

Pupil Premium Strategy Statement

1. Summary Information

School	Exminster Community Primary School				
Academic Year	2016/2017	Total PP budget for financial year 15/16	£63,360	Date of external related PP	Sep 16 (English PP)
Total no. of pupils	370	Number of pupils eligible for PP	48	Date for next internal review of this strategy	Jan 2017

2. Current Attainment

	School PP	National PP	All children - school	All children - national
% achieving ARE or above in R, W, M				
% achieving ARE in Reading	80%		84%	
% achieving ARE or above in Writing	60%		84%	
% achieving ARE or above in maths	60%		90%	

3. Barriers to future attainment for pupils eligible for PP

Barriers to learning

A	Fluency in number work, understanding of vocabulary and application of number knowledge
B	Technical accuracy in writing, slowing progress and attainment in writing, development of fine motor skills
C	Social and emotional issues having a detrimental effect on children's academic progress

4. Planned Expenditure

i. Quality teaching for all

Desired outcomes	Chosen approach	Evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A Fluency in number work,	External audit of PP maths books, actions based on this	Invest in an analysis of barriers in PP books, using patterns across school to inform future planning and focus. Part of forensic analysis as strategy in OFSTED disadvantaged report.	Use of INSET Use of high quality external adviser	IM, KN	Jan 2017

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i. Quality teaching for all					
Desired outcomes	Chosen approach	Evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
understanding of vocabulary and application of number knowledge	Jurassic hub involvement, developing reasoning within problem solving	Action research using a lesson study approach to develop own practice	Review of actions and lessons between practitioners, sharing of effective strategies school-wide and consortium wide	IM	termly
	Maths Learning conversations across the year groups between maths leader and teachers	Development points as methods for developing teaching and learning, part of NAHT Aspire programme with external advisor support	Use of outcomes to inform future support for staff, linked to CPD for individuals	IM and KN	Termly
B. Improved writing standards and progress	Staff training on high quality feedback	We want to invest some of the PP in longer term change which will support all pupils. Many different sources including Sutton Trust suggest high quality feedback is an effective way to improve attainment and it is suitable as an approach that we can use across the school	Use of INSET to deliver training. Lessons from audit embedded in school policy	GM, NV, AB	Jan 2017
	External audit of PP English books, actions based on this	Invest in an analysis of barriers in PP books, using patterns across school to inform future planning and focus	Use of INSET Use of high quality external adviser	GM, SW	Jan 2017
	Staff training of teaching of SPaG	Development of teaching and learning in teaching of SPaG to ensure consistency and progression across the school	Use of INSET Support from external adviser	AB, NV	Jan 2017
	External moderation of writing	We want to ensure assessments are accurate and consistent, to look at gaps in learning and be able to adapt planning to meet the needs of children in our year groups	At least 3x schools involved in moderation and professional dialogue	PH, NV	Dec 2016 March 2017 June 2017
	Teaching of editing process	In order to self reflect, we will use some PP to support children in editing of their writing, seeing where and how to make improvements	Use of INSET Training courses	NV, AB, GM	Termly
	Development of phonics and early writing	Audit of provision to set next steps	Use of external adviser	GM	Jan 2017
C Improved Social and emotional well-being	Family SEAL for Reception parents POP up Family SEAL sessions	Development of relationships with families, building a support network within families in year group, understanding of how we develop social and emotional aspects of learning in school	Evaluations from parents	CG	After each course of sessions

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i. Quality teaching for all					
Desired outcomes	Chosen approach	Evidence and rational for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
allowing children to access learning					
				TOTAL	£15,500

ii. Targeted support					
Desired outcome	Chosen approach	Evidence and rational for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A Fluency in number work, understanding of vocabulary and application of number knowledge	Maths targeted workshops to run a series of working with just adults then adult and child	High attendance when using this model. Proven progression from previous year's involvement of parents on a 1:1 base to support their child's learning at home (DF reading intervention)	Organise timetable to ensure staff have preparation and delivery time. Constant evaluation of sessions based on parental and child interactions and comments	IM	Evaluation after workshops and ongoing support for these children
	Teacher Mentoring of PP/boys group weekly	Raise in confidence levels when implemented weekly sessions last year		KN	
	LSA small group support in 4 year groups			IM/CN	
	Most able PP to attend Exeter University courses for maths thinking	Previous involvement in courses, children's enjoyment and engagement in these, working with most able children across the region	External course validation	IM	termly
B Increased attainment and	Funfit programme for PP children	This is a specific programme for children needing to develop their core stability and gross and fine motor skills	Training of staff Monitoring of progression Development of expert LSA to lead Ongoing observation	CN	Every half term
	Developing early Reading and	A Reading recovery approach to			

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ii. Targeted support					
Desired outcome	Chosen approach	Evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
progress in writing	writing	supporting gaps in reading and writing, close links with home and using gap analysis to develop confidence and competence with blending and segmenting			
	Reading inference	The reading supports the development of writing, understanding structure and patterns in text			
	Small group phonics support	In-class support to access the main teaching as well as gap analysis and teaching to these gaps			
	Year 2 targeted small group teacher support	Gap analysis to support the teaching and learning of key objectives			
	Small group writing support Y5/6 small group support for development of writing	Targeted support for key children, rehearsal of sentences and step by step approach, use of RR strategies			
C Improved Social and emotional wellbeing allowing children to access learning	Teacher-led and LSA-led talk based intervention	Development of confidence of group to talk leading to more engagement and involvement in lessons	Children's engagement back in the classroom through observations	GM/WDC	Every half term
	THRIVE programme	This programme involves a close triangulation between child, home and school in order to support their well being, proven results	Training of staff Data collection and progress	HP	Termly
	Termly meetings with adoptive families, setting small term targets for children	Families feeling effectively supported through a process similar to DAF process	Voice of child, voice of parents included in their plan	SW	Termly
	Play therapy	Support for mental wellbeing and ability to access learning back in the classroom, triangulation between child, therapist and class teacher	Use of expertise f highly trained staff	CN	termly
	Breakfast club	Ability to be able to settle quietly and gradually into school, have a substantial breakfast and are calm on entry into the classroom	Behaviours monitored	CM	ongoing
	Adopted parent THRIVE training course	Families needing support, some children feeling a lack of identity, neediness in friendships, friendship difficulties	Feedback from families	HP	ongoing
	Pastoral support	Crisis issues in families effect classroom learning, 1:1 support provided to give children solution	Highly trained staff Evaluation of children before and after sessions	HP	ongoing

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ii. Targeted support					
Desired outcome	Chosen approach	Evidence and rational for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
		focused approach to problems, securing positives			
				TOTAL	£67,000

iii. Other support					
Desired outcome	Chosen approach	Evidence and rational for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
PP children to be given the opportunity to learn a musical instrument	Summer term violin lessons for PP children	Development of an interest in musical instruments to develop confidence and self-esteem	Music teacher feedback	KM	End of summer term
PP children to be supported access to sports clubs	Individual children paid for to attend an after-school club run by external company	Confidence building and social skills development through involvement in an out-of-school activity with school friends	Monitor attendance and engagement of children in the club	JM	Termly
				TOTAL	£1,000

5. Record of spending expenditure, last academic year

Item/project	Cost	Objective	Outcome
Literacy cluster project focused on development of writing	£2000	Quality first teaching, developing planning and teaching and learning sequence	Gap narrowed in 4 year groups
Reading inference intervention	£3000	Development of reading skills	Whole school data shows gap narrowing in reading attainment from beginning of year. Gap narrowed in

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Item/project	Cost	Objective	Outcome
			attainment from beginning of year in 5 year groups.
Maths intervention Success@arithmetic	£3000	Development of recall and speed with operations	Whole school data shows gap in attainment has narrowed from beginning of year.
Maths intervention Counting to calculate	£1700	Development of recall and speed with operations	
Breakfast club funding to support individuals	£670	Children ready to learn	Raise in engagement and concentration when accessing the club
Educational visits half funding	£700	Extending experiences and building confidence	Improved self confidence
Music tuition and instrument support	£310	Extending experiences and building confidence	Improved self-confidence, achievement of 1 child raised, reflected in R, W, M outcomes
THRIVE programme supporting social, emotional development	£19,000	Children more ready to learn	100% of PP children involved have made significant progress through the THRIVE programme
Reading support	£1,500	Development of reading skills	Raise in achievement in reading with individual children
FFT Numbers Count support	£1,500	Development of number skills	Whole school data shows gap in attainment has narrowed from beginning of year.
Literacy CPD	£4,500	Improving subject knowledge	
Maths CPD	£1,500	Improving subject knowledge	Whole school data shows gap in attainment has narrowed from beginning of year.
Maths advisor support to develop teaching and learning	£3500	Improving subject knowledge	
Phonics advisor support	£400	Developing practise in phonics screen	90% pass rate in Y1 phonics screen
Developing best practice through peer observations	£2,000	Improving subject knowledge	Whole school data shows gap in attainment has narrowed from beginning of year in reading and maths.
Small group support	£17,000	Development of skills in key areas	Raise in achievement for individuals receiving support
Teacher support	£3000	Support for key PP children	100% of children involved achieved ARE for R, W and maths end KS1
Play therapy	£1500	Support for key PP children for social and emotional support	3 children involved, positive feedback from parents and class teachers about children being more able to access learning
TOTAL	£68,880		