



Inspiring Futures
Through Learning

Exeter a learning community
Pupil Premium Strategy Statement 2020-21

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 workshops
- 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>Three-year Outcomes: 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>Link to SDP: Improved outcomes for DA children</p>
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Impact Towards Long Term Outcomes 2019-2020
 To increase the attainment of the DA children by 5% in KS2 and KS1 in R,W and M.- Post Covid-19 we have not got end of year data to show this. In Spring 2020, 18.9% of DA children achieved combined (compared to 17.9% at the end of the previous academic year).
 To increase the progress of DA by 5% in all year groups in R, W and M. Post Covid-19 we have not got end of year data to show this.
 To reduce the PA of DA children by half: At the end of February 2020, 28 children were identified as disadvantaged and persistently absent. This is compared to February 2019 when 54 children were identified as disadvantaged and persistently absent. This is a reduction of 48%.
 Red incidents for DA children to be no more than 5% above that of non DA children: Disadvantaged children account for 40% of the red incidents from September 2019 – February 2020 and Non-disadvantaged account for 60% of the incidents over the time frame. This means that DA incidents are lower than non DA, however our DA children show the most challenging needs in relation to their behaviour.

Impact Towards Long Term Outcomes 2020-2021
 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.

Summary information

School	Exeter A Learning Community				
Academic Year	2020-2021	Total PP budget	£195025	Date of most recent PP Review	October 2019
Total number of pupils	520	Number of pupils eligible for PP	145	Date for next internal review of this strategy	October 2021

Impact Towards Long Term Outcomes 2021-2022

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 2020 (18% of DA children considered PA in March 2020).
 Red incidents for DA to remain in line with non-DA children.

Current Attainment (Spring 2020)

	Reception*		Year 1		Year 2		Year 3		Year 4		Year 5		Year 6	
	DA	Non-DA	DA	Non-DA	DA	Non-DA	DA	Non-DA	DA	Non-DA	DA	Non-DA	DA	Non-DA
Reading	27%		50	45	26	33	25	54	43	51	50	54	42	45
Writing	36%		27	44	16	31	10	42	19	35	27	44	21	37
Maths	54%		44	38	19	39	20	60	29	60	59	60	27	57

*% at expected for their age bracket (Dec 2019)

Barriers to future attainment

In-school barriers

A.	PA and lateness to school is too high and effects 18% of DA children
B.	Quality of teaching is not always consistently good
C.	Children have gaps in knowledge and skills due to previous poor and inadequate teaching.

External barriers

D.	Children's emotional wellbeing is low and children have poor levels of resilience.
E.	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>
A.	To improve the PA of the DA children	To have a 10% decrease in the PA of DA children across the school
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
C.	To improve the outcomes of the DA by 5% in R, W and M	Data shows a 5% increase in outcomes for DA form the end of the previous year group (cornerstones data)
D.	To improve children's readiness to learn and well being	Low level behaviour logs are reduced and DA children are engaged in lessons.
E.	Improve speaking, listening and understanding skills for DA pupils.	Assessments show that children make rapid progress in intervention.

Planned expenditure for 2020-2021

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 consistently imbed the quality of teaching across the school and refine the skills of teachers and adapt to the needs of their children.	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.	MLT and SLT lead delivery programme. Monitoring of staff, through teacher profiles.	MSS, JE and MLT	July 2021
To develop MLT's understanding of the use of data to track where children so they can lead their team to develop a plan that is sharp enough to diminish the difference	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. Live modelling, phase meeting challenge.	JJ, MSS, JE and MLT	July 2021
To diminish the difference in progress and attainment between the DA and the others	SLT and MLT to track the small steps of progress and gaps in knowledge to develop the curriculum offer each term.	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, JE	July 2021
Total budgeted cost					£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 through targeted intervention and quality first teaching strategies.	Specialist teaching assistants to run interventions targeted SALT needs. Specialist teaching	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 2021
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 Theraplay - all staff to attend 2 day training to acquire strategies to support the emotional well-being of DA pupils	Analysis of the SEN register and Pupil Premium register shows high correlation between PP and SEMH needs. Nurture Groups are evidenced as a successful approach by the Education Endowment Foundation as an approach to support SEMH needs. The Nurture Group has been previously identified as a successful intervention for Exeter pupils. 90% of the previous Nurture Group cohort were DA children. 85% of the children identified for 2020-21 are DA	Baseline assessments and ongoing assessments to monitor impact. Monitoring of the quality of provision. Staff CPD. Pupil voice	JD SN	July 2021
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 2021
To improve the well-being of DA children through targeted support.	Learning mentor support - personalised interventions e.g. protective behaviours	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 2021
Total budgeted cost					£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 children from homes	Hard to reach families find attending school difficult and lack the organisation and the mental well-being to get children in to school on time and regularly. EEF advises that	Through the monitoring of the attendance of DA children.	KL, JD, MS	July 2021

	to be in school on time.	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. Proven impact of this approach over academic year 2019-20.	Improved attendance figures.	KL, JD, MS	July 2021
Total budgeted cost					£40,000

Review of expenditure

Previous Academic Year

2019-2020

i. Quality of teaching for all

Desired outcome	Chosen action/approach	Impact:	Lessons learned:	Cost £105,000
To improve the quality of teaching across the school.	Lesson study programme to improve the quality first teaching	Core subjects have a clear expectation and progression of skills that all staff understand. Lessons are targeted focussed at the children gaps in knowledge and understanding.	Non-core needs the same expectations. Live modelling needs to be introduced to support fast paced development of teaching that needs refining.	
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	Pupil progress meetings are led by SLT with MLT sharing data outcomes and the plans they have made. MLT now use their data to share with SLT the progress of the cohort and what the gaps are across the year group.	Clear expectation on what each member of the MLT needs to bring to the pupil progress meeting with expectations of how it should be presented to ensure consistency in knowledge and data sharing.	
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	Due to COVID 19 we do not have full stats on this and it will have to move forward to 2020-21 as a target area.		

ii. Targeted support

Desired outcome	Chosen action/approach	Impact:	Lessons learned:	Cost £40,000
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<p>To improve receptive and expressive language skills of DA children.</p>	<p>Development of specialist teaching assistants for Speech and Language and targeted intervention programmes.</p>	<p>Two teaching assistants trained and completed Level 3 Supporting Language and Learning for 5-11s (Elkan) in April 2020. Limited impact on pupil progress due to school closures – Covid 19, however evidence of staff confidence increasing.</p> <p>TA's who accessed the training reported increased confidence in identifying children in need of support and in giving advice to teachers.</p>	<p>Need to develop further capacity for language support within other teams within the school to further enhance pupil progress. Trained staff to share their expertise with colleagues. Develop SALT knowledge and capacity in Nursery team through NHS SALT and SEN lead. NHS SALT to be commissioned to provide support for children and staff training.</p>	
<p>To improve the emotional well-being of DA children so that they are able to access learning in the mainstream classroom.</p>	<p>Nurture Group Breakfast Club (and after school provision)</p>	<p>Nurture group continues to have a positive impact. 10/11 children within the Nurture Group show improved Boxall scores over this academic year.</p> <p>In school breakfast club provides a positive start to the day for vulnerable pupils, increases engagement and reduced behaviour issues.</p> <p>Wrap around care offered to LAC children to support with social opportunities and friendship. Positive feedback given.</p>	<p>Ensure Nurture Group practices and principles are shared with class teachers to ensure consistency of approach.</p> <p>Develop the wider curriculum within the Nurture Group to support academic progress.</p> <p>Breakfast club to be continued.</p>	
<p>To promote positive attitudes to behaviour and learning in Year 6.</p>	<p>Year 6 common Room</p>	<p>Significant improvements in Trackit Light data for Y6 cohort from Y5/6. Improved climate for learning evidenced through deep dives and pupil voice. Pupil voice shows they value the common room.</p>	<p>Continue to develop this approach for the Year 5 cohort to foster a sense of responsibility as they move into Year 6. Children to be given greater access to the Common Room at Lunchtime and access to additional resources. Integrate the common room into the whole school behaviour system for Year 6.</p>	
<p>To close the gaps identified for pupils from data analysis.</p>	<p>TA/Cover Supervisor led interventions</p>	<p>End of year data is not available for this due to COVID 19.</p>	<p>This will be a focus for 2020-21.</p>	
<p>To improve the well-being of DA children through targeted support.</p>	<p>Learning mentor support</p>	<p>Personalised well-being programmes have been implemented for pupils and assessed on the emotional literacy checklist. 3 out of 4 children showed an increased score at the end of the intervention. 5 children had incomplete interventions due to Covid 19.</p> <p>The GO Group (Growing Optimism) was established for Year 5. Only one group was able to commence due to Covid 19 – Data</p>	<p>Personalised support and GO Group to continue.. Learning mentor role to be developed to include to support families through the EHA process..</p>	

24 children accessed check ins with the learning mentor and 13 children accessed breakfast or lunch club.

4 children accessed one off work e.g. PANTS work.

iii. Other approaches

Desired outcome	Chosen action/approach	Impact:	Lessons learned:	Cost £40,000
To improve the attendance of the DA children	To use a minibus service to collect PA children from homes to be in school on time.	<p>Out of the 11 PP children on the bus: 3/11 would be PA at the time of school closure March 2020 compared to 6/11 in March 2019. 7/11 would have been PA at the end of school year 2018/2019. DA (11 chn) attendance March 2019 – 83.1% - March 2020 – 90.6%</p> <p>All children on bus showed average increase of 6.3% for all children on the bus (14 chn) compared to last year.</p>	<p>Good attendance habits are not yet embedded and further time is needed to work with some families to embed expectations around good attendance. This requires further partnership working and support. The minibus provides flexibility to support these families as well as those who face transport barriers in getting their child to school due to living across the Corby area.</p>	
To improve the attendance of the DA children	Monitoring of attendance/implementation of bespoke strategies	<p>Figures provided are up to Feb 2020 due to Covid 19 school closures.</p> <p>Attendance over time is improving for all groups e.g. DA 2018-19 Feb – 91.9% / 2019-20 – 94.1%</p> <p>There has been a reduction numbers of PA children who are DA as a result of targeted work (figures taken to the end of February from all years for comparison): 2017-18: 57 2018 – 19: 54 2019 – 20: 28</p>	<p>Persistent absence requires a persistent and long term approach that will continue next year. 5 families (10 children) continue to be identified as persistently absent despite support and bespoke approaches.</p> <p>Expectations around good attendance to be shared with new parents as part of the transition to Foundation Stage 2.</p>	