

Pupil Premium strategy statement



Exminster Community Primary School overview

Metric	Data
School name	Exminster Community Primary School
Pupils in school	412 (October census 2020)
Proportion of disadvantaged pupils	16.9%
Pupil premium allocation this academic year	79,160
Academic year or years covered by statement	2020-2021
Publish date	November 2020
Review date	November 2021
Statement authorised by	Full Governing Board
Pupil premium lead	Sophie Angel, Frankie Hyde, Sarah Whalley
Governor lead	Bec Dupre

Disadvantaged pupil progress scores for academic year 2018-2019 (no data for 2019-2020)

Measure	Score
Reading	-1.3
Writing	-0.3
Maths	+3.3

Disadvantaged pupil attainment overview for academic year 2018-2019 (no data for 2019-2020)

Measure	Reading	Writing	Maths
Meeting expected standard at KS2	57%	86%	100%
Achieving high standard at KS2	14%	0%	14%

Strategy aims for disadvantaged pupils

Priority	Overview
1	Catch up: Reading
2	Catch up: Writing
3	Catch up: Maths
4	Continue to raise the profile of non-catch up PP pupils

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve national average progress in reading KS2 (0)	September 2021
Progress in Writing	Achieve national average progress in writing KS2 (0)	September 2021
Spelling	Maintain national average in spelling screen	September 2021
Catch Up in Reading, Writing and Maths	Children who have slipped behind Spring 2020 starting point to be back on track	Spring 2022

Exminster Community Primary School

Tiered Model for Pupil Premium 2020-21



1 Teaching

High quality teaching for all

- Guided Reading planning – whole class sessions
- Maths White Rose Hub planning to include 'recap' objectives from previous year group
- Sports Specialist Teachers
- Knowledge rich wider curriculum, sequential
- Metacognitive strategies prioritised (Rainbow Values, Growth Mindset, Kagan)
- EEF identified key components: clear explanation, scaffolding, flexible grouping (collaboration) and metacognitive strategies
- Systematic phonics progression (linked to new book banding system)
- Effective Feedback ('No Marking' trial)

Effective diagnostic assessment

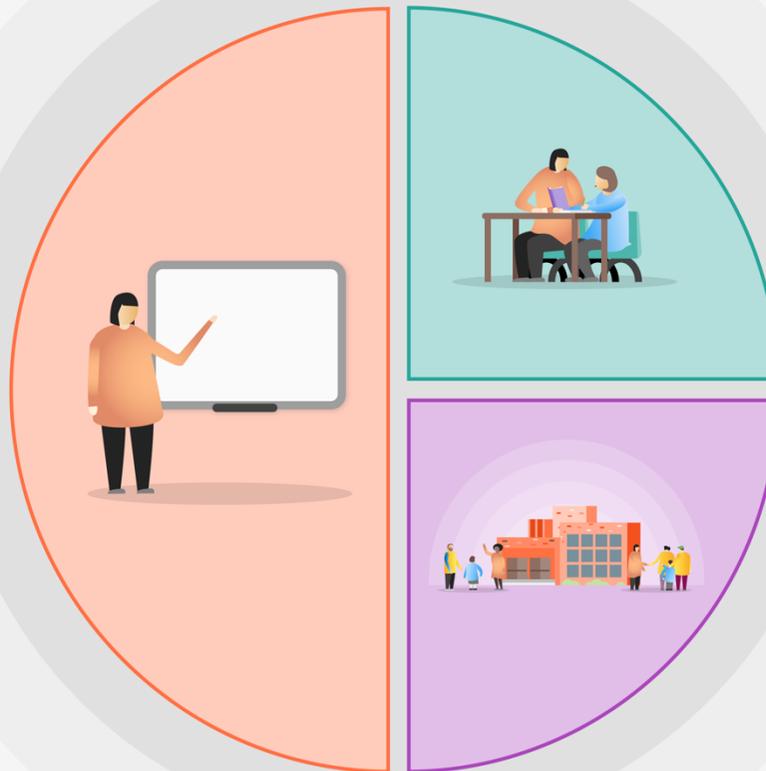
- INSIGHT phonics assessment linked to Phonic level reading books (R/Y1/Y2/Y3/Y4)
- SANDWELL maths assessment (Y2/Y3/Y4)
- PIRA/PUMA tests from last academic year and analysis (Y2 – Y6)
- English and Maths Hot/Cold tasks
- Google Forms/Socrative quizzes for GOAL

Supporting Remote Learning

- Learning platforms embedded (SeeSaw: R/1/2/3 and Google Classroom: Y4/5/6)
- Communication with parents via learning platforms
- WRH Maths progression linked to videos and worksheets (following in school sequencing)
- In-school HomeLearning set via learning platforms
- Peer interactions to motivate children

Professional Development

- Incremental coaching for NQTs, Early careers Framework pilot
- 'No Marking' trial, focusing on effective feedback
- Involvement in Voice21 project
- support with whole class guided reading



2 Targeted academic support

LSA Intervention

- LSA small group and 1:1 intervention
- Early reading intervention (Y1, Y2)
- LSA in-class targeted support (Y3, Y4, Y5, Y6)
- 'catch up' Funding to support gaps from school closure
- SEND pupil individual provision

Teacher Intervention

- 'Flexible Curriculum', allowing teachers time for targeted support with children (Test Analysis gaps to inform)
- Reshape Guided Reading, English and Maths lessons accordingly

3 Wider strategies

- Rainbow Values and Wellbeing
- Staff heightened awareness of wellbeing of children and noticing behaviours (Actions for Happiness and '10 a day')
- Transition period to start school year
- THRIVE/Pastoral support
- Weekly PSHE
- Mentoring – behaviour/mentoring
- FunFit
- Relational Support Plans
- Breakfast Club
- Monitoring attendance
- Music Lessons

Teaching Priorities

Priority	Measure	Activity
1	Reading	Training for all relevant staff for phonics, work with English Hub for other reading based training, development of reading comprehension skills, Purchasing and rearranging of early reading books, greater use of library, involvement of all children on AR books in reading competitions, raising profile of reading with parent community, high quality texts to support wider curriculum, library service support, support for parents in reading at home
2	Oracy	Training for staff on collaborative learning strategies, use of ABC for responses, Voice21 project and embedding strategies
3	Spelling	Weekly teaching of spelling rules, phonics teaching and consistency Rec and Y1, home learning review of spellings
4	Experts – wider curriculum	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
	Barriers to learning these priorities address	Development and understanding of vocabulary, development of fluency earlier within early reading, greater consistency in phonics resources throughout the school, parents more confident of how to support children at home, use of research evidence based research (EEF)
	Projected spending	£10,000

Targeted academic support for current academic year

Targeted Support

Priorities	Measure	Activity
1	Reading	Training for all relevant staff for phonics, work with English Hub for other reading based training. Support for children in development of early Reading, Purchasing and rearranging of early reading books, greater use of library, involvement of children on AR books in reading competitions
2	Oracy	Child in Mind, targeted children within class for spotlights and individual actions
3	Spelling	Individualised support for key children within spelling
4	Experts – wider curriculum	Guided support to develop GOAL approach to learning and structure

Targeted Support

Priorities	Measure	Activity
	Barriers to learning these priorities address	Providing catch up programmes in reading, providing individualised support for spelling for targeted children
	Projected spending	£48,000

Wider strategies for current academic year

Wider Strategies

Measure	Activity
Emotional well being	Support emotional well-being through THRIVE support programme
Attendance	Use of Breakfast Club for a settled morning start, meet and greet
Self-esteem	Musical instrument lessons, self-esteem support work (mentoring, programmes) Attachment Mentoring
Barriers to learning these priorities address	Improving attendance and readiness to learn for the most disadvantaged children, developing confidence and self-esteem.
Projected spending	£22,000

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time given for professional development	Cover being provided to support training and development, use of INSET time, use of HLTA cover time
Targeted support	Time for small group or individual support, LSA and teacher time	Rotation of cover for HLTAs, bank staff being used to cover other needs wherever possible
Wider strategies	Engaging with families facing most challenges	Working with other agencies to support with engaging with families, support of Family Support Coordinator to engage families

Review: last year's aims and outcomes

Aim	Outcome
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Aim	Outcome
Social and emotional issues are addressed allowing access to learning and curriculum	Support programmes supportive and evaluations from children and parents demonstrated much progress in readiness to learn.
Reading and writing Children becoming word rich in order to deepen their understanding and comprehension of texts and application within writing.	<p>Writing analysis of books showed children confident at using tier 3 vocabulary but struggling more with tier 2 words.</p> <p>Reading showed high engagement. Pupil questionnaires showed an improvement in confident and self-belief.</p> <p>Progress from baseline of when children joined showed vast improvements over course of one year (teacher assessments from end Y6)</p>
Widening and understanding of vocabulary in order to reason and problem solve in maths	Progress of maths was high and in line with non PP group.