



## Exeter a Learning Community

### Pupil Premium Strategy Statement 2021 to 2024 for the Year 2022-23, including review.

*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.*

## 1.0 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 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.

## 2.0 School Contextual Overview

Exeter a learning community			
Academic Year	2021 to 2022	2022 to 2023	2023 to 2024
Number of Pupils in school	445 (FS2 – Y6)	464 (FS2 – Y6)	
Number and Proportion of disadvantaged pupils	146 / 32%	143 / 30%	
Total Pupil premium allocation (£)	£160,055	£227, 140	
Academic year or years covered by statement	September 2021 to July 2024		
Publish date	September 2021	September 2022	September 2023
Review date	July 2022	July 2023	July 2024
Statement authorised by	Head of School	Head of School	
Pupil Premium lead	Jennifer Doherty	Jennifer Doherty	
Governor Pupil Premium lead	Liz Adamson	Jez Lindsay	Jez Lindsay

## 3.0 Strategic Vision: Long Term Desired Priority and Outcomes

Three-year Priorities:	End of three year outcomes:	Link(s) to SDP:
Attainment and progress	To close the attainment between disadvantaged and the non-disadvantaged at both expected and greater depth through accelerated progress.	Links to SDP 2021-2 Areas 1, 2, 3 & 4
Phonics		
Persistent absence	To increase rates of phonics progress to ensure that all children leave year 1 as accurate and fluent readers.	
Engagement and social and emotional needs	To reduce the levels of persistent absence for disadvantaged children and to maintain these improvements to over-time.	
Cultural capital		

	<p>To support disadvantaged pupils with their social and emotional needs to ensure that the response is swift, appropriate and effective, therefore leading to a reduction in incidents.</p> <p>To provide high quality enrichment activities to ensure the breadth of the curriculum offer, which equips pupils with the knowledge and cultural capital they need to succeed in life.</p>	
<b>Planned Impact/ Targets Towards Long Term Outcomes 2022-2023</b> <p>To increase the attainment of disadvantaged children by 5% (from the end of 2022 results) in KS2 and KS1 in reading, writing and maths through accelerating progress.</p> <p>To ensure that all children year 1 children leave year 1, and year 2 re-takes, leave KS1 as fluent and confident readers.</p> <p>To reduce rates of persistent absence for disadvantaged children so they are in line with national figures and maintain this improvement.</p> <p>To increase the engagement of disadvantaged children in learning, evidenced through a reduction in incident recording.</p>		
<b>Planned Impact/ Targets Towards Long Term Outcomes 2023-2024</b> <i>Left Blank</i>		

## 4.0 Pupil Outcomes

Disadvantaged Pupil Performance Overview											
			2019 (last year of reported data)			2022			2023		
End of KS2			DA	Non-DA	Diff	DA	Non-DA	Diff	DA	Non-DA	Diff
	Combined	Expected	17.9%	43.5%	25.6%	23%	64%	-28%			
		Greater Depth	0%	0%	0%	0%	0%	0%			

	Reading	Expected	32.1%	43.5%	11.4%	48%	76%	-28%			
		Greater Depth	3.6%	15.2%	11.6%	13%	22%	-9%			
	Writing	Expected	25%	61.7%	36.7%	39%	69%	-30%			
		Greater Depth	0%	0%	0%	0%	0%	0%			
	Maths	Expected	32.1%	63%	30.9%	32%	73%	-41%			
		Greater Depth	0%	13%	13%	0%	18%	-18%			

Disadvantaged Pupil Performance Overview											
			2019 (last year of reported data)			2022			2023		
			DA	Non-DA	Diff	DA	Non-DA	Diff	DA	Non-DA	Diff
End of KS1	Reading	Expected	31.3%	49.1%	-17.8%	45.5%	48.6%	-3.1%	1		
		Greater Depth	6.3%	3.5%	+2.8%	4.5%	2.7%	+1.8%			
	Writing	Expected	12.5%	31.6%	-19.1%	27.3%	35.1%	-7.8%			
		Greater Depth	0%	0%	0%	0%	0%	NA			
	Maths	Expected	25%	49.1%	-24.1%	50%	54.1%	-4.1%			
		Greater Depth	6.3%	5.2%	1.1%	4.5%	16.2%	-11.7%			
	Phonics Year 2		100%	66.6%	+ 33.4%	90.9% (20/22)	97.3% (36/37)	-6.39%			
End of Year 1	Phonics Year 1		50%	83.6%	33.6%	66.67% (16/24)	68.75 (22/32)	- 2.08%			
End of EYFS	GLD		45%	79%	-34%	14%	53%	-39%			

## 2022 to 2023:

### 5.0 Our School Approaches to achieve our Pupil Premium Aims and Outcomes in 2022 to 2023

#### **Approach A: Teaching and professional development for teachers (to support and improve teaching and learning)**

- Weekly CPD for class teachers via the CPD schedule and bespoke and personalised support, for example through the use of lesson studies and regular typicality. All forms of monitoring are recorded on the Progress Teaching Tool and this is analysed weekly in SLT meetings to identify whole school patterns and trends where support may be needed. This information is also shared with the middle leadership team.
- Staff have received further training on Cognitive Load Theory. This was delivered to all classroom-based staff on 02.09.2022. This approach was further developed over the course of 2021-22 and has supported the basis of our curriculum design through the use of a consistent approach to flashbacks and knowledge organisers to aid memory and reduce cognitive overload.
- Staff in FS2, Years 1 and 2 have received training via online sessions for the Mastery Number maths programme. This programme supports the basic recall and application of maths in short 5-10 daily block, taught discreetly from the Maths lesson. This builds on fluency and development of long-term memory of key mathematical number bonds and fact families.
- All classroom-based staff received Read, Write Inc. CPD on 01.09.2022. A consistent approach to phonics forms a fundamental part of our approach to the teaching of children to read and it is also important to the reduction of cognitive load so that children can focus on the phonics teaching. Within the year 2021-22, staff have been supported through lesson study approaches and coaching and modelling. Pupil Premium funding will be used to purchase the Phonics Hub. This approach will continue into 2022-23.
- 2022-23 will see the introduction of direct approaches to support pupil premium at Exeter through the document, 'What is different for a Pupil Premium Child at Exeter?', which will be based upon research based evidence on what works for pupil premium; for example, high quality feedback.
- In addition, staff have received training in the importance of feedback to support pupil's learning and a new Feedback Policy is being implemented for 2022.
- Ongoing CPD will be provided for support staff to align with whole school and subject specific priorities.

#### **Approach B: Academic support (targeted academic support – whole school, group and personalised)**

- Phonics and the teaching of early reading forms a fundamental part of this 2021-24 strategy. An identified member of the support staff team has been trained to deliver phonics on a 1:1 basis within Key Stage 1. Where required, Key Stage 2 pupils will continue to have access to phonics support, either through RWI or the Fresh Start materials.
- The use of high-quality literature will continue to form part of this pupil premium strategy. High quality texts that provide insights into different cultures and traditions as well as SMSC issues have been well-planned for across the school. This has promoted engagement and a love of literature in the school which needs to continue.
- Our Pupil Progress Meeting processes have been revised for the year 2022-23 to provide a scaffold for class teachers to identify and report on gaps in data so that appropriate actions can be planned and taken.
- Gaps and learning and next steps will be used to form targeted teaching groups in Year 6. The cohort will be split into smaller, targeted groups for core subjects on a daily basis.

**Approach C: Wider approaches (support to overcome non-academic barriers including attendance, social and emotional support, behaviour, parental/ carer engagement and extended school provision).**

- Approaches will continue to be implemented to develop the emotional literacy and development of our pupils. The Zones of Regulation have been trialled within particular classes in school and these will now be rolled out to all classes within the academic year 2022-23. This will provide children and adults with consistent language to talk about feelings and behaviour. In addition, the use of Restorative Approaches have also been trialled in 2021-22 and again, this approach will be adopted within the whole school in the year 2022-23. The Nurture Group will continue to provide social and emotional support to Exeter pupils, including the use of Forest School activities.
- The staff team have received training on the above approaches (Zones of Regulation and Restorative Approaches) as well as attachment informed practice. This will now form part of the induction process for new staff. A new Behaviour and Relationships Policy has been written which encompasses these approaches.
- Ongoing support for attendance will be provided via the use of a dedicated attendance officer. Transport will be provided for short term support where attendance is a barrier to learning.
- Breakfast and after-school club provision will be used to continue to be used to support our pupils who require this additional support.
- A focus will be given to parent engagement, with the curriculum planned to include parent engagement activities at the end of each term. Parental engagement will be captured, especially for pupil premium pupils and reasons for non-engagement explored. Parents are also invited to attend termly celebration awards and special events e.g. Christmas performances.
- Access to a wider range of enrichment activities will also be provided for pupil premium pupils to enhance cultural capital, including access to clubs and special activities such as work with local artists. Access to educational visits will also continue to be subsidised for pupil premium pupils as appropriate.

## **6.0 Strategy Approaches for disadvantaged pupils 2022 to 2023**

### **6.1 Research – led evidence and rationale for approaches**

**Approach A: Teaching and professional development for teachers (to support and improve teaching and learning).**

The Education Endowment Foundation research states that, “Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils,” therefore this is the primary focus of our pupil premium strategy (Education Endowment Foundation, 2019). The focus of the strategy will be on continuing to develop teacher knowledge and expertise to provide the very best quality teaching, due to DATA drawing on evidence and research referenced below:

A1) Staff training on Cognitive Load Theory and working memory. There is a link between disadvantage and poor cognitive skills, meaning we must train teachers in how to support pupils’ learning needs in this area. “Using a structural equation modelling (SEM) approach, we show that children living in poverty



have significantly lower cognitive test scores, even after controlling for a wide range of background characteristics and parental investment, and that the legacy of persistent poverty in their early years is a cumulative negative effect on their cognitive development.” (Popli, 2015)

A2) Use of lesson studies<sup>1</sup> to develop teacher practice – The Education Endowment Foundation (EEF) has identified that teachers within any school are best placed to share expertise and knowledge to enhance the quality of teaching: “We believe no-one is better-placed to support schools in doing this than teachers themselves.” (Education Endowment Foundation, 2017).

A3) Mastering Number Programme: Reception and Key Stage 1- This programme will develop solid number sense, including fluency and flexibility with number facts, which will have a lasting impact on future learning for all children. The programme will also involve high quality professional development for teachers. Mastery learning is shown to have a positive impact upon pupil progress of up to 5 months. (Education Endowment Foundation , 2021)

A4) Read Write Inc. Phonics training for identified staff (Fresh Start and 1:1 Tutoring) – the EEF states that phonics is evidenced to be an effective strategy when delivered by trained staff who have a secure understanding of the correct teaching approaches: “Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months’ progress.” Fresh Start is also identified as having an “average impact” of 3 months. In addition, they state that “pedagogical expertise” is indicated as a “key component of successful teaching of early reading.” (Education Endowment Foundation, 2018). RWI is a validated phonics teaching programme by the Department for Education (DfE) (Department for Education (DfE), 2021).

A5) Effective use of Teaching Assistants (TAs) - The EEF states that TAs can have a positive impact when used effectively and strategies are used to maximise their impact (Education Endowment Foundation, 2018) therefore this strategy will focus on their effective use and providing them with the skills and knowledge to carry out their role to the highest quality.

#### **Approach B: Academic support (targeted academic support – whole school, group and personalised)**

B1) Targeted phonics teaching using RWI (both one-to-one and small group tuition) - the EEF states that phonics is evidenced to be an effective strategy when delivered by trained staff who have a secure understanding of the correct teaching approaches: “Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months’ progress.” Fresh Start is also identified as having an “average impact” of 3 months. In addition, they state that “pedagogical expertise” is indicated as a “key component of successful teaching of early reading.” (Education Endowment Foundation, 2018). RWI is a validated phonics teaching programme by the Department for Education (DfE) (Department for Education (DfE), 2021). RWI is a validated phonics teaching programme by the Department for Education (DfE) (Department for Education (DfE), 2021). In addition, One-to-One tuition is identified by the EEF as an effective strategy when delivered by well trained staff (see A4 above) delivering on average 5 months progress (Education Endowment Foundation , 2018), but for high cost. However, small group tuition (maximum of 6) has a positive impact of 4 months progress but for moderate cost (Education Endowment Foundation , 2018).

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<sup>1</sup> Lesson studies involve the peer coaching and mentoring through an agreed action plan to improve the quality of teaching.

B2) High quality texts for the most able readers to be purchased to promote a love of reading – (Department for Education (DfE), 2012) states that: “Reading enjoyment has been reported as more important for children’s educational success than their family’s socio-economic status,” (OECD, 2002).

B3) Use of data to target children’s gaps in learning – (Education Endowment Foundation , 2020) describes high quality teaching as, “Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils.” Using data and gaps in learning is a marker of high quality teaching.

**Approach C: Wider approaches (support to overcome non-academic barriers including attendance, social and emotional support, behaviour, parental/ carer engagement and extended school provision).**

C1) Improvement of social and emotional wellbeing of pupils – Data shows (i.e. EYFS data, Boxall data and behaviour logs) that a number of our children have social and emotional difficulties, and this need disproportionately impacts our disadvantaged children. For some children, this is an enduring need. For others, it may be a response to a period of time in their lives. The DfE in *Mental Health and Behaviour in Schools* states that an “an effective pastoral system” (Department for Education (DfE) , 2018) is essential for identifying pupils at risk of mental health difficulties. Furthermore, the EEF recommend that schools “use targeted approaches to meet the needs of individuals,” (Education Endowment Foundation , n.d.). School recognise the role that effective early help can provide in supporting the social and emotional wellbeing of children, which is evidence by the Early Intervention Foundation (EIF), who state: “Early intervention can help children and young people to develop the skills they need to live happy, healthy and successful lives. It can improve the quality of children’s home lives and family relationships, increase educational attainment and support good mental health,” (Early Intervention Foundation , n.d.).

C2) Embedding attachment informed practice – School data, as detailed in C1, shows the need to support social and emotional wellbeing as a part of this strategy. Attachment theory is built upon the work of John Bowlby and Mary Ainsworth who identified that negative childhood experiences/trauma can hinder the development of a child’s inner working model (their sense of self) leaving them with life-long difficulties in their attachments and relationships with others. Louise Bomber states, “recovery happens within a community of people,” (Bomber, 2020) evidencing the need for high quality relationships in school. Therefore, it is important that staff understand attachment theory and how they can positively impact on a child’s attachment, improving their life chances. The *Great Teaching Toolkit* identifies good relationships as fundamental part of “great” teaching, (Great Teaching Toolkit, 2020).

C3) Attendance support and monitoring – In school data shows a long-term gap between disadvantaged and non-disadvantaged children in terms of attendance. Attendance therefore must be a priority within this strategy as, “students who attend school regularly have been shown to achieve at higher levels than students who do not have regular attendance,” (National Center for Educational Statistics, n.d.)

C4) Breakfast and After School Club provision – This will be funded for pupils on the basis of need to support children. Breakfast Clubs in particular are viewed to be an effective low-cost strategy by the EEF as a result of their ‘Magic Breakfast’ trial. Children were identified as making 2 months progress as a result of attending the breakfast club, regardless of whether they ate breakfast or not (Education Endowment Foundation, 2019).

## 6.2 Approaches to Achieve Outcomes

### Approach A – Teaching and Professional Development for Teachers (to support and improve teaching and learning)

Teaching and Professional Development	Pupil Premium barrier addressing	Activities/ Actions	Success Criteria/ Measure	Challenge to implementation and Mitigation action
RWI Phonics training for all classroom based staff, including senior leaders.	Lower attainment than their peers and therefore low starting points with rapid progress targeted; for example, a 6% gap between DA and non-DA pupils passing the screening check in Year 1.	RWI phonics training for all staff with follow up monitoring and CPD as required.  Phonics Hub purchased.	All children leave KS1 accurate and fluent readers, able to read at speed.	Ensure that training is put into place by trained staff through monitoring by English team. Lesson studies implemented as required. Support sought from trainer as an external source of advice to overcome barriers to pupil progress as they arise.
TAs are deployed effectively by the class teacher to support pupil's learning both in class and within interventions.	Core subject and phonics data shows there is a gap between the attainment between DA and non-DA pupils at Exeter, as well as the national figures.	TA training programme devised by PP lead, including internal and external providers. All TAs be trained via the training programme. Training incorporated into TA induction programme.	To increase the attainment of disadvantaged children by 5% (from the end of 2021 results – teacher assessment) in KS2 and KS1 in reading, writing and maths through accelerating progress.	Ensure that training is put into place by trained staff through monitoring by senior and middle leaders. Lesson support implemented as required.

		Teacher training on the best deployment of TAs as advised by EEF.		
Staff training on cognitive load / working memory leading to application of principles into curriculum design.	Children who experience disadvantage are more likely to experience cognitive difficulties (Popli, 2015); therefore, staff need to have the appropriate knowledge of working memory and cognitive load to integrate this into their practice.	Staff training on cognitive load/working memory. Follow up monitoring, including lesson monitoring, looking at books and planning.	To increase the attainment of disadvantaged children by 5% (from the end of 2021 results – teacher assessment) in KS2 and KS1 in reading, writing and maths through accelerating progress.	Ensure that training is put into place by trained staff through monitoring by senior and middle leaders. Lesson support implemented as required.
Mastering Number Programme – Reception and Key Stage 1 Targeted CPD for maths using a mastery approach.	Research from the EEF identifies that mastery teaching has a positive impact on pupil progress (5 months) for low cost. (Education Endowment Foundation , 2021)	Staff CPD for three identified teachers. Training sessions led by Mastering Number Programme.	To increase the attainment of disadvantaged children by 5% (from the end of 2021 results – teacher assessment)	Monitoring by Maths lead (SLT) to ensure consistency of implementation.
Targeted staff CPD and support to ensure high quality teaching for all pupils, in both core and non-core subjects. Monitoring of staff via ProgressTeaching.	Research from the EEF (Education Endowment Foundation , 2020) identifies high quality teaching as the most effective strategy disadvantaged pupils. Any practice identified that is less than good will be addressed immediately.  Lower attainment than their peers and therefore low	Lesson study support plan implemented senior and middle leaders. Staff CPD schedule, including weekly staff briefings and staff meetings. Teacher evaluation tool Monitoring by SLT	To increase the attainment of disadvantaged children by 5% (from the end of 2021 results – teacher assessment) in KS2 and KS1 in reading, writing and maths through accelerating progress. Progress evident on Otrack for non-core.	Staff support packages are regularly monitored and reviewed to ensure pace of improvement within the programme is rapid enough.

	starting points with rapid progress targeted.			
Focus on QFT approaches to ensure high quality teaching and access to effective strategies for pupil premium pupils.	Lower attainment than their peers and therefore low starting points with rapid progress targeted.	What is it like to be a Pupil Premium Child at Exeter? Document CPD for all staff on the use of effective strategies.	To increase the attainment of disadvantaged children by 5% (from the end of 2021 results – teacher assessment) in KS2 and KS1 in reading, writing and maths through accelerating progress. Progress evident on Otrack for non-core	
<b>Projected spending</b>	£55, 540			

#### Approach B – Academic support (targeted academic support – whole school, group and personalised)

Academic support	Pupil Premium barrier addressing	Activities/ Actions	Success Criteria/ Measure	Challenge to implementation and Mitigation action
Targeted phonics teaching for those identified at risk of falling behind, or who have already fallen behind, to ensure all pupils pass the Y2 screening check by the end of Y2.	Lower attainment than their peers and therefore low starting points with rapid progress targeted; for example a 6% gap between DA and non-DA pupils passing the screening check in Year 1.	Pupils at risk of falling behind in phonics swiftly identified by teachers for targeted intervention. 1:1 tutoring Small group Fresh Start/RWI Phonics teaching for pupils who have not acquired basic phonics skills.	All children leave KS1 accurate and fluent readers, able to read at speed.	Staff confidence to deliver the programme may impact the quality of the delivery – teacher to be trained to offer support and guidance.

To provide the most able readers with high quality texts which promote a love of literature.	Lower attainment than their peers and therefore low starting points with rapid progress targeted	Daily whole class reading.	To increase the attainment of disadvantaged children by 5% (from the end of 2021 results – teacher assessment) in KS2 and KS1 in reading, writing and maths through accelerating progress.	None identified.
<p>To use data to target children's gaps in learning.</p> <p>Pupil Premium attainment is a focus of pupil progress meetings and teacher performance management.</p>	Core subject and phonics data shows there is a gap between the attainment between DA and non-DA pupils at Exeter, as well as the national figures.	<p>Pupil Progress Meetings new format</p> <p>Staff CPD on the new format for PP meetings</p> <p>Otrack to record data</p> <p>Performance management targets focus on the progress of specific pupil premium pupils.</p>	To increase the attainment of disadvantaged children by 5% (from the end of 2021 results – teacher assessment) in KS2 and KS1 in reading, writing and maths through accelerating progress.	Staff supported through pupil progress meetings to identify pupils and strategies.
Targeted small group teaching for pupil premium pupils in Year 6.	Lower attainment than their peers and therefore low starting points with rapid progress targeted.	<p>Daily small group teaching targeting next steps and gaps in learning.</p> <p>Cohort split into four groups for core subjects.</p>	To increase the attainment of disadvantaged children by 5% (from the end of 2021 results – teacher assessment) in KS2 and KS1 in reading, writing and maths through accelerating progress.	
<b>Projected spending</b>	£121, 600			

**Approach C - Wider strategies (support to overcome non-academic barriers including attendance, social and emotional support, behaviour, parental/ carer engagement and extended school provision)**

Wider strategies	Pupil Premium barrier addressing	Activities/ Actions	Success Criteria/ Measure	Challenge to implementation and Mitigation action
Improvement of social and emotional wellbeing of pupils i.e. Pastoral Officer support, horse riding, Wellbeing Team led support, School Dog, Mental Health First Aiders and Senior Mental Health Leads. (SSP Area 4)	Boxall data showing low wellbeing – approximately 40-50% of children in each class are showing amber or red scores on the Boxall.  Poor emotional well-being presents as a barrier to learning for some disadvantaged pupils – evidenced through: Trackit Light data –pupils showing highest need are typically DA pupils. My Concern data shows that emotional wellbeing is a concern for a high proportion of DA pupils.	Targeted pastoral support from the Pastoral Support Team for identified pupils.  Training for Pastoral Staff e.g. Drawing and talking training  Family support and intervention through EHAs led by the Wellbeing Team.  Senior Mental Health Lead to implement ‘Wellbeing Champions’  Nurture Group.  Implementation of Zones of Regulation and Restorative Practices.	Improved pupil scores on the emotional literacy checklist. Boxall data shows improved pupil well-being. Swift, effective and appropriate intervention takes place for pupil’s where emotional wellbeing is a concern, as evidence by a reduction in Trackit or My Concern logs.	Consistent use of language, terminology and approach needed through staff training.
Embedding attachment informed practice. (SSP Area 3)	Boxall data showing low wellbeing – approximately 40-50% of children in each class	Creation of a relationships policy in-line with attachment informed principles.	Improved pupil scores on the emotional literacy checklist.	Consistent use of language, terminology and approach needed through staff training.

	<p>are showing amber or red scores on the Boxall.</p> <p>Poor emotional well-being presents as a barrier to learning for some disadvantaged pupils – evidenced through:</p> <p>Trackit Light data –pupils showing highest need are typically DA pupils.</p> <p>My Concern (safeguarding) data shows that emotional well-being is a concern for a high proportion of DA pupils.</p>	<p>The development of Habit 1 (Progress Teaching) for teaching assistants to monitor and provide feedback on behaviour and relationships.</p>	<p>Boxall data shows improved pupil well-being.</p> <p>Swift, effective and appropriate intervention takes place for pupil's where emotional wellbeing is a concern, as evidence by a reduction in Trackit or My Concern logs.</p>	
Attendance support and monitoring	<p>Attendance for disadvantaged pupils shows that their attendance is below that of their peers.</p>	<p>Weekly attendance analysis and monitoring by Attendance Officer and Assistant Principal.</p> <p>Attendance meetings lead by Attendance Officer and Head of School with parents of PA pupils.</p> <p>Provision of a minibus to support with transport for identified pupils.</p>	<p>Attendance for disadvantaged pupils improves by at least 1% compared to the end of 2022 (94.7%).</p> <p>Levels of persistent absence are below national levels for disadvantaged pupils.</p>	
Breakfast Club	<p>Some pupils face individual barriers that require the provision of breakfast club to support well-being and attendance.</p>	<p>Provision of breakfast club</p>	<p>Individual case studies evidence impact.</p>	<p>None identified.</p>



Enrichment activities to enhance cultural capital.	Cultural capital and life experiences away from the classroom.	30% of school club places reserved for pupils in receipt of the pupil premium. New clubs offer developed by the school to enhance cultural capital Subsidised trips and educational visits.	Individual case studies evidence impact. Pupil Voice % and data to show number of PP access school club activities	None identified.
Parental engagement	Low levels of parent engagement.	Termly parent activities linked to the curriculum.  Performances held for each year group.  Termly celebration assemblies for each year group.	Individual case studies evidence impact. Pupil Voice Monitoring of parent engagement.  Questionnaires to parents	Barriers to communication with parents to be explored based on engagement.
<b>Projected spending</b>	£50,000			

<b>2022 to 2023</b>	
<b>Total Projected spend:</b>	(including £10,000 for identified targeted support as required)

## 7.0 Review of 2022 to 2023 aims and outcomes

Priority	Impact/ Outcome Achieved	How is this informing 2023 to 2024?												
RWI Phonics training for all classroom-based staff, including senior leaders.	<p>Phonics data – By the end of Year 2.</p> <table><tr><td>88.00% (22/25)</td><td>88.24% (30/34)</td><td>0.24% Non Dis</td></tr></table> <p>External reports, including Ofsted, show that the quality of teaching has improved in phonics due to the support given by the phonics lead.</p> <p><i>Early reading is prioritised. Staff are trained to ensure they have the expert knowledge they need to teach phonics well. Staff identify pupils who are not keeping up. These pupils receive extra support so that they do not get left behind. Ofsted, June 2023.</i></p>	88.00% (22/25)	88.24% (30/34)	0.24% Non Dis	Phonics leader will continue to work with RWI to monitor phonics and address CPD needs. School based typicality will identify strengths and CPD needs.									
88.00% (22/25)	88.24% (30/34)	0.24% Non Dis												
TAs are deployed effectively by the class teacher to support pupil’s learning both in class and within interventions.	Habit 2 on progress teaching shows effective deployment of support staff for 2022-23. External agencies have commented positively on the effectiveness of our support staff in supporting our most vulnerable children.	TA CPD programme and induction programme in place.												
Staff training on cognitive load / working memory leading to application of principles into curriculum design.	<p>67% of year groups added at least 5% value to PP data for reading</p> <p>67% of year groups added at least 5% value to PP data for writing</p> <p>67% of year groups added at least 5% value to PP data for maths</p>	Continue to apply consistent approaches to curriculum design to allow these approaches to further improve outcomes for all pupils.												
Mastering Number Programme – Reception and Key Stage 1	<table><tr><td></td><td>Baseline</td><td>Summer End</td><td>Progress</td></tr><tr><td>Y1</td><td>21%</td><td>35%</td><td>+14%</td></tr><tr><td>Y2</td><td>26%</td><td>40%</td><td>+14%</td></tr></table> <p>Data shows % increase of PP pupils at EXS.</p>		Baseline	Summer End	Progress	Y1	21%	35%	+14%	Y2	26%	40%	+14%	PP strategy to focus on specific CPD needs informed by data from each year group.
	Baseline	Summer End	Progress											
Y1	21%	35%	+14%											
Y2	26%	40%	+14%											

Targeted CPD for maths using a mastery approach.	In FS2, there was a 6.5% increase in the number of children who achieved the expected standard in Maths.										
Targeted staff CPD and support to ensure high quality teaching for all pupils, in both core and non-core subjects. Monitoring of staff via ProgressTeaching.	Typicality via Progress Teaching shows a 20% increase in staff working at the expected standard as a result of CPD.	CPD to be targeted to specific gaps for PP children in their year group data. Support for new teachers to follow school systems and process.									
Focus on QFT approaches to ensure high quality teaching and access to effective strategies for pupil premium pupils.	Focus on first feedback has lead to positive data outcomes for specific pupils.	Continue first feedback for PP but develop further to benefit a wider group of pupils.									
<b>Approach B</b>											
Targeted phonics teaching for those identified at risk of falling behind, or who have already fallen behind, to ensure all pupils pass the Y2 screening check by the end of Y2.	<p>Targeted teaching has a positive impact upon the progress of pupil premium pupils.</p> <table border="1"> <thead> <tr> <th>Dis</th><th>Non Dis</th><th>Dis Gap</th></tr> </thead> <tbody> <tr> <td>55.56% (15/27)</td><td>80.65% (25/31)</td><td>25.09% Non Dis</td></tr> </tbody> </table> <p>Year 2 Data</p> <table border="1"> <tbody> <tr> <td>88.00% (22/25)</td><td>88.24% (30/34)</td><td>0.24% Non Dis</td></tr> </tbody> </table> <p>By the time children left KS1, PP children had caught up with their non-PP peers.</p>	Dis	Non Dis	Dis Gap	55.56% (15/27)	80.65% (25/31)	25.09% Non Dis	88.00% (22/25)	88.24% (30/34)	0.24% Non Dis	<p>Continue targeted phonics teaching through dedicated staff member.</p> <p>Continue with targeted SALT support for specific pupils.</p>
Dis	Non Dis	Dis Gap									
55.56% (15/27)	80.65% (25/31)	25.09% Non Dis									
88.00% (22/25)	88.24% (30/34)	0.24% Non Dis									

	4/15 pupil premium children passed the screening check following tutoring. All PP children who received tutoring made significant progress. The pupils who did not pass have other barriers e.g. SEN and attendance needs. Targeted SALT support was also commissioned by the school to support children whose barriers to learning were their speech sounds.	
To provide the most able readers with high quality texts which promote a love of literature.	14.3% of PP children achieved GDS at the end of Y6 compared to 7.5% of their non-PP peers. 15.4% of PP children made better than expected progress compared to 13% of their non-PP peers.	Continue to promote a love of reading culture within the school. Reading volunteers and reading pupil champions. Focus on an increase on reading fluency.
To use data to target children's gaps in learning.  Pupil Premium attainment is a focus of pupil progress meetings and teacher performance management.	Writing target group contributed to an increase of 28% of the number of PP children who achieved ARE at the end of KS2 compared to the end of Y5. Case Study: PP child who struggled with anxiety. Their KS1 data was EXS in reading, started Y6 as working below in reading and, following small group intervention, achieved GDS at the end of Y6 in reading. Gained immense confidence from the group – evidenced in pupil voice.	Phase leaders to identify specific PP gaps for year groups to inform the 2023-24 year's focus and data strategy. Pupil Progress approach to be re-designed to further focus on vulnerable pupils
Targeted small group teaching for pupil premium pupils in Year 6.	Evidence of positive impact for specific pupils. <ul style="list-style-type: none"> <li>Case study: PP child, diagnosed with dyslexia, KS1 data was working below in reading. Following working in the small group, achieved EXS at the end of Y6.</li> <li>Case Study: PP child whose KS1 data was working below in writing. Following</li> </ul>	Smaller class sizes for our Year 6 cohort.

	<p>working in the small group, achieved EXS at the end of Y6.</p> <ul style="list-style-type: none"> <li>Case study: PP child, on the SEN register for cognition and learning, KS1 data was working below in maths. Following working in the small group, achieved EXS at the end of Y6.</li> </ul>	
<b>Approach C</b>		
<p>Improvement of social and emotional wellbeing of pupils i.e.</p> <p>Pastoral Officer support, Wellbeing Team led support, School Dog, Mental Health First Aiders and Senior Mental Health Leads.</p>	<p>Boxall data shows improved pupil well-being for specific group of nurture pupils. 85% of children in the nurture group have seen improved Boxall scores.</p> <p>Swift, effective and appropriate intervention takes place for pupil's where emotional wellbeing is a concern. Specific pupils have been well-supported leading to a reduction in behaviour logs.</p> <p>9 children have been supported through the Mental Health Support Team.</p>	<p>Continue wellbeing and pastoral support. Training for staff from the MHST focussing on mental health, including anxiety and self-harm.</p> <p>Development of pupil wellbeing leaders.</p>
<p>Embedding attachment informed practice.</p>	<p>Attachment informed approach is in place, alongside the appropriate policy.</p> <p>Habit 1 (behaviour and relationships) shows an at least 25% increase in staff working at the expected standard.</p>	<p>Staff induction programme in place to include attachment and trauma informed practice.</p> <p>Trauma informed schools to feature as part of the school strategic plan to further increase staff confidence and expertise.</p>
<p>Attendance support and monitoring</p>	<p>Attendance for disadvantaged pupils did not improve compared to the end of 2021-22 (94.7%).</p>	<p>New attendance officer in post to increase capacity from September 2023.</p>

	<p>There was a decrease of 3.9% in pupil premium attendance at the end of 22-23.</p> <p>Levels of persistent absence for PP children were 25% which was above the national average for all pupils of 17%.</p>																									
Breakfast Club	Specific pupils have benefitted from the provision of breakfast club e.g. increased engagement in class and improved engagement in school.	To continue																								
Enrichment activities to enhance cultural capital.	<table border="1"> <thead> <tr> <th></th><th>Number of children</th><th>Overall %</th></tr> </thead> <tbody> <tr> <td>Y1- Y6 PP attended so far</td><td>63/146</td><td>42.8%</td></tr> <tr> <td>Y1</td><td>14/ 24</td><td>58.3%</td></tr> <tr> <td>Y2</td><td>6/24</td><td>25%</td></tr> <tr> <td>Y3</td><td>12/23</td><td>52.1%</td></tr> <tr> <td>Y4</td><td>10/18</td><td>55.5%</td></tr> <tr> <td>Y5</td><td>12/30</td><td>40%</td></tr> <tr> <td>Y6</td><td>7/27</td><td>25.9%</td></tr> </tbody> </table> <p>Autumn term clubs data shows the percentage of pupil premium children who attended a club.</p> <p>A wider curriculum offer developed this year to develop cultural capital e.g.21-22 football, breakfast and after school club, 22-23 MMA, computing, baking, gardening etc.</p> <p>Pupil voice shows that pupils benefitted and learnt new skills.</p>		Number of children	Overall %	Y1- Y6 PP attended so far	63/146	42.8%	Y1	14/ 24	58.3%	Y2	6/24	25%	Y3	12/23	52.1%	Y4	10/18	55.5%	Y5	12/30	40%	Y6	7/27	25.9%	Some lunch time clubs/enrichment to be implemented to support engagement of some PP children as after school times can be a challenge for engagement. Continue with after school offer.
	Number of children	Overall %																								
Y1- Y6 PP attended so far	63/146	42.8%																								
Y1	14/ 24	58.3%																								
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Y4	10/18	55.5%																								
Y5	12/30	40%																								
Y6	7/27	25.9%																								
Parental engagement	Parent performances have been implemented and well attended.	Wider opportunities for parental engagement to be developed, including the development of the early help offer, parent governors and through the OPAL project.																								

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