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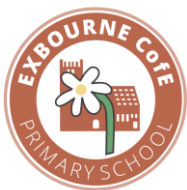


Pupil Premium strategy statement 2022-23

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.

School overview

Detail	Data
School name	Exbourne C of E Primary
Number of pupils in school	51
Proportion (%) of pupil premium eligible pupils	24% (12 pupils)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021 – 2025
Date this statement was published	December 2022
Date on which it will be reviewed	May 2023
Statement authorised by	Lisa Paton (Inclusion Exec Principal)
Pupil premium lead	Deirdre Petersen (Principal)
Governor / Trustee lead	Richard Hollingsworth (Chair of LSB)



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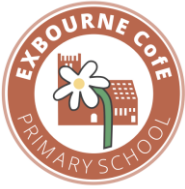
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Pupil Premium strategy statement 2022-23

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£13,158
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£13,158



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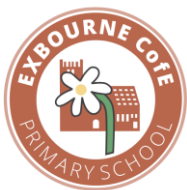
Pupil Premium strategy statement 2022-23

Part A: Pupil premium strategy plan

Statement of intent

We are ambitious for all our pupils to achieve and aspire for all to flourish at Exbourne Church of England Primary. We recognise that a values based approach and quality first teaching is key to improving outcomes for all pupils. When considering PP funding, it is important to note the context of the school community as well as the challenges faced. Common barriers to learning can be: lack of parental engagement and support at home, poor language and communication skills, behavioural issues depending on environmental factors. Often, complex family situations can prevent children from flourishing. Our guiding principles at Exbourne C of E Primary for supporting vulnerable pupils in receipt of PP funding are:

- Staff build trusting relationships with vulnerable pupils, gaining insight into their circumstances as well as their individual strengths and development areas.
- We have a strong focus on developing the whole child: celebrating their success as well as addressing the barriers they may face. • We have a civic responsibility to ensure all pupils are offered equity in provision in order for them to achieve success.
- Our knowledge rich curriculum is adapted to the needs of our most vulnerable pupils and we aspire to excellent teaching which is inclusive and feeds into our learning culture.
- We address financial and practical barriers to learning and enrichment opportunities – we provide for our vulnerable families through Breakfast Club, uniform, enrichment trips and activities to add to their cultural capital.



Challenges

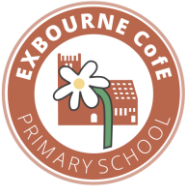
This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	<i>Attendance as vital for achievement of our disadvantaged pupils</i>
2	<i>Wellbeing, mental health issues in our most vulnerable families</i>
3	<i>Lack of cultural capital and access to wider experiences through enrichment has widened gaps in knowledge</i>

Intended outcomes

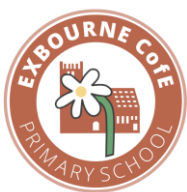
This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
To increase the percentage attendance for disadvantaged pupils	<ul style="list-style-type: none">All pupils have a high percentage attendance with pupil premium in line with their peers
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing demonstrated by: <ul style="list-style-type: none">Bespoke Wellbeing sessions through Devon Wildlife TrustQualitative data from student voice, student and parent surveys and teacher observations



Pupil Premium strategy statement 2022-23

	<ul style="list-style-type: none"> • An overall rise in achievement • A significant increase in participation in enrichment activities
To improve pupils' achievement in key areas of the curriculum to ensure that prerequisite age-related knowledge is embedded.	<p>Pupils eligible for PP make rapid progress by the end of the year so that a greater number of pupils meet or exceed age related expectations across the curriculum through the following:</p> <ul style="list-style-type: none"> • Additional Oracy sessions • Additional Phonics sessions • Additional Reading sessions <ul style="list-style-type: none"> • Additional Arithmetic sessions
To improve pupil's presentation and handwriting skills.	<p>The quality of pupils' recording across the curriculum demonstrates the following:</p> <ul style="list-style-type: none"> • Care and pride in the pupil's work • A clear, systematic approach to learning and problem solving <p>Age related manuscript skills with legible and attractive handwriting</p>
To assure accessibility of wider cultural experiences for all pupils	<ul style="list-style-type: none"> • All children are able to access curricular opportunities such as: swimming, theatre trip, sporting events, residential trips etc <p>Use of PP to assist with curriculum catch up so that all pupils have equity in school experiences</p>
To involve parents and carers to work in collaboration with the school to find solutions to barriers to learning	<p>Parental/Carer engagement with the school is effectively supporting pupil's achievement through the following:</p> <ul style="list-style-type: none"> • Participation in parental/carers consultations with agreed next step targets <p>Parent/Carer workshops</p>



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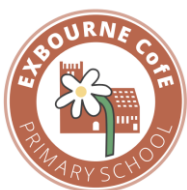
Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 3,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improve the quality of social and emotional (SEL) learning. SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	1
Continue to develop high quality first teaching focussed on oracy and language development	High-quality classroom discussion, is inexpensive to implement with high impact on reading. EEF toolkit - Using pupil premium EEF (educationendowmentfoundation.org.uk)	2
CPD for teachers and support staff with a focus on Reading	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily	2



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skills to enable high quality teaching for all	comprehension), particularly for disadvantaged pupils: The Sutton Trust (2011)	
CPD for teachers and support staff with a focus on wellbeing, SEMH and SEND needs	EEF toolkit - Using pupil premium EEF (educationendowmentfoundation.org.uk)	1
Access to a broad rich curriculum	EEF toolkit - Using pupil premium EEF (educationendowmentfoundation.org.uk)	3

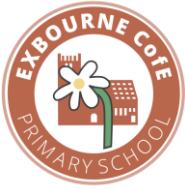
Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £4,450

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of staff for tutoring and small group work to 'catch up'	EEF toolkit - Using pupil premium EEF (educationendowmentfoundation.org.uk)	1 and 3
Speech and language intervention (Speechlink)	Implemented across KS1 to support language and communication – as per County guidance	1 and 3
Focussed reading groups, reading intervention work	EEF suggest oral reading interventions have a good impact on pupil Reading ability	1, 3 and 4
Phonetically decodable books and support for parents in home reading	Books aligned with Phonics teaching	1, 3 and 4

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 5,608



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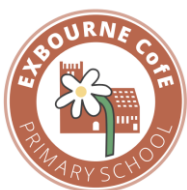
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Activity	Evidence that supports this approach	Challenge number(s) addressed
Develop enrichment opportunities for all children including access to the arts, music and sport.	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <ul style="list-style-type: none"> • EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk) 	1 & 3
Develop positive personal learning behaviour strategies for pupils	<p>Positive learning behaviours promote positive outcomes for all children:</p> <ul style="list-style-type: none"> • Learning behaviours EEF (educationendowmentfoundation.org.uk) 	1,2 & 3
Extra-curricular enrichment for pupils eligible for PP	<ul style="list-style-type: none"> • Access to after school provision; opportunities such as music lesson provision – EEF research suggests these provide life skills that are important in determining life chances • Access to residential trips and visits including overnight trips to outdoor educational centres – wellbeing/ physical health improvement 	2

Total budgeted cost: £ 6,800



Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

Teaching priorities – to diminish the attainment gap between PP and non-PP eligible pupils.

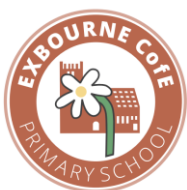
Activity – half termly assessments; monitoring and evaluation of progress between PP and non-PP peers through pupil progress meetings.

Outcome – progress from baselines show that overall PPG pupils made good progress to their starting points.

Previous Academic Year	2021 -22
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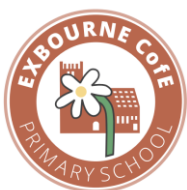
i. Quality of teaching for all

Desired outcome	Chosen action/approach	Estimated impact	Review / Lessons learned	Cost
Children's attainment and progress is recorded and monitored on the school's Assessment Tracking system and informs planning.	The assessment tracking system is being used effectively by staff to inform planning including catch-up and pre-teach sessions.	Impact hard to measure due to school closures and no formal assessments in 2019/20 and 2020/21 academic years. Many disadvantaged children were able to attend school during the closures.	Continue with approach in order to ensure that disadvantaged children remain a focus for all teaching staff and that teaching, questioning and detailed feedback is directed towards them.	£415



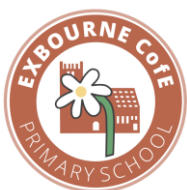
Pupil Premium strategy statement 2022-23

Desired outcome	Chosen action/approach	Estimated impact	Review / Lessons learned	Cost
Children make at least expected progress relative to their starting points and achieve at least in line with national age-related expectations.	All children are receiving teaching and learning on a daily basis that is at least good.	PP children given every chance to succeed both during school closure and on return to school.	Continue with approach in order to ensure that disadvantaged children remain a focus for all teaching staff and that teaching, questioning and detailed feedback is directed towards them.	£1200
ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact	Review / Lessons learned	Cost
Pupil progress is accelerated through the implementation and analysis of 'soft measures' support such as attendance and engagement	To use the Soft Measures Tracker to record expenditure of PPG and measure the impact across the academic year using a range of soft measures, such as attendance and engagement	PP pupil attendance and engagement is high	Ensure that 'soft measures' are continually monitored so that PP families are guided if the measures fall	£250
Desired outcome	Chosen action/approach	Estimated impact	Review / Lessons learned	Cost
Children with delayed speech and language development make rapid and sustained	Liaison with SALT team and referrals where appropriate to gain outside agency expertise	PP pupils with S&L difficulty are offered targeted support to catch up with peers	Ensure that assessments are done early in the year so that issues are highlighted and dealt	£300



Pupil Premium strategy statement 2022-23

progress to meet age related expectations.	Assessment using Speech Link and Language Link and analysis to guide intervention		with early and gaps plugged through targeted support	
Children not on track in Reading to make rapid and sustained progress to meet age related expectations.	Phonics teaching is tailored to pupil needs within QFT A research based Phonics programme and training is put into place to ensure best practice	PP pupils who are not on track in Reading are offered targeted support to catch up with peers	Ensure that Phonics programme used is fit for purpose and if not invest in another, research based programme in coming academic year	
Children not on track in Writing to make rapid and sustained progress to meet age related expectations.	Teaching in Spelling, Punctuation and Grammar is tailored to pupil needs within QFT	PP pupils who are not on track in Writing are offered targeted support to catch up with peers Bespoke interventions in spelling and handwriting offered to PP pupils/ pupil conferencing with CT	Continue to embed pupil conferencing in Writing so that PP children have the best chances of success in writing	
Desired outcome	Chosen action/approach	Estimated impact	Review / Lessons learned	Cost
Children not on track in Maths to make rapid and sustained progress	Maths teaching is tailored to pupil needs within QFT A research based Maths CPD training is put into place to ensure best practice	PP pupils who are not on track in Writing are offered targeted support to catch up with peers	Continue to embed pupil conferencing in Maths and on the spot formative assessment so that PP children have the best chances of success in Maths	



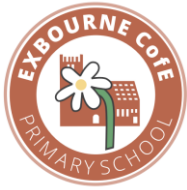
Pupil Premium strategy statement 2022-23

to meet age related expectations.	Half termly assessment and analysis is used to identify Maths gaps	Bespoke interventions in spelling and handwriting offered to PP pupils/ pupil conferencing with CT		
iii. Other approaches				
Desired outcome	Chosen action/approach	Estimated impact	Review / Lessons learned	Cost
Cultural capital is improved by offering cultural capital through curricular enrichment	A variety of outings and visits to enrich the curriculum Online based activities matching curriculum offer increase in cultural capital during school closure		Enrich the curriculum where possible to ignite awe and wonder in learning	£650

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Read Write Inc	Ruth Miskin
Speech and Language Link	Speechlink Multimedia Ltd



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Nelson Handwriting	Oxford Owl
REACH curriculum	The Reach Foundation