

Pupil premium strategy statement – Exbourne Primary School 2024 2025

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	31
Proportion (%) of pupil premium eligible pupils	26%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	November 2023 – November 2026
Date this statement was published	November 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Phil Whittleby –Executive Principal
Pupil premium lead	Tara Penny – Principal

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 13,320
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£ 13,320

Part A: Pupil premium strategy plan

Statement of intent

We are ambitious for all our pupils to achieve and aspire at Exbourne Primary School.

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve their potential across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal regardless of their starting point.

We will consider the barriers faced by vulnerable pupils, such as those who have a social worker and young carers.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.

Our approach will be responsive to common challenges and individual needs, based on robust, ongoing assessment. To enable our approaches to be effective we will:

- Ensure a relational approach in all interaction and work to support disadvantaged pupils and their families
- Ensure disadvantaged pupils are challenged appropriately
- Act early to intervene at the point need is identified
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations

Challenges

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

Challenge number	Detail of challenge
1	Attendance levels for disadvantaged pupils
2	Mental health and wellbeing
3	Gaps in learning and progress from starting points
4	Access to wider opportunities and enrichment

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
<p>Raise standards of attendance for pupil premium pupils</p>	<p>Attendance data shows increase in the percentage of pupils reaching the Trust attendance target of 97%.</p> <p>A positive ethos and culture ensuring pupils are included and engaged.</p> <p>Successful attendance support plans that are timely and result in improvements in attendance.</p> <p>Reduction in lateness and improvements in punctuality.</p> <p>Nurturing approaches and a safe space where disadvantaged learners can thrive</p> <p>Addressing barriers to learning and participation, considering the needs of all young people</p> <p>Successful positive and relational relationships with children, staff and parents.</p> <p>Positive, open, and effective communication between home and school that has a positive impact on attendance.</p>
<p>Staff have tools to promote positive mental health and wellbeing in pupils</p>	<p>Mental Health Champion is appointed and trained</p> <p>Mental Health First Aider is appointed and trained</p> <p>Pupils are assessed for mental health and interventions and support made available as needed.</p> <p>Staff promote mentally healthy attitudes in all areas of school life</p> <p>Staff have CPD in adverse childhood experiences (ACES), neuroscience, attachment theory and child development</p> <p>All staff use a trauma Informed, relational approach with pupils.</p>

	Zones of Regulation introduced and utilised
<p>Close gaps in learning between disadvantaged and non-disadvantaged children.</p>	<p>Relational practice from all staff ensures children feel psychologically safe and ready to learn. They see themselves as learners able to be the best that they can be.</p> <p>Whole school focus on positive learning behaviours instils a culture of focus and attention.</p> <p>Read Write Inc enables pupils to catch up where phonics and early reading gaps are detected – this continues into KS2 (including Fresh Start) for those children who need it.</p> <p>The Academy Improvement Plan details specific strategies in all curriculum areas to scaffold learning in order to facilitate learning and promote rapid progress.</p>
<p>All pupils have access to a wide range of activities to build cultural capital</p>	<p>Clubs, visits and visitors organised to support extra-curricular learning opportunities</p> <p>Finance available to subsidise costs for PP children to attend clubs, activities and trips</p> <p>PP families are actively encouraged to enroll children in extra-curricular activities and residentials</p> <p>All PP children are encouraged to have roles and responsibilities in school (school council, monitors, play leaders etc)</p> <p>Sustained high levels of wellbeing demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant reduction in playground disputes

	a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
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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: £ 8,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to embed high quality first teaching involving impactful feedback for pupils and supportive, research-based pedagogy	The best available evidence indicates that great teaching is the most important lever schools have for improving outcomes for their pupils. 1. High-quality teaching EEF (educationendowmentfoundation.org.uk)	1, 2, 3

<p>Continue to develop relational approaches used by all staff.</p>	<p>Understanding a pupil's context will inform effective responses to behaviour. Every pupil should have a supportive relationship with a member of school staff.</p> <p>Improving Behaviour in Schools EEF (educationendowmentfoundation.org.uk)</p>	<p>1,2,3</p>
<p>Embed Read Write Inc through continued CPD including peer observations, videoing sessions and online training sessions</p>	<p>The Sutton Trust (2011)</p> <p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>3</p>
<p>CPD for teachers and support staff with a focus on Math and English pedagogy to enable high quality teaching for all</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>Improving Literacy in Key Stage 1 EEF (educationendowmentfoundation.org.uk)</p> <p>Improving Literacy in Key Stage 2 EEF (educationendowmentfoundation.org.uk)</p>	<p>3</p>
<p>Use of standardise</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help</p>	<p>3</p>

<p>d diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	
<p>Subject leaders to attend curriculum community meetings and disseminate to staff</p>	<p>EEF toolkit - Using pupil premium EEF (educationendowmentfoundation.org.uk)</p>	<p>3</p>
<p>All staff to lead a club or activity after school over the year.</p>	<p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	<p>4</p>
<p>All staff attend training in neuroscience, attachment theory and child development</p>	<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> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	<p>2</p>

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

Budgeted cost: £3,320

Activity	Evidence that supports this approach	Challenge number(s) addressed
Fidelity to RWI programme – teaching and training	Phonics Toolkit Strand Education Endowment Foundation EEF	3
Phonetically decodable books matched to child ability	Books aligned with Phonics teaching in RWI	3
Speech and language intervention (Well Comm, Speechlink and LanguageLink)	Implemented across KS1 to support language and communication – as per County guidance	3

1:1 reading with disadvantaged groups and lowest 20% at least weekly	The Sutton Trust (2011) Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	3
Pre teaching and Precision teaching	EEF toolkit - Using pupil premium EEF (educationendowmentfoundation.org.uk)	3
Lego therapy	EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	1,2,3
Fun fit	EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	1,2,3

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

Budgeted cost: £2,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Parent Workshops	Sharing school aims, subject specific knowledge, and consultations, enabling parents to be able to support school mission	1, 2, 3, 4
<i>Extra-curricular enrichment for pupils eligible for PP – science, sports and maths</i>	EEF research suggests these provide life skills that are important in determining life chances	1, 2, 3, 4

<i>Funding for breakfast club</i>	EEF Evidence shows that children who have eaten before school are more likely to perform well in the morning	1,2,3
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	1,2,3,4 +
Establish support as necessary to improve the attendance of disadvantaged pupils.	Embedding principles of good practice set out in DFE's 'Improving School Attendance'. Establish 'easy to access' information for parents about children's absence and the potential impact on their education.	1,2,3

Total budgeted cost: £ 13,320

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

Detail is suppressed due to numbers of pupils and identification of personal data.

In general terms:

All disadvantaged EYFS children achieved a good level of development at the end of Reception year.

All disadvantaged pupils passed the phonics test in Year 1.

At the end of KS1, there was no difference in attainment between disadvantaged and non-disadvantaged.

No difference in passing the Multiplication Table Screening, however where children did not pass, this is being addressed in intervention.

At the end of KS2, non-disadvantaged did outperform disadvantaged pupils in two of the four areas, but progress of non-disadvantaged was above expectation.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider