



Inspiring Futures  
Through Learning

## Pupil Premium Strategy

Proposed Strategy for 2019-2020

Review of Strategy for 2019-2020

*We believe that all disadvantaged pupils should thrive and flourish within our schools. High expectations and high quality teaching and learning opportunities are a right of all our pupils of all abilities, and we can utilise pupil premium funding effectively to ensure our pupils needs are met and they make accelerated progress. We value the importance of understanding the vulnerability amongst some of our pupils, focusing on the development of the whole child when planning both whole school and personalised provision which widens their experiences.*

## Our School Ethos for Pupil Premium

At Exeter, are committed to supporting improved outcomes for our disadvantaged pupils. In order to help our disadvantaged pupils overcome their barriers to learning and be happy and successful at Exeter and in their future lives, we are guided by the following principles:

We have a whole school ethos of **aspiration and attainment for all pupils** and encourage all staff to convey positive and optimistic messages to our disadvantaged pupils.

We have **high expectations of everyone, from everyone** and avoid stereotyping disadvantaged pupils as all facing the same barriers to learning or having less potential to succeed.

We promote the power of **positive, growth mindsets** in our disadvantaged pupils to help inspire them to see and strive to meet their full potential.

We have an **unerring focus on the quality of teaching and learning** in order to meet the needs of all our pupils.

We ensure that **personalised provision** is in place for children who are Pupil Premium-eligible and have their barriers for learning identified and educational needs accurately assessed and met.

We **utilise evidence** (especially the Education Endowment Foundation Toolkit) to decide which strategies are likely to be most effective in overcoming the barriers to learning.

We **deploy staff effectively** to work with pupils who need the most support and training is provided where this is necessary to support pupils' learning.

We have systems in place which carefully monitor, manage and **support good behaviour and attendance** for all our pupils. If poor attendance is an issue, this is addressed as a priority.

Our teachers and leaders **collect, analyse and use data** to identify pupils' learning needs and review progress regularly. Underperformance is addressed rapidly through additional support and interventions.

Every effort is made to **engage and empower parents and carers** in the education and progress of their child.

We believe in creating opportunities for our Pupil Premium-eligible children through extra-curricular activities and additional classroom or school-wide roles and responsibilities to **promote a sense of belonging and connectedness** in our school.

We aim to instil **an enduring passion for learning** in all our pupils by providing a strong grounding in English and mathematics and a broad base of skills and knowledge acquired across our rich and varied curriculum.

## Our School Approach for Pupil Premium

### How is the funding used?

Exeter seeks to ensure the effectiveness of its use of the Pupil Premium. We recognise that barriers to achievement take a variety of forms and look for individual ways to support each child to achieve their very best. We do this by offering our children a wide range of opportunities and ensuring that these are accessible for everyone. We work with our families and colleagues to make sure everyone has high aspirations for all pupils. We ensure pupil premium children are well represented and have a voice on our school council. In addition, we make use of educational research such as The Sutton Trust-EEF Teaching and Learning Toolkit, to guide us on how best to use the school's resources to improve the attainment of disadvantaged pupils.

### What support do we offer?

#### Enriching the Curriculum

- Whole school and year group inspiration days
- Subsidised class trips
- Free and subsidised places at breakfast
- Free places given to after school enrichment clubs
- Use of specialist staff: PE coaches

#### Targeted Support

- Tailoring each intervention to suit each child
- Reading Support teacher (reading recovery style)
- Small group support
- Booster groups
- 1:1 tuition for able and underperforming pupils
- Speech and Language support
- English as an additional language
- Use of high quality IT hardware and software

#### Well-being Support

- Safeguarding Lead/ Family worker
- Learning Mentors
- Attendance officer
- Theraplay
- Nurture group

#### Staff Training

- Regular staff training e.g. Speech and Language training
- Lesson study bespoke programmes

**Extending School Support**

- Subsidised Year 6 school journey
- Subsidised music support
- Free/ subsidised after school club and breakfast club places
- PE competitions

**Parental Engagement**

- Phonic work shops
- Reading and Maths workshops in KS1 and KS2
- Impact workshops
- Resilience workshops
- Internet safety workshops

In light of the June 2019 update from the DFE on the website information regarding Pupil Premium Funding and Accountability for Schools, IFTL schools have started to consider a multi-year strategy covering a three- year period with light touch annual reviews resulting in a comprehensive review every three years in order to embed consistency and align this with the wider school improvement strategy.

Strategic Vision: Long Term Desired Outcomes	
<p><b>Three-year Outcomes:</b>            To close the gap of progress between the DA and the others.            To reduce the PA of the DA children to be in line with national figures.            DA children to show high levels of engagement in lessons.            DA children to have red incidents in line with the others.</p>	<p><b>Link to SDP:</b>            Improved outcomes for DA children</p>
<p><b>Impact Towards Long Term Outcomes 2019-2020</b>            To increase the attainment of the DA children by 5% in KS2 and KS1 in R,W and M.            To increase the progress of DA by 5% in all year groups in R, W and M.            To reduce the PA of DA children by half.            Red incidents to be no more than 5% above the others</p>	
<p><b>Impact Towards Long Term Outcomes 2020-2021</b>            To increase the attainment of the DA children by 5% (from the end of 2020 results) in KS2 and KS1 in R,W and M.            To increase the progress of DA by 5% (from the end of 2020 results) in all year groups in R, W and M.            To reduce the PA of DA children by half from the end of 2020 %.            Red incidents to be in line with the others.</p>	
<p><b>Impact Towards Long Term Outcomes 2021-2022</b></p>	

## Summary information

<b>School</b>	Exeter A Learning Community				
<b>Academic Year</b>	2019-2020	<b>Total PP budget</b>	£195000	<b>Date of most recent PP Review</b>	October 2018
<b>Total number of pupils</b>	514	<b>Number of pupils eligible for PP</b>	150	<b>Date for next internal review of this strategy</b>	October 2019

To increase the attainment of the DA children by 5% (from the end of 2021 results) in KS2 and KS1 in R,W and M.  
To increase the progress of DA by 5% (from the end of 2021 results) in all year groups in R, W and M.  
To reduce the PA of DA children by half from the end of 2021 %.  
Red incidents to remain in line with the others

## Current attainment

	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
<b>% achieving in reading, writing and maths</b>	17.9%	44%
<b>% making progress in reading</b>	32%	44%
<b>% making progress in writing</b>	25%	64 %
<b>% making progress in maths</b>	32%	63%

## Barriers to future attainment

### In-school barriers

<b>A.</b>	PA and lateness to school is too high and effects 50% of DA children
<b>B.</b>	Low level behaviour in class effects learning.
<b>C.</b>	Children have gaps in knowledge and skills due to previous poor and inadequate teaching.

### External barriers

<b>D.</b>	Curriculum understanding and link between school and home (i.e. homework, spellings, reading) Parental engagement of PP children is generally low. Children's emotional well being is low and children have poor levels of resilience.
<b>E.</b>	Speaking, listening and understanding skills are lower for DA pupils than for other pupils. This slows reading and writing progress in subsequent years.

## Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	To improve the PA of the DA children	To have a 15% decrease in the PA of DA children across the school
<b>B.</b>	To improve the quality of Teaching and Learning to be consistently good in all classes	Data, Books and lesson observations to show children make good progress as a result of good teaching
<b>C.</b>	To improve the outcomes of the DA by 5% in R, W and M	Data shows a 5% increase in outcomes for DA from the end of the previous year group (cornerstones data)
<b>D.</b>	To improve children's readiness to learn and well being	Low level behaviour logs are reduced and DA children are engaged in lessons.
<b>E.</b>	Improve speaking, listening and understanding skills for DA pupils.	Assessments show that children make rapid progress in intervention.

#### Planned expenditure for 2019-2020

Academic year					
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 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. EEF research supports good teaching as the best way to improve attainment.	SLE lead delivery programme. Monitoring of staff, through teacher profiles.	MSS, NB, KC, SA and KO	July 2020
To enhance the MLT's understanding of the use of data to track where children are and develop a plan to diminish the difference from the data.	Development of MLT in the tracking of children's data and delivery of interventions programmes	To track children's progress and gaps in knowledge effectively so that teachers can ensure they teach effectively to increase progress and SLT/MLT have a clear understanding of the progress of the DA.	Monitoring of data alongside books, lesson observations and pupil progress meetings to ensure they meeting the needs of the children.	JJ, MSS, NB	July 2020
To diminish the difference in progress and attainment between the DA and the others	SLT to track the small steps of progress and gaps in knowledge to hold leaders and teachers to account	To ensure the SLT have a sound understanding of the progress of this group of children and have clarity around what support/interventions are best placed to support them and the quality in which they are delivered.	Monitoring of data, books, pupil voice and lesson observations.	JD, JJ, MSS, NB	July 2020
<b>Total budgeted cost</b>					£105,000

## 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 receptive and expressive language skills of DA children.	Development of specialist teaching assistants for Speech and Language and targeted intervention	There is a high correlation between DA children and SEN with the primary need of CI (40%). Communication Trust research highlights the link between deprivation and low levels of language and language delays.	Monitoring of interventions. Baseline assessments and ongoing assessments to monitor impact.	JD	July 2020
To improve the emotional well-being of DA children so that they are able to access learning in the mainstream classroom.	Nurture Group Breakfast Club	Nurture Groups are evidenced as a successful approach by 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.  Breakfast club to promote readiness for learning.	Baseline assessments and ongoing assessments to monitor impact. Monitoring of the quality of provision. Staff CPD.  Pupil voice	JD MH	July 2020
To promote positive attitudes to behaviour and learning in Year 6.	Year 6 common Room	To promote positive attitudes to learning in Year 6 through additional responsibility.	Pupil voice, Trackit Lights to monitor behaviour.	JD, HM	July 2020
To close the gaps identified for pupils from data analysis.	TA/Cover Supervisor led interventions	To support 5% increase in outcomes for R, W and M.	SLT monitoring, book looks and lesson observations.	MSS, JD, JJ	July 2020
To improve the well-being of DA children through targeted support.	Learning mentor support	Some DA children require bespoke support to remove barriers to learning. High correlation between DA and safeguarding needs. EEF advises that teaching support is most likely to be effective when targeted alongside wider work around behaviour.	Emotional literacy assessments to measure improvement from the baseline. Monitoring of interventions.	SM JD	July 2020
<b>Total budgeted cost</b>					£40,000

## 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 ?
To improve the attendance of the DA children	To use a minibus service to collect PA	Hard to reach families find attending school difficult and lack the organisation and the	Through the monitoring of the attendance of DA children.	KL and MS	July 2020

	children from homes to be in school on time.	mental well-being to get children in to school on time and regularly. EEF advises that teaching support is most likely to be effective when targeted alongside wider work around attendance.			
To improve the attendance of the DA children	Monitoring of attendance/implementation of bespoke strategies	The attendance officer ensures that families are supported and challenged in to getting attendance improved and are held to account for poor attendance.	Improved attendance figures.	KL and JD	July 2020
<b>Total budgeted cost</b>					£40,000

### Review of expenditure

Previous Academic Year

2018-2019

#### i. Quality of teaching for all

Desired outcome	Chosen action/approach	Impact:	Lessons learned:	Cost

#### ii. Targeted support

Desired outcome	Chosen action/approach	Impact:	Lessons learned:	Cost

#### iii. Other approaches



Desired outcome	Chosen action/approach	Impact:	Lessons learned:	Cost