are and develop a plan to diminish the difference from the data	Pupil progress meetings and MLT analysis of data.	<table border="1"> <thead> <tr> <th></th> <th>17/18</th> <th>18/19</th> </tr> </thead> <tbody> <tr> <td>Writing</td> <td>25%</td> <td>25%</td> </tr> <tr> <td>Reading</td> <td>24%</td> <td>32%</td> </tr> <tr> <td>Maths</td> <td>14%</td> <td>32%</td> </tr> </tbody> </table>		17/18	18/19	Writing	25%	25%	Reading	24%	32%	Maths	14%	32%	<ul style="list-style-type: none"> Not enough focus has been put on the data of the PP children and how they are being targeted in class. This will form the basis of all data and year group meetings next year and children will be identified on plans and meeting notes. 	£10000
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Writing	25%	25%														
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Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost												
To improve the emotional well-being of DA children, supporting their readiness of learning. In the classroom.	Learning mentor support for children with social and emotional barrier to their learning.	The Learning Mentor has worked with 56 DA children this year in different capacities (e.g. specific programmes (21), check ins (18), Breakfast Club (5), transition work (23) and bespoke work to situations at the arise (2). Of the 21 children who accessed specific programmes, 18 have completed interventions. 17 of these made	<ul style="list-style-type: none"> The Emotional Literacy checklist used to measure impact shows that specific programmes have a positive impact on children's emotional well-being. <p>Other interventions e.g. transition support, and breakfast club have a positive impact on the experiences and behaviour of children in school.</p>	£16000												
To improve the emotional well-being of DA children so that they are able to access learning in the mainstream classroom.	Nurture groups are a short-term, focused intervention for children with particular social, emotional and behavioural difficulties	Boxalls evidence an improvement in emotional well-being for pupils within the Nurture Group. Appropriate provision for these pupils has resulted the reduction of disruptive incidents, which has supported a positive learning climate for all pupils.	<ul style="list-style-type: none"> Approach to continue. Transition for pupils out of the Nurture Group must be well planned and robust to support a long-term impact. 	£30000												
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Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
To improve the attendance of DA children and ensure they arrive at school ready to learn.	Attendance Officer to target persistent absence, lateness and poor attendance (below 96%) alongside the safeguarding	2017-2018- Non PP 93.5% PP 91.8% 2018-2019- Non PP 94% PP 92.3% Case studies: 1- 2018- 87% 2019-95.2 2- 2018- 86.7% 2019- 96.1%	The school need to allow dedicated time to the attendance officer to act specifically with PP children.	£12000
To ensure the school have a consistent and effective approach to monitoring behaviour.	Introduction of a whole school behaviour system through the use of Track it Lights. Positive Intervention Plans in place.	Trackit Lights is used by all staff. Reports show a reduction in 'incidents' from March to May (185 to 159). 21 children are on PIPs (13 of which are DA). Incidents have decreased and where they occur they are managed well.	Consistency is required across the school and within year groups in the recording of 'strength' behaviours, concerns and needs work incidents. Work is required on what constitutes a red incident as current recording over inflates the number of incidents that have occurred.	£1500
To improve well being for DA children who are also known to Social Care or Early Help.	Safeguarding Team (including Learning Mentor Attendance Officer and DSLs) to have oversight these children to liaise with	DA children are safe and procedures are rigorous in school. Children are RAB rated and followed up on by a lead person in the safeguarding team.	The school needs to look at the structure of the SG team going forward and plan for a sustainable structure going forward with SG, inclusion and attendance leads.	£30000
To improve the attendance of DA children in school and improve outcomes.	Free breakfast clubs and after school clubs.	2017-2018- Non PP 93.5% PP 91.8% 2018-2019- Non PP 94% PP 92.3% Case studies: 1- 2018- 87% 2019-95.2 2018- 86.7% 2019- 96.1%	The school need to allow dedicated time to the attendance officer to act specifically with PP children. Proportion of PP funding to be allocated to attendance officer to carry out this work.	£2000

7. Additional detail

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