

Pupil premium strategy statement Exmouth Community College

This statement reviews our school's use of pupil premium and recovery premium for the 2022 to 2023 academic year. It also includes revisions to the three year plan for the academic year 2023/24. This three year plan outlines strategies to support the attainment of our disadvantaged pupils.

School overview

Detail	Data
School name	Exmouth Community College
Number of pupils in school	2202
Proportion (%) of pupil premium eligible pupils	22%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 to 2024
Date this statement was published	Oct 2021 (revised Oct 22 & Oct 23)
Date on which it will be reviewed	March & October Annually
Statement authorised by	Governing Board
Pupil premium lead	Nick Smith
Governor / Trustee lead	Rev Philip Wales & Mrs Claire Fegan

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 426,678
Recovery premium funding allocation this academic year	£ 108,295
Total budget for this academic year	£ 534,048

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
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Part A: Pupil premium strategy plan

Statement of intent

Our ultimate objective is to improve the academic outcomes of Pupil Premium students thereby developing improved life chances, higher aspiration and more choice when moving on from school. We will measure this by reducing the in school variation (P8) between PP and non-PP students. We will also monitor their progress on national levels.

Our key strategies include implementing a new mapped out school curriculum that embeds mastery retrieval and assessment points which designed to support retention and recall of knowledge. These assessment points build upon clearly identified and sequenced essential knowledge that are the building blocks of our curriculum.

Academic focus include filling gaps of knowledge and support the retention and recall of the curriculum by offering additional academic support. This will be a blend of in class support, personal tutoring and small group gap filling lessons.

We will also endeavour to overcome any key barriers to learning that PP students may experience thereby enabling them to attend school, have equipment, and find pastoral & academic mentoring.

Challenges

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

Challenge number	Detail of challenge
1	<i>Ensuring students reach mastery levels at assessment points in order to secure sufficient progress at the end of a learning cycle. This knowledge and understanding will ultimately support improved attainment at KS4.</i>
2	<i>Educational gaps from Covid, students have missed or are missing key learning or may not understand parts of the curriculum.</i>
3	<i>Barriers to attending school, or engaging with school such at attendance, equipment, uniform, trips and music lessons.</i>

4	<i>Reading fluency is improved across the school to support student's comprehension of texts at GCSE and wider reading.</i>
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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
<i>Mastery curriculum embedded with key assessments being achieved and students getting better results at KS4.</i>	<i>PP students to be securing their target progress levels at GCSE. The gap progress gap closing in school to be a smaller gap than the national average (in school variation to be reducing). All students including PP to be making progress in line with their peers nationally.</i>
<i>Filling gaps in knowledge and supporting assessment points</i>	<i>PP students attending and benefiting from Aim Higher booster sessions and 121 coaching. (2023 revision - this has now changed to a focus on students attending the National Tutoring Program and attending our after school 'Power Hour' provision).</i>
<i>PP students attendance to school in line with peers</i>	<i>PP student's attendance improving across the school.</i>
<i>All students more able to access exam questions</i>	<i>All students' ability to access exam questions improving. Students moving into KS4 better equipped to read GCSE level texts and questions.</i>

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Mastery Learning £46,851	Using learning mentors and aim higher mentors, support the mastery learning weeks by supporting students to fill gaps and to raise their levels of attainment (<i>see Academic Support Mentors</i>).	1
	Mastery learning Toolkit Strand Education Endowment Foundation EEF	
Class Sizes £86,534	PP students will be taught in whole group reduced classes. Students will receive more attention and focus on work. Use of positive role models and access to Aim Higher with UPS teachers aim to improve attainment. 15 hours per week for English, Maths and Science	1, 2
	Reducing class size Toolkit Strand Education Endowment Foundation EEF	
Projected spending	£ 133,385	

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading Comprehension (AR) £7,000	Support with AR awards/rewards to encourage engagement with the programme.	1, 4
	Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF	
Phonics & Inference £13,700 <i>Rapid Plus to be costed</i>	Developing the phonics and inference training programme for readers with less than age equivalent reading. Supporting reading fluency in readers at KS3. Investment in the Rapid Plus programme. (new for 2022/23) to run alongside Lexia.	1, 4
	Phonics Toolkit Strand Education Endowment Foundation EEF	
Peer Tutoring £14,000	KS4 tutoring scheme, taught by academic KS5 students on GCSE subject areas.	1, 2
	Peer tutoring Toolkit Strand Education Endowment Foundation EEF	
One to One tutoring £27,000 (budget allowance – 50% of NTP funds)	MyTutor personal tutoring for KS4 students to raise attainment in identified subjects. (<i>focus on year 11 PP first according to budgets and engagement</i>)	1, 2
CoachBright tutoring <i>To be costed</i>	Personal tutoring programme, supported by government catch-up funds to help students fill gaps (<i>year 9 to 10 to support 121 into year 11</i>)	1, 2
	One to one tuition Toolkit Strand Education Endowment Foundation EEF	

Aim Higher sessions	Staff led, gap filling sessions and extension sessions to identify and fill gaps and improve sequential learning. Targeted from assessment.	1, 2
	Small group tuition Toolkit Strand Education Endowment Foundation EEF	
Projected spending	£61,700	

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Parental Engagement	Engage parents at KS3 with the Pupil Progress departmental support offer and at KS4 with the academic support offer.	2, 3
	Parental engagement Toolkit Strand Education Endowment Foundation EEF	
Mentoring (academic & pastoral) PP Staffing £100,548	Mentors to identify gaps and remove barriers to learning for identified students. Meet with students, liaise with parents, coordinate intervention lists and facilitate access to academic progress.	2, 3
	Mentoring Toolkit Strand Education Endowment Foundation EEF	
SEMH & anxiety lunch club & early morning meet and greet.	Worry bubble sessions with mentor to support emotional resilience and personal strategies for coping with anxiety.	3
	Social and emotional learning Toolkit Strand Education Endowment Foundation EEF	
Financial/resource support £57,736 (budget line to spend)	Providing equipment and materials to study centre, individuals and departments to support PP children to access their learning.	3
Support Staffing: Academic Support Mentors	In class academic support for students falling behind. Termly targeted support in identified subject area and reviewed at each data cycle (and in between where necessary).	3
Support Staffing:	Staffing to support departments and contribute towards admin, behaviour, SEMH etc.	1,2,3,4

SIMS £29,013 (20% of Data Team) REACH / RTL £81,046 Attendance £20,065 Student Support £25,074		
Assistant Headteacher £45,911 (50% of cost)	Overseeing the running of the Pupil Progress Team and the strategy for planning for academic and pastoral interventions.	1,2,3,4
Projected spending	£359,393	

Total budgeted cost: £ 554,478

Key Revisions to the plan for 2023/24

Aim Higher & After School Support

With the implementation of the 'Power Hour' for the whole year 11 cohort in Jan 2023, and the ongoing personal tutoring programme, the Aim Higher sessions were removed in 2023. **Our after school support is to remain the Power Hour at KS4 and a tutoring program (see below).**

Literacy

The Lexia literacy programme is now embedded into the Discover programme. It now includes **Rapid Plus and Talk Boost**. There are also two tutor groups running in the morning for year 7 and 8 which are a Lexia focus.

Beginning to think about the strategy for **the next three year plan** there will be a renewed focus on reading and comprehension. The weaker readers at ECC are now being better identified and supported. We intend to widen our literacy provision to develop reading fluency across the school and there is training going on this year to support that next development.

Attendance

The attendance team retains the financial resource added from the Pupil Premium budget last year. This is to prioritise Pupil Premium students first of all. Our rationale is that with increased focus and engagement we can improve the attendance situation for these students by ensuring they are at the top of this list when it comes to engagement and support. The team now have 20 hours more resource.

MyTutor

The MyTutor programme will run again, but we are also considering some 'in school' small group tutoring to support gap filling of those year 11s who need a boost in the spring term.

Part B: Review of outcomes in the previous academic year (2022/23)

Pupil Premium strategy outcomes

The National Picture

Source: [Key stage 4 performance, Academic year 2022/23 – Explore education statistics – GOV.UK \(explore-education-statistics.service.gov.uk\)](https://explore-education-statistics.service.gov.uk)

*Progress 8 scores for disadvantaged and non-disadvantaged pupils showed that **non disadvantaged** pupils averaged a **Progress 8 score of 0.17** whereas **disadvantaged pupils averaged a Progress 8 score of -0.57**. This means non disadvantaged pupils, on average, progressed more than expected when compared to similar pupils in their prior attainment group, whereas **disadvantaged pupils achieved -0.74 less** than their peers at KS4.*

Exmouth Community College

For 2023, the progress 8 score of our full cohort was -0.59, our disadvantaged cohort was -1.05. This shows an in school variation of -0.46. The Attainment 8 score for our full cohort was 41.74 and for our disadvantaged cohort was 30.46.

Measure	PP	Full Cohort	Gap
Attainment 8	30.46	41.74	11.28
Progress 8	-1.05	-0.59	-0.46
5+ in E&M	20.29%	38.42%	18.13
Students entered for EBacc	18.84%	38.42%	19.58

Average points score per EBacc slot	2.64	3.65	0.24
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Wider Strategies and Admin Support

Pupil Premium Student Support and Pupil Premium Learning Mentors

Worked throughout the year providing academic and pastoral support to PP families and students. During lockdown and following the return to school, the PP team mentors lead on the distribution of Supermarket vouchers and helped families in crisis by providing them with unclaimed vouchers.

The PP team also oversaw the continued distribution of laptops to all students (PP, non PP) across the school who needed access to online learning whilst working at home or during the return to full school attendance.

Externally provided programmes

Programme	Provider	Analysis
121 Tutoring Online	MyTutor	<p>Attended 75% or more of their MyTutor – 42 pupils: Progress 8 -0.11</p> <p>Attended 50% or more of their MyTutor – 69 pupils: Progress 8 -0.34</p>
Tutoring & University/FE aspiration	Coach Bright	This was not run in 22-23 as there became a focus on online tutoring which we felt was best delivered via MyTutor. This was easier to manage and was essentially the same provision.