



## Pupil Premium Strategy Statement 2019-2020

1. Summary information					
School	Exwick Heights Primary School				
Academic Year	2019-2020	Total PP budget	£ 143,080	Date of most recent PP Review	September 2019
Total number of pupils	608	Number of pupils eligible for PP	107 (academic year 2019/2020) 98 (academic year 2018/19) 116 (academic year 2017/18)	Date for next internal review of this strategy	February 2020

2. Current attainment : End of Year 2018/2019								
EYFS End of Year	School - all	(National)	PP Pupils (4 Pupils)	Non-PP Pupils	Gap			
Good Level of Development	75%	71%	100%	73%	+27%			
Year 1	School - all	(National)	PP Pupils (13 Pupils)	Non-PP Pupils	Gap			
Phonics Check	86%	82%	69%	90%	-21%			
Year 2	School - all	(National)	PP Pupils (11 Pupils)	Non-PP Pupils	Gap			
Phonics Re-Check	96%	92%	N/A	75%	N/A			
End of KS1 (Year 2)	School (all)	(National)	PP Pupils (11 Pupils) <i>At or above ARE</i>	Non-PP Pupils <i>Pupils at or above ARE</i>	Gap	PP Pupils (11 Pupils) <i>At Greater Depth</i>	Non-PP Pupils <i>At Greater Depth</i>	Gap
Reading	80%	75%	82%	79%	+3%	33%	25%	+8%
Writing	80%	70%	91%	78%	+13%	8%	13%	-5%
Maths	81%	76%	91%	80%	+11%	17%	15%	+2%



End of KS2 (Year 6)	School (all)	(National)	PP Pupils (19 Pupils) <i>At or above ARE</i>	Non-PP Pupils <i>at or above ARE</i>	Gap	National (all) <i>At Greater Depth</i>	PP Pupils (19 Pupils) <i>At Greater Depth</i>	Non-PP Pupils <i>At Greater Depth</i>	Gap
Reading	75%	73%	71%	87%	-16%	27%	14%	21%	-7%
Writing	89%	78%	79%	92%	-13%	20%	14%	29%	-15%
Maths	86%	79%	81%	90%	-9%	27%	10%	19%	-9%
Combined	71%	65%	72%	71%	+1%	11%	5%	15%	-10%

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### 3. Barriers to future attainment (for pupils eligible for PP, including high ability)

#### In-school barriers (*issues to be addressed in school, such as poor oral language skills*)

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|-----------|---|
| <b>A.</b> | Low academic baseline (significant attainment gap between peers at baseline).   |
| <b>B.</b> | Low attainment in reading, writing and maths in current Years 4 and 6 compared to Non-PP Group despite progress being higher.   |
| <b>C.</b> | Raise attainment in children who are secure ARE/GD in maths, reading and writing combined.  |
| <b>D.</b> | There are a significant number of children who are PP who have additional vulnerabilities such as SEND, CP issues, families needing extra support. The current Year 4 and Year 6 cohorts have a particularly high number of children who are also SEND. |

#### External barriers (*issues which also require action outside school, such as low attendance rates*)

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| <b>E.</b> | Parental Engagement |
| <b>F.</b> | Life Skills         |

### 4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	<p>Closing the Gap: The progress of the majority of disadvantaged pupils matches or exceeds that of other pupils.</p> <p>Improved attainment for pupils eligible for PP funding in Reading, Writing and Maths (individually and combined)</p> <p>Attainment gap between PP and non-PP children will narrow.</p>	<ul style="list-style-type: none"> <li>• Pupils eligible for PP make progress in line with, or greater than, non-PP pupils across KS1 and KS2.</li> <li>• Data analysis by teachers and team leaders identify children at risk of underperforming.</li> <li>• Book scrutiny, lesson observations, and data shows children are making progress.</li> <li>• Intervention is specific and measurable.</li> </ul>



<b>B.</b>	Improved attainment for PP pupils in all year groups but particularly in Yr 4 and 6.	<ul style="list-style-type: none"> <li>• Pupils eligible for PP make progress in line with, or greater than, non-PP pupils.</li> </ul>
<b>C.</b>	Improved number of PP pupils attain at expected or GD in all three core subjects.	<ul style="list-style-type: none"> <li>• Pupils eligible for PP make progress in line with, or greater than, non-PP pupils.</li> </ul>
<b>D.</b>	Cohorts with a high number of PP and PP/SEN to be targeted to make accelerated progress.	<ul style="list-style-type: none"> <li>• Pupils eligible for PP make progress in line with, or greater than, non-PP pupils.</li> </ul>
<b>E.</b>	Targeted parents will become more fully engaged, working with the school to support their child/children.	<ul style="list-style-type: none"> <li>• Attendance of PP children and families at school events increases</li> <li>• Home learning is regularly completed by PP children</li> <li>• PP Parents readily engage with school staff to support their child</li> </ul>
<b>F.</b>	PP pupils engage fully with extra-curricular opportunities to extend life experiences.	<ul style="list-style-type: none"> <li>• High attendance of PP students with extra-curricular opportunities</li> </ul>

5. Planned expenditure					
Academic year	2019-2020				
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
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?
<b>Key Priority 3.2</b> Closing the Gap: The progress of the majority of disadvantaged pupils matches or exceeds that of other pupils.					
<p>Improved attainment for pupils eligible for PP funding in reading.</p> <p>(Please refer to English action plan).</p>	<p>Rearrange home reading books in KS1 so they are more closely aligned with phonics teaching.</p> <p>Guided reading will be taught four times each week with robust assessment driving text choice/grouping of children.</p> <p>Targeted reading comprehension intervention.</p> <p>Premier sport will release teachers from high PP year groups to conference and work with small groups of children.</p>	<p>Children need to be reading books at home which are closely matched to their stage of phonics progression.</p> <p>Quality, engaging guided reading texts to be chosen (with PP children in mind).</p> <p>Re-Think Reading will be used across the school as one of the strategies for guided reading.</p> <p>Staff to feel secure in their assessment of reading and use this to drive teaching and learning.</p> <p>Raise the profile of reading for pleasure through Drop Everything and Read, carefully selected class stories and Read to Succeed. Support will be provided to children in the library to choosing appropriate books.</p>	<p>Staff meeting with a reading focus.</p> <p>Guided reading teaching to be planned carefully and driven by assessment.</p> <p>Drop-in observations.</p> <p>Conferencing and questionnaires.</p> <p>Data scrutiny and follow up team meetings to discuss with teachers.</p> <p>Team and subject leaders to support staff with planning if needed.</p> <p>As Above</p> <p>Teacher Appraisals include targets related to improving progress and attainment for PP students</p> <p>CPD at the beginning of the academic year to discuss consistency in approaches and develop a shared understanding.</p>	<p>CN/ES/LM</p> <p>Team Leaders</p>	<p><b>February 2020</b></p>
<p>Improved attainment for pupils eligible for PP funding in writing.</p> <p>(Please refer to English action plan.)</p>	<p>Elicitation and application tasks to be used consistently to measure progress.</p>			<p>LM</p>	<p><b>February 2020</b></p>

<p>Improved attainment for pupils eligible for PP funding in maths.</p> <p>Please refer to Maths action plan.</p>	<p>High quality texts with rich vocabulary and exemplifying grammar will support learning.</p> <p>Develop the use of Tier 2 Vocabulary across the curriculum.</p> <p>Premier sport will release teachers from high PP year groups to conference and work with small groups of children.</p> <p>Elicitation and application tasks to be used consistently to measure progress.</p> <p>White Rose materials will be used consistently in years 1-6 to develop mastery in maths.</p> <p>Premier sport will release teachers from high PP year groups to conference and work with small groups of children.</p>	<p>Texts that Teach have been specifically chosen because they exemplify grammar in context. These will available from the Topic Box service so teachers can choose texts according to their cohort.</p> <p>Research indicates that tier 2 vocabulary needs to be taught explicitly.</p> <p>Class books chosen to develop tier 2 vocabulary or archaic language. Gaps in home reading identified and filled (e.g. traditional tales etc).</p> <p>There will be a consistent approach to target setting and assessment across the school.</p> <p>All PP pupils will have work correctly pitched.</p> <p>EEF highlights +8 months progress from high quality feedback - PP children to have their work marked first or alongside to ensure they are receiving the highest quality feedback.</p>	<p>Training on vocabulary development attended by LM and FL-S. CPD to all staff will be disseminated during staff meetings.</p> <p>Ongoing CPD to support teachers with developing mastery in maths and consistently use White Rose resources.</p>	<p>LM/FL-S</p> <p>Team Leaders</p> <p>PH and Maths Team</p>	<p><b>February 2020</b></p>
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Raise attainment for pupils eligible for PP funding in reading, writing and maths combined.	Review data and identify children to achieve ARE/GD in combined R/W/M.  Target set, conference children in identified area.	Historic data demonstrates that a lower number of pupil premium pupils are attaining at ARE/greater depth across the three core subjects in comparison to non-pp. Last year the RWM combined score was higher for PP children in year 6. This will need to be carefully monitored for year 4 and 6 in particular where there are more children who have SEND alongside PP.	Data tracking, book scrutiny, lesson observations.  Discussions with teachers.  Targeted boosting of pupils attaining GD in one or two of the three areas.	CN/ES/LM  Team Leaders	<b>February 2020</b>
<b>Total budgeted cost</b>					£87,603
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Improved attainment for pupils eligible for PP funding in reading.	Identified PP children to read 1:1 with LRT volunteer and daily with TA. £	Daily reading supports progress of pupils, providing greater enjoyment and engagement with reading.	Training for LRT volunteers Monitoring by Team leaders Pupil Outcomes	LM/PH	<b>February 2020</b>

Improved engagement/emotional resilience for targeted pupils	Highly trained teaching assistants released to work with targeted pupils through Wave 3 /'Stars' /Seal programmes - (part-time t/as given additional hours to cover the t/as trained to work with pupils on these programmes) £48122	Pupils need to be emotionally ready to learn	Staff INSET and CPD Monitoring by Team leaders Pupil Outcomes	TC/CM	February 2020
Parental engagement improves; raised attendance; additional support for pupils outside of school	PSA (Parent Support Worker) hours to work with targeted families to support parental engagement and home learning. PSA also supports families with external support such as finance, Early Help etc. £8,121	Targeted families engage and work collaboratively with the school to improve outcomes for their children.	Case studies created Evaluations of family workshops Children recognise that home and school work together effectively	CM/SLT	February 2020
<b>Total budgeted cost</b>					£56,243
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Pupils offered opportunities to participate in wider enrichment activities, both in and out of the school day	Music tuition/Extra-curricular activities/ Educational visits/ residential funded for PP children	Development of whole child. Where a child experiences success in one area, resilience is developed to support learning in all areas.	Evaluation Ongoing monitoring Engagement in activities (performances etc) by PP children	SLT	February 2020
<b>Total budgeted cost</b>					£9,025.00