

Pupil Premium strategy statement



This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

Exminster Community Primary School overview

Metric	Data
School name	Exminster Community Primary School
Pupils in school	420 (October census 2022)
Proportion of disadvantaged pupils	18.5%
Academic year or years covered by statement (3 year plans are recommended)	2022-2023 2023-2024 2024-2025
Publish date	November 2022
Review date	November 2023
Statement authorised by	Full Governing Board
Pupil premium lead	Sophie Angel, Fiona Jones, Sarah Whalley
Governor lead	Liam Hatton

Funding overview

Detail	Amount 2022.2023
Pupil premium funding allocation this academic year	76,175
Recovery premium funding allocation this academic year	12,506
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0

Part A: Pupil Premium Strategy

Statement of Intent

At Exminster Community Primary School we aspire for all children, particularly the most disadvantaged, to lead happy and healthy lives where they are able to make a positive contribution to their community and society, whilst at school and beyond.

Building relationships in the community is key to our success and we strive to develop authentic and genuine connections with children and families. As a result, their needs are at the heart of every decision we make. Through the knowledge of challenges our community faces, we have identified three key outcomes for our three year strategy:

- Disadvantaged pupils are not further disadvantaged by poor school **attendance**;

We know that children learn best when they attend school regularly. However, the attendance of the pupil premium group is lower than the attendance of those who are not in receipt of pupil premium. In our strategy we focus on encouraging attendance through meeting the well-being needs of pupils and families, by providing exciting learning, and through our pastoral support to actively engage with families to encourage and support good attendance in school.

- Every child becomes a **fluent reader**:

We want all children to be fluent readers as know this unlocks the door to wider learning. Whilst children perform well within the phonics screen historically, we want to ensure children become more fluent readers earlier.

- All children, including the most disadvantaged, are equipped with the knowledge, skills and opportunities to make a **positive contribution** to the school and wider community and their **wellbeing** supported.

At Exminster Community Primary School we know children must be ready to learn by ensuring their personal, social, emotional and developmental needs are met. The pandemic has seen an increase in pupils' emotional and social needs that impact on learning with increases in both pupil and adult mental health and wellbeing needs. We aim to ensure that disadvantaged pupils have access to a wide range of extra-curricular activities and enrichment opportunities to explore and grow their interests and talents

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

No.	Challenge	Detail of challenge
1	Attendance	The attendance of pupils in receipt of pupil premium is below that of peers and a

No.	Challenge	Detail of challenge
		greater proportion are classed as persistent absentees than non pupil premium children.
2	Outcomes	There is a key group of pupils in receipt of PP who have fallen behind in their reading
3	Positive contribution	Pupils emotional well-being, social and behavioural needs affect children being in a position to able to make progress and their readiness to learn

Intended Outcomes

This explains the outcomes we are aiming for **by the end of our current strategy**, and how we will measure whether they have been achieved.

Intended Outcome	Success criteria
To continue to ensure the attendance of pupils in receipt of pupil premium is in line with those of peers, reducing the proportion classed as persistent absentees.	To close this gap between whole school attendance and pupils in receipt of pupil premium funding.
To continue to ensure the outcomes for pupils in receipt of pupil premium are at least in line with those of peers in reading through ensuring high quality teaching is effectively in place, alongside targeted interventions.	Focus on early reading and raising outcomes of pupils in receipt of pupil premium – measured by phonics screen, end KS1 reading judgements and phonics scheme assessments. Ensure our disadvantaged children develop a love for reading and are able to reach and exceed their potential..
To ensure the well-being needs of all pupils in receipt of pupil premium funding are met to ensure they are ready for learning and able to make a positive contribution.	Children's well-being needs are met and supported to ensure they are accessing high quality teaching and targeted interventions Disadvantaged pupils have access to a wide range of extra-curricular activities and enrichment opportunities to explore and grow their interests and talents and support their enjoyment of school.

Exminster Community Primary School

Tiered Model for Pupil Premium 2022-23



1 Teaching

High quality teaching for all

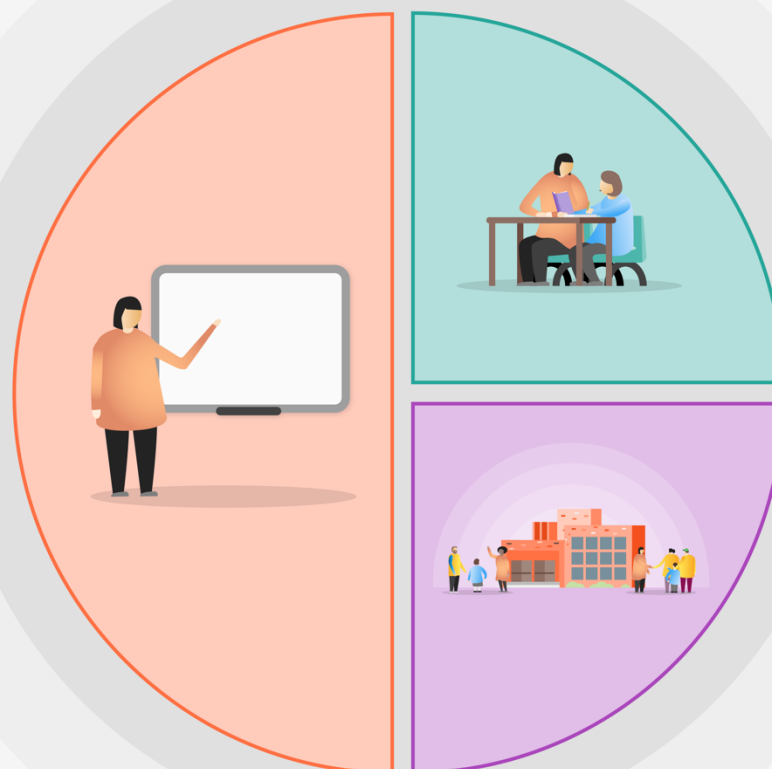
- Guided Reading fluency Y2-5
- Success for All phonics scheme - implementation, resources, training, monitoring
- Knowledge rich wider curriculum, sequential
- Metacognitive strategies prioritised (Rainbow Values, Growth Mindset, Kagan)

Effective diagnostic assessment

- Success for All assessments – inform planning and grouping
- Notice and Focus EYFS
- SANDWELL maths assessment (Y2/Y3/Y4)
- PIRA/WRH tests and analysis (Y2 – Y6)
- English and Maths Hot/Cold tasks
- formative assessment for GOAL

Professional Development

- Incremental coaching for ECTs, Early careers, expand further use of this in conjunction with Deliberate Development document
- collaboration within appraisal targets
- Right to Read project expansion, development of fluency
- Success for All training



2 Targeted academic support

LSA Intervention

- LSA small group - early reading, maths 'Spot On'
- Early reading intervention: Lightning Squad, small group and 1:1 support
- KS2 reading intervention: Lightning Squad
- LSA in-class targeted support (Y3, Y4, Y5, Y6)
- SEND pupil individual provision

Teacher Intervention

- tutoring of small groups to support gaps with disadvantaged children

3 Wider strategies

- Early Help support due to increased need
- Behaviour support
- Lunchtime support , high quality games
- Young carers in-school offer
- - Enhanced Transitions
- THRIVE/Pastoral support
- Weekly PSHE
- Mentoring – behaviour/mentoring
- FunFit
- Relational Support Plans
- Access to extended school day with Early Epic and Epic Eve
- Monitoring attendance
- Music Lessons
- PE extra-curricular activities
- part/funding of residential

Teaching priorities for current academic year 2022.2023

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Quality-first teaching (eg. CPD, recruitment)

Teaching Priorities		
Challenge	Evidence	Activity
Outcomes	The Reading Framework , DfE	Purchase and implementation of a new phonics scheme: resources, training, monitoring, smaller group teaching for main phonics teaching
Outcomes	The Reading Framework , DfE	Training and monitoring within fluency through strategies from the Right to Read for Y3-5, application within guided reading sessions
Outcomes	Effective staff development , EEF	Use of collaborative learning strategies to link and review previous learning, subject leader development and support, use of knowledge mats, support for subject leaders, networking learning opportunities. Deliberate Development framework to include opportunities for staff development at every stage of experience
Projected spending		£23,000

Targeted academic support for current academic year 2022.2023

Targeted Support		
Challenge	Evidence	Activity
Outcomes	The Reading Framework , DfE	Implementation of Lightning Squad programme through Success for All phonics scheme. Employment of staff, training of current staff, time to implement programmes, monitor impact of programme
Attendance Wellbeing Positive contribution	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions	THRIVE support and attachment/behaviour mentoring targeted support
Projected spending		£54,000

Wider strategies for current academic year 2022.2023

Wider Strategies		
Challenge	Evidence	Activity
Attendance Wellbeing Positive contribution	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	<p>Use of Early Epic and Epic Eve for a settled morning start/social interaction, meet and greet</p> <p>Musical instrument lessons, self-esteem support work (mentoring, programmes)</p> <p>Attachment Mentoring</p> <p>Young carers lunchtime club</p> <p>Improving attendance and readiness to learn for the most disadvantaged children, developing confidence and self-esteem.</p>
Projected spending		£12,000

Part B: Review: last year's aims and outcomes

Aim	Outcome
Increased PP attendance	<p>Multi-agency work has been supportive in individual cases.</p> <p>Use of FFT attendance tracker to monitor attendance.</p> <p>Gap remains in PP attendance compared to non PP.</p>
Every child a fluent reader	<p>End KS2 data shows reading as a strength in all children, above national expectation for progress and attainment.</p> <p>End KS1 data shows below national attainment.</p>
Wellbeing/Positive contribution	<p>High take up of places at sports clubs for PP children.</p> <p>Positive progress being made within THRIVE</p> <p>Positive steps in supporting individual behaviour and attendance through mentoring and ELSA work.</p> <p>Evaluations from families on these are recorded on the Right for Children records and show the positive impact they have had on families feeling supported. EPAC meetings showed children's progression in academic and social development – see meeting notes for pupil and parent views.</p> <p>Attachment mentoring and behaviour mentoring have had a real impact on children's readiness for their next stages of learning.</p> <p>Opportunities offered in school – residentials, choir visits, areas of responsibility</p>