

Pupil Premium Strategy Statement

Ted Wragg TRUST

An ambitious and inclusive Trust of schools strengthening our communities through excellent education.



We demonstrate our love through our values



How we will succeed



Our Ted Wragg Standard



This statement details our school's use of pupil premium (and recovery premium for the 2025 to 2026 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	Exwick Heights Primary School
Number of pupils in school	497
Proportion (%) of pupil premium eligible pupils	101
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024 - 2027
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Gemma Wills (Headteacher)
Pupil premium lead	Emily Baxter (Assistant Headteacher)
Governor / Trustee lead	Rachel Milton

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£153,015
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	£153,015

Part A: Pupil Premium Strategy Plan

Statement of Intent

At Exwick Heights we strive for every child to achieve **academic excellence** and **personal empowerment**. We create a nurturing and ambitious environment where children are supported to develop **kindness, curiosity** and **determination** in all that they do.

It is our collective intention to ensure that every child has the opportunity to realise their dreams and to do this, we fiercely strive for educational equity and social justice. Our collective goal, upheld by all staff members, is to facilitate successful learners and well-rounded individuals who are ready for the next stage in their learning journey.

We follow the Education Endowment Fund's five-point plan to plan, deliver, monitor and sustain an effective Pupil Premium Strategy – diagnosing need before using evidence to build, develop, and monitor strategy. When assessing need, we assess rather than assume, using a collection of data (attainment records, attendance records, and pastoral information). Crucially, none of this data is analysed in silo. We 'connect the dots' to build a comprehensive picture of broad Pupil Premium challenges, as well as individual ones. We then respond to this data, reading robust, externally researched evidence before selecting the most appropriate strategy to provide an effective solution to the challenges faced.

We use the majority of our Pupil Premium funding to ensure high-quality teaching and targeted academic support. However, we are also acutely aware of the role that social capital, aspiration and self-perception play in a child's academic progress. We therefore also use our funding to pay, in part or in full, for many enrichment opportunities. By participating in a wide range of experiences beyond those at home, our pupils see themselves as capable and adventurous individuals who can aim higher than they previously expected. We monitor and review the impact of our funding regularly, adapting, expanding, or ceasing any strategies as required.

Our school will:

- First, all staff are aware of the disadvantaged students they teach, tutor, or mentor: we consciously build strong relationships with these students, gaining knowledge of their subject strengths and areas for development, their individual.
- Have a designated Senior Leader who is part of the Ted Wragg Trust Disadvantaged Network and contributes to termly review of impact and the sharing of best practice.
- Have a named Governor for disadvantaged.
- Have a costed Pupil Premium Strategy that uses a consistent framework based on the three areas of need identified through the EEF research. This plan will be available on the website and reviewed termly by senior leaders and Governors.
- Contribute to disadvantaged peer reviews and will also undertake an external review every three years.



- 🌱 Provide funding for disadvantaged pupils to access extra-curricular opportunities and ensure they are represented in every aspect of school life.
- 🌱 Ensure every aspect of the school's KPIs has a reporting mechanism for disadvantaged pupils.












In addition, we will use the following guiding principles as part of our work in supporting pupils eligible for Pupil Premium and disadvantaged children:

- 🌱 First, all staff are aware of the disadvantaged students they teach, tutor, or mentor: we consciously build strong relationships with these students, gaining knowledge of their subject strengths and areas for development, their individual contexts, and aspirations.
- 🌱 We focus relentlessly on developing them as individuals – their talents, their academic endeavours – and acknowledge and address the unique barriers they face.
- 🌱 At the front of our minds, we remember that we are powerful advocates: we have a responsibility to ensure that every disadvantaged student is prioritised for enriching academic and extra-curricular opportunities that challenge and inspire them.
- 🌱 We develop disadvantaged pupils in our community: we believe in them, even when they don't believe in themselves; we prioritise them at every opportunity, proactively encourage them to take on leadership roles, and ensure they develop the skills needed for success.
- 🌱 We know that excellent teaching is at the heart of learners' success. Supported by our ambitious learning culture, our pedagogy, knowledge-rich, cohesive curriculum, consistent routines, feedback, high expectations, and strong knowledge of individuals can and do make a difference to our most vulnerable students.
- 🌱 We know that excellent teaching is adaptive and meets the needs of the learner: teachers engage with incremental coaching and evidence-informed approaches to refine, develop, and improve in order to ensure our learners achieve their potential. We understand the importance of subject mastery and seek always to develop subject knowledge and expertise.
- 🌱 We address financial and practical barriers to learning and enrichment: we know how parents or carers can apply for bursaries to support access to activities and enrichment opportunities; we provide essential equipment, discounts for uniform, and study guides for students eligible for Pupil Premium.
- 🌱 We offer opportunities for independent practice: we explicitly teach students learning habits, which are embedded in lessons, monitor their success throughout their school career, and intervene where necessary to support progress.
- 🌱 We raise aspirations and focus on the future: we provide guidance and support that allow our students to explore opportunities they may not have considered. Students are prioritised for careers advice and work experience. We develop strong links with universities and businesses in order to encourage all students to broaden their horizons.
- 🌱 We understand that excellent attendance is fundamental to student success: we intervene early and positively when students are absent and ensure that any barriers to excellent attendance are addressed.

Challenges

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

Challenge Number	Detail of Challenge
1	<p>Attendance and Punctuality</p> <ul style="list-style-type: none"> December 2024: DfE attendance data shows that our Pupil Premium attendance is lower than that of non-PP pupils. Our PP attendance last year was 2.8% lower than the national PP average (90.1% compared to 92.9%). December 2025: Our PP attendance significantly improved last year. DfE attendance data indicates that our PP attendance last year was 0.5% lower than the national PP average (91.7% compared to 92.2%) with an improvement of 1.6 percentage points from our previous year. This represents a positive trend. However, we aspire to be above the national PP average and in line with non-PP pupils.
2	<p>Engagement in Lessons & Resilience in Learning</p> <ul style="list-style-type: none"> December 2024: Behaviour is very good; however, results from our pupil survey indicate that PP children have slightly lower levels of engagement in lessons than our non-PP pupils. December 2025: This is an improving picture; however, pupil survey results continue to indicate that PP children have lower levels of engagement. A key focus area from our latest pupil survey is resilience in learning with a lower proportion of our PP children feeling resilient when faced with a challenging task.
3	<p>Language and Communication</p> <ul style="list-style-type: none"> December 2024: Speech and Language Screening data shows that all PP children assessed in the previous screening window have improved in their current screen. However, 19.8% of PP pupils require Speech and Language intervention – 7 PP pupils in KS1 (3 of whom have a Special Educational Need) and 14 PP pupils in KS2 (6 of whom have a Special Educational Need). December 2025: Again, Speech and Language data shows that all PP children assessed in the previous screening window have improved in their current screen. However, 14% of PP pupils require Speech and Language intervention – 7 PP pupils in KS1 (2 of whom have a Special Educational Need) and 7 in KS2 (6 of whom have a Special Educational Need).
4	<p>Mastering Number Facts in Maths</p> <ul style="list-style-type: none"> December 2024: We have seen some progress in terms of closing the Maths attainment gap between PP and non-PP across the school. However, data shows that in some year groups, a gap remains. We have identified that improved knowledge of basic number facts will support to narrow this. December 2025: At the 2025 Summer Term assessment point, the percentage of Pupil Premium pupils achieving age-related expectations for Maths was Y5 (65%), Y4 (74%), Y3 (71%), Y2 (50%, high rate of in-year PP admissions). Our MTC scores were strong with an average score of 21.7. The percentage of pupils achieving KS2 Maths was 55% (11/20). However, 5 of the 9 PP pupils who didn't pass were PKS new admissions in Upper Key Stage Two. 11/15 (73%) of our earlier admissions achieved the expected standard.
5	<p>Early Reading and Phonics</p> <ul style="list-style-type: none"> December 2024: Whilst our PP phonics data was very strong last year, with 80% of PP children achieving the standard, we know that phonics is a critical component in the

	<p>development of early reading skills and so it remains a key priority. We want to ensure that this success continues as a trend.</p> <ul style="list-style-type: none">  December 2025: 92% of PP pupils achieved the standard and we are very pleased with this data. Nonetheless, it remains a key priority and we aspire for 100% unless there is a very significant SEND barrier.
6	<p>Reading for Pleasure</p> <ul style="list-style-type: none">  December 2024: Our culture of reading has significantly improved over the past three years. Nonetheless, Accelerated Reader data shows that, despite being good readers, they are not all yet avid readers. 51 PP children are not currently on track to achieve the expected number of words for their age, 20 of whom have a Special Educational Need.  December 2025: Our reading culture continues to be strong. However, at present 44 PP children are not currently on track to achieve the expected number of words for their age, 20 of whom have a Special Educational Need.
7	<p>Writing Key Skills</p> <ul style="list-style-type: none">  December 2024: Attainment data shows that in some year groups, there is a gap between PP and non-PP. This is true of Year 3, Year 4 and Year 6. We have identified that improved handwriting and punctuation will support to narrow the gap.  December 2025: Following book scrutiny, it is clear that punctuation, handwriting and spelling continue to be the areas where further development is needed.
8	<p>Parental Engagement and Support from Home</p> <ul style="list-style-type: none">  December 2024: Parents' evening data shows that 81% of PP parents attended parents' evening.  December 2025: Parents' evening data shows that 86% of PP parents attended parents' evening.
9	<p>Vulnerable New Admissions</p> <ul style="list-style-type: none">  December 2024: We have a high number of Pupil Premium pupils joining us during the primary school phase who have experienced additional disadvantage (ACES SEN, inconsistent education, low attendance). Last year, Pupil Premium pupils who joined us in KS2 had an average of 8 identified ACEs, more than double the number of identified ACEs for all pupils. 33% also were identified as being SEND (identified when at Exwick). We want to ensure that early assessment, intervention and family support are in place.  December 2025: The new Reception cohort is 25% Pupil Premium - the highest percentage on entry to EYFS that we have had in the last 5 years. Of that group, 62% have already been identified as having SEND or are being monitored for possible SEND need. Following the automatic FSM enrolment, 40% of identified pupils have SEND and 60% have experienced 3 or more ACEs. The proportion of children who are both PP and have SEND in KS2 has increased by 10% in the last year.
10	<p>Wellbeing and Mattering</p> <ul style="list-style-type: none">  December 2024: 93% of our PP pupils reported feeling happy at the school compared to 94% of non-PP pupils. However, our survey showed that PP pupils had reported lower physical and mental health.  December 2025: Our pupils continue to be very happy at our school. However, our pupil survey indicates that a higher proportion of our non-PP pupils feel that their voice matters – a difference of 10%.

11	<p>Limited Social Capital</p> <ul style="list-style-type: none"> December 2024: 82% of our PP children participated in a club last year. December 2025: 80% of our Pupil Premium children participated in a club last year. 19% of our Pupil leadership roles were filled by Pupil Premium pupils which is broadly inline with our percentage of PP pupils.
12	<p>SEND Need</p> <ul style="list-style-type: none"> December 2025: In Year 1 to Year 6, 76% of our PP (no SEND) pupils are achieving combined age-related expectations; however, only 9% of our PP&SEND pupils are achieving combined age-related expectations. Where a Pupil Premium child has a special educational need, they are not achieving in line with peers.

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
Improved attendance and punctuality	<ul style="list-style-type: none"> Target PP Attendance: Average PP attendance will exceed 94% and will be above the national figure. The Golden 95%: we will see an increased percentage of PP children whose attendance exceeds 95%. Persistent Absence: Percentage of persistent absence in PP will be below 15%. Intervention Success: Fewer Stage 1 attendance letters and Fixed Penalty Notices will be issued over time due to decreasing absence. <p>Our Attendance Officer and SLT Champion for Attendance will regularly measure progress against these outcomes using our Attendance trackers. This information will be shared with SLT and governors.</p>
Improved engagement in lessons	<ul style="list-style-type: none"> Stronger Combined Data: Combined gap between PP and non-PP will continue to close in all year groups. Excellent Learning Habits: Good learning habits from PP children will be recorded in coaching and drop-in sessions on Steblab. <p>Our SLT Champion for PP will monitor PP engagement in lessons through coaching and drop-ins on Steblab. Our Data Lead will monitor PP progress in both national and internal assessment.</p>
Improved language and communication skills	<ul style="list-style-type: none"> Speech and Language Needs: All pupils eligible for Pupil Premium will show improvement in annual Speech and Language screens. We will see a reduced number of PP pupils requiring intervention in KS2. Early Identification: All PP pupils will undergo speech and language screening every year with interventions provided. All new admissions will undergo speech and language screening. Improved Oracy Skills: We will see improved oracy skills for all pupils with improved verbal confidence and vocabulary. <p>Our SENDCo will measure progress through our Speech and Language screens on Language Link with class teachers monitoring improved oracy skills.</p>

<p>Stronger mastery of number facts</p>	<ul style="list-style-type: none"> 🎯 Closing the Maths Gap: Maths attainment gap between PP and non-PP will continue to close in all years with early intervention in place. Our target is for any gaps to close to within 10%. 🎯 KS2 SATS: Pupil Premium data will continue to be above national PP data. Our target is a trend of 70% EXS or above. 🎯 Number Fluency: PP children will achieve in line with non-PP in the Year 4 Multiplication Check aiming for a 100% pass rate unless there is a very significant SEND barrier. <p>Our Maths Lead will monitor PP progress in subject monitoring, working with the Data Lead to measure PP progress and attainment in Maths NFER, Number Sense intervention and national assessments.</p>
<p>Early Reading and Phonics</p>	<ul style="list-style-type: none"> 🎯 Phonics Screen Outcomes: PP phonics attainment will remain in-line or outperform non-PP. Our target is 100% unless there is a significant SEND barrier. 🎯 Targeted Support: Any children who do not achieve a pass in the phonics screen will receive intervention in Year 2 and KS2, ensuring a 100% pass rate by the end of Year 2. 🎯 Lowest 20% of Readers: Our lowest 20% of readers will make accelerated progress unless there is a significant SEND barrier. <p>Our Phonics and Early Reading Lead will monitor PP progress in subject monitoring, working with the Data Lead to measure PP progress and attainment in Phonics screens and Little Wandle interventions.</p>
<p>Regular Reading for Pleasure</p>	<ul style="list-style-type: none"> 🎯 Closing the Reading Gap: The reading attainment gap between PP and non-PP will continue to close in all years with progress also evident in national assessments. 🎯 Regular Reading: Accelerated Reader data will show that all Pupil Premium children (unless there is a significant SEND barrier) will read the recommended number of words for their age. <p>Our Reading Lead will monitor PP progress in subject monitoring, working with the Data Lead to measure PP progress and attainment in Accelerated Reader, Reading NFER and national assessments.</p>
<p>Stronger mastery in basic writing skills</p>	<ul style="list-style-type: none"> 🎯 Closing the Writing Gap: The writing attainment gap between PP and non-PP will continue to close in all years with progress also evident in national assessments. 🎯 Handwriting: A greater number of PP pupils will be awarded a pen license in Y3/Y4. All PP children by the end of Year 4 will have legible, joined handwriting. 🎯 Punctuation, Spelling and Grammar: Subject leaders will see sustained correct use of age-expected punctuation and spelling across all subjects. <p>Our Writing Lead will monitor PP progress in subject monitoring, working with the Data Lead to measuring progress through national assessment and internal assessment including NFER.</p>
<p>Parental engagement and support from home</p>	<ul style="list-style-type: none"> 🎯 Together in Learning Parent Workshops: An increased number of parents will engage in workshops led by school staff to support and promote academic learning. 🎯 Home Learning: All Pupil Premium children will complete core home learning every week.

	<ul style="list-style-type: none"> 🌱 Parents' Evenings: 100% attendance at parents' evenings with flexibility offered (face-to-face, online meeting). <p>Our admin team and SLT lead for Strengthening Communities will monitor parental engagement in workshops and parents' evenings.</p>
Early and impactful support for new pupils and their families.	<ul style="list-style-type: none"> 🌱 Pupil Voice: Pupil voice will indicate that pupils feel welcome and well supported at Exwick Heights. 🌱 Parent Engagement: Parent voice will indicate that parents feel welcome, understand the school systems (Accelerated Reader, Doodle Learning etc) and receive early support where needed (attendance etc). 🌱 Early Support: Pupils' academic levels will be assessed early (including Speech and Language) to provide immediate intervention if needed. New families will be provided with early support from our Family Support Officer where needed. <p>Our Transition Leads will closely monitor this and understand parent and pupil voice.</p>
Effective support for wellbeing	<ul style="list-style-type: none"> 🌱 Pupil Voice: Pupil voice will indicate that pupils feel safe, supported and happy, aware of strategies to support their own wellbeing. Pupils will be able to verbalise their own emotions. 🌱 Early Support: Pupils who need additional support will access this through interventions such as Emotional Logic. <p>Our Safeguarding Team will work to monitor the progress of children experiencing ACES.</p>
Improved social capital	<ul style="list-style-type: none"> 🌱 School Trips: All children will experience at least 3 school trips per year. 🌱 Leadership: 25% of our leadership responsibilities will be held by pupils eligible for Pupil Premium (reflecting our PP%). <p>Our Personal Development Lead and Educational Trips Co-ordinator will work together to ensure PP access to school trips and track participation in clubs.</p>
Development of our OAIP	<ul style="list-style-type: none"> 🌱 OAIP Implementation: Our OAIP will be embedded in all classrooms. 🌱 Targeted Intervention: PP&SEND pupils will be prioritised for interventions. <p>Our SENDCO and PP lead will work together to prioritise our most vulnerable pupils.</p>

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

Budgeted cost: £76,507

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Professional Development & CPD</p> <p>Regular CPD to support the implementation of all approaches in our PP strategy statement and ensure whole school vision and direction.</p> <p>We will continue to embed the EWH Equity in Education Standard which will detail all key strategies for staff to ensure equity for all children eligible for Pupil Premium funding.</p>	<p>EEF guidance states that professional development can act as a crucial tool to develop teaching quality and enhance children's outcomes in the classroom. It states that professional development should:</p> <ul style="list-style-type: none"> a) Build Knowledge b) Motivate Staff c) Develop Teaching Techniques d) Embed Practice <p>Research Link: EEF - Professional Development</p>	<p>All</p>
<p>Coaching for Teachers</p> <p>We will continue to implement a fortnightly, incremental coaching programme across all phases. Members of the EWH Coaching Team will receive additional Steplab training.</p> <p>Weekly deliberate practice sessions will take place for all teaching staff.</p>	<p>Many evidence sources recognise high-quality teaching as the most effective way to improve progress and attainment, including the EEF publications 'Using your Pupil Premium Effectively' and 'Closing the Attainment Gap'. To maintain high-quality teaching, continued professional development must be embedded. Incremental coaching is a form of teacher development based on an approach to observation and follow-up conversations advocated in Leverage Leadership by Paul Bambrick-Santoyo. Furthermore, Kraft, Blazar and Hogan (2017) found 'large positive effects of coaching on teachers' instructional practice'.</p> <p>Research Link: National College for Leadership in Teaching - Coaching for Teaching</p> <p>Research Link: Steplab</p>	<p>2, 4, 5, 6, 7</p>
<p>Adaptive Teaching</p> <p>Main Focus - Maths</p> <p>We will review and enhance our Maths teaching practices to ensure there is opportunity for adaptive teaching that</p>	<p>There is a wealth of guidance to support the implementation of an adaptive teaching approach, it being clear that teachers need to be responsive to information about learning and then adjust their teaching to better match pupil need in the moment.</p>	<p>2, 4, 12</p>

<p>can be responsive, in the moment, to pupils' needs.</p>	<p>Research Link: EEF - Adaptive Teaching</p>	
<p>Maths Manipulatives</p> <p>We will re-organise mathematical manipulatives for all classrooms and interventions, ensuring that we have comprehensive resource availability. We will also develop ongoing training to support effective use of manipulatives in every Maths lesson.</p>	<p>The EEF recognises the use of manipulatives as a way to help pupils engage with mathematical ideas when used purposefully and appropriately, used as a scaffold that can be removed once independence is achieved.</p> <p>Research Link: EEF - Improving Maths in KS2</p>	<p>2, 4, 12</p>
<p>Reading Fluency</p> <p>We will improve existing reading corners in classrooms where children can hear fluent reading during class books and introduce inviting reading nooks in the corridors, transforming underused spaces into cosy, literacy-rich areas where pupils can read with adults throughout the day.</p>	<p>The EEF recognises that readers who read with high levels of word recognition automaticity and with good prosody tend to be the most proficient readers. Guidance states that children should hear fluent reading (class books) and engage in assistant reading (1:1 volunteers).</p> <p>Research Link: EEF - Reading Fluency</p>	<p>6, 12</p>
<p>Marking & Feedback Policy</p> <p>We will improve our marking and feedback policy to ensure that feedback is appropriately timed and focuses on moving learning forward.</p>	<p>The EEF recognises that when done well, feedback and marking supports pupil progress, builds upon learning, addresses misunderstandings, and thereby closes the gap between where a pupil is and where the teacher wants them to be.</p> <p>Research Link: EEF - Teacher Feedback</p>	<p>4, 7, 12</p>
<p>Wellbeing Curriculum</p> <p>We will implement an ambitious, broad and balanced wellbeing curriculum to support pupils to understand their emotions and have strategies to manage them.</p>	<p>Evidence from the EEF's Teaching and Learning Toolkit suggests that effective social and emotional learning can lead to learning gains of +4 months over the course of a year.</p> <p>Research Link: EEF - Improving Social and Emotional Learning</p>	<p>9, 10</p>
<p>Professional Development of Phonics Teaching</p> <p>We continue to invest in a DfE validated Synthetic Phonics Programme (Little Wandle, Letters and Sounds).</p> <p>All Key Stage One teachers will engage in Phonics Deliberate Practice to ensure high quality, consistent teaching of phonics and early reading for every child in every classroom.</p>	<p>In the EEF, there is extensive research that confirms the effectiveness of phonics teaching. It involves skills of hearing, identifying and using patterns of sounds and phonemes to read written language. Extensive EEF evidence shows that phonics have a positive impact (+5 months) in the development of early reading skills.</p> <p>Research Link: EEF - Phonics</p>	<p>5</p>

<p style="text-align: center;">Digital Technology</p> <p>We have streamlined our use of digital technology platforms, investing in Accelerated Reader and Doodle Learning to support high-quality teaching and learning at home.</p>	<p>EEF guidance states that digital technology can support improved teaching, increase the accuracy of teacher assessment and improve pupil learning by increasing the quality and quantity of pupil practice.</p> <p>Research Link: EEF - Digital Technology</p>	<p>4, 6, 8</p>
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Targeted academic support

Budgeted cost: £38,253.75

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Speech and Language Intervention</p> <p>Trained teaching assistants will run Speech and Language Interventions for children identified as needing intervention following Language Link Assessment.</p> <p><i>In 2025-2026, 14/34 (41%) of pupils taking part in the Language Link intervention are PP.</i></p>	<p>Evidence from the EEF's Early Years Toolkit indicates that approaches which involve intentionally acting to develop young children's understanding of language to communicate effectively have a very high impact on children's learning.</p> <p>Research Link: EEF - Communication and Language</p>	<p>3, 12</p>
<p>Number Sense Maths Intervention</p> <p>Trained teaching assistants will run Number Sense Maths interventions in Key Stage Two.</p> <p><i>In 2025-2026, 14/26 (54%) of pupils taking part in the Number Sense intervention are PP.</i></p>	<p>EEF guidance, Improving Mathematics, shows that high-quality, small group, support, delivered by trained staff using good resources will provide effective support for children.</p> <p>Research Link: EEF - Improving Mathematics Research Link: Number Sense Maths</p>	<p>4, 12</p>
<p>Phonics Rapid Catch-Up & Keep-Up Interventions</p> <p>Trained teaching assistants will run Phonics Keep-Up and Catch-Up interventions to ensure children secure phonics.</p> <p><i>In 2025-2026, 10/50 (20%) of pupils in Y1-3 taking part in Rapid Catch-Up are PP. 33% of pupils taking part in the Y3 Reading Fluency Project are PP.</i></p>	<p>In the EEF, there is extensive research that confirms the effectiveness of phonics teaching. It involves skills of hearing, identifying and using patterns of sounds and phonemes to read written language. Extensive EEF evidence shows that phonics have a positive impact (+5 months) in the development of early reading skills.</p> <p>Research Link: EEF - Phonics</p>	<p>5, 12</p>

Wider strategies

Budgeted cost: £38,253.75

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Communicating with and Supporting Parents</p> <p>Our Parental Support Worker and SLT Lead for Strengthening Communities will offer sustained support for families.</p>	<p>The 'Working with Parents to support Children's learning Report' from the EEF suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year.</p> <p>Research Link: EEF - Parental Engagement Guidance</p>	8
<p>Transition & New Pupils</p> <p>We will continue to develop our systems for new pupils and families. This will include a new starter handbook for families and one for pupils, early attendance support, early assessment of attainment and early intervention where needed.</p>	<p>Moving to a new school can be a point of vulnerability in a child's educational journey. Evidence is clear that early warmth, early support and early intervention is crucial.</p> <p>Research Link: EEF - Transitions</p>	9
<p>Effective Attendance Procedures</p> <p>We will keenly ensure strong attendance with a graduated response. This will include timely and positive communication with families, clear and effective systems and processes, a culture of everyone's responsibility, passionate curiosity by all staff and whole school culture of belonging and agency.</p>	<p>Evidence shows that pupils with an attendance of 95% or less do not achieve as well academically as peers with an attendance of over 95%. Improving 'Attendance Guidance Report' and 'Working with Parents to Support Children's Learning Guidance Report' from the EEF suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year.</p> <p>Research Link: Working Together to Improve Attendance</p>	1
<p>Emotional Logic & MHST Intervention</p> <p>A trained member of staff will deliver Emotional Logic workshops. When behaviour needs cannot be met, services can be sought from the MHST team.</p>	<p>Evidence from the EEF's Teaching and Learning Toolkit suggests that effective Social Emotional Learning can lead to learning gains of +4 months over the course of a year.</p> <p>Research Link: EEF - Social and Emotional Learning</p>	10
<p>Breakfast & Food Security</p> <p>Breakfast Provision: Access to food for children who have not had breakfast. Food Banks/ Community Larder: Access to food support through foodbank vouchers and or</p>	<p>The School Environment & Leadership Toolkit stresses the importance of meeting basic needs for a secure and supportive environment including freedom from hunger.</p> <p>Research Link: EEF – Breakfast</p>	1, 2

via community ladders for families experiencing hardship.		
<p>Extra-Curricular Activities</p> <p>Enrichment Free clubs and music lessons and subsidised educational visits. PP Lead will monitor pupil premium engagement in clubs. We will launch our Eleven by Eleven Adventures which will ensure that all children will benefit from a set of experiences that all children should experience by the time they go to secondary school.</p>	<p>A key lesson learnt in the Closing the Attainment Gap document produced by the EEF is that essential life skills are important in determining life chances.</p> <p>Research Link: EEF – Arts Participation</p>	11

Total budgeted cost: £153, 015

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 2024 to 2025 academic year.

Academic Attainment and Progress

We have conducted a detailed analysis of the performance of our school's Pupil Premium pupils during the previous academic year, utilising both national assessment data and our internal summative and formative assessments. To contextualise this performance, we compared the outcomes of our disadvantaged pupils with those of both disadvantaged and non-disadvantaged pupils at the national and local levels. Our pupils experiencing disadvantage achieved a strong foundation with 90% achieving a Phonics Screen pass in Year 1. These strong foundations continued through to the Multiplication Check with PP children achieving an average score of 21.7. In KS2 SATS, 55% (11/20) achieved Reading and Maths which was lower than we expect; however, 5 out of the 9 who did not pass joined us as PKS children in Upper Key Stage Two. 11 out of the 15 PP children (73%) who joined us earlier achieved the combined expected standard. This has shed light on how we best support new pupils in Upper Key Stage Two to provide early intervention and support. Generally, the gap between Pupil Premium and non-Pupil Premium children is narrowing with significant gains over the past three years. This is particularly true for our most improved cohort, Year 5, who have experienced our new behaviour routines and updated curriculum throughout their KS2 journey, showing the positive impact of the changes we have made. However, the gap does remain in some year groups, particularly where a significant proportion of these pupils have a Special Educational Need or where we have had in-year admissions and so continued efforts are needed. In particular, a sharp focus on writing progress and attainment in Year 3 and Year 4 will impact the number of children attaining combined Reading, Writing and Maths and a focus on maths fluency in all year groups will support a high percentage of pupils to achieve age-related expectations in Year 6.






Attendance, Behaviour and Wellbeing

In addition to academic performance, we assessed broader factors affecting Pupil Premium pupils, such as attendance, behaviour, and well-being, through school data, pupil voice and observations. Attendance data is significantly improving picture. Although DfE attendance data indicates that our PP attendance last year was 0.5% lower than the national PP average (91.7% compared to 92.2%), this is a 1.6% improvement from the previous year. Persistent absence for PP children has dropped below 20%. This represents a positive trend and indicates that our strategy is working. With a new behaviour policy introduced in 2023, the behaviour of our Pupil Premium children continues to be generally excellent. We have also worked hard to ensure that PP children continue to be represented in our leadership positions with 19% of our leadership positions last year being PP pupils (in line with PP%) and 80% of our PP pupils enjoying clubs.

Concluding Thoughts

We are particularly proud of our phonics and MTC data from the last academic year as this indicate that our new programme of interventions established last year are working well. Furthermore, we are proud of the progress we have made with our PP attendance and are excited for further gains. Our key area for progress this year is academic attainment and reducing the gap between PP and non-PP. In particular, this will involve securing greater maths fluency, develop enthusiasm for reading and embed core writing skills.

Rag Rating of Intended Outcomes

Success criteria met	On track to meet success criteria	Started by not on track to meet success criteria	Not yet started		
Intended Outcome	Success Criteria	24-25	25-26	26-27	
Improved attendance and punctuality	 Target PP Attendance: Average PP attendance will exceed 94% and will be above the national figure.	91.7% (+1.6%)			
	 The Golden 95%: we will see an increased percentage of PP children whose attendance exceeds 95%.				
	 Persistent Absence: Percentage of persistent absence in PP will be below 15%.				
	 Intervention Success: Fewer Stage 1 attendance letters and Fixed Penalty Notices will be issued over time due to decreasing absence.				
	 Stronger Combined Data: Combined gap between PP and non-PP will continue to close in all year groups.				

Improved engagement in lessons	<ul style="list-style-type: none"> Excellent Learning Habits: Good learning habits from PP children will be recorded in coaching and drop-in sessions on Steplab. 			
Improved language and communication skills	<ul style="list-style-type: none"> Speech and Language Needs: All pupils eligible for Pupil Premium will show improvement in annual Speech and Language screens. We will see a reduced number of PP pupils requiring intervention. 			
	<ul style="list-style-type: none"> Early Identification: All PP pupils at the start of the year will undergo speech and language screening with interventions provided. There will be a reduced number of children in KS2 will needing Speech and Language intervention. 			
	<ul style="list-style-type: none"> Improved Oracy Skills: We will see improved oracy skills for all pupils with improved verbal confidence and vocabulary. 			
Stronger mastery of number facts	<ul style="list-style-type: none"> Closing the Maths Gap: Maths attainment gap between PP and non-PP will continue to close in all years with early intervention in place. Our target is for any gaps to close to within 10%. 			
	<ul style="list-style-type: none"> KS2 SATS: Pupil Premium data will continue to be above national PP data. Our target is a trend of 70% EXS or above. 			
	<ul style="list-style-type: none"> Number Fluency: PP children will achieve in line with non-PP in the Year 4 Multiplication Check aiming for a 100% pass rate unless there is a very significant SEND barrier. 			
Early Reading and Phonics	<ul style="list-style-type: none"> Phonics Screen Outcomes: PP phonics attainment will remain in-line or outperform non-PP. Our target is 100% unless there is a significant SEND barrier. 			
	<ul style="list-style-type: none"> Targeted Support: Any children who do not achieve a pass in the phonics screen will receive intervention in Year 2 and KS2, ensuring a 100% pass rate by the end of Year 2. 			
	<ul style="list-style-type: none"> Lowest 20% of Readers: Our lowest 20% of readers will make accelerated progress. 			
	<ul style="list-style-type: none"> Closing the Reading Gap: The reading attainment gap between PP and non-PP will continue to close in all years with progress also evident in national assessments. 			

Regular Reading for Pleasure	<ul style="list-style-type: none"> Regular Reading: Accelerated Reader data will show that all Pupil Premium children (unless there is a significant SEND barrier) will read the recommended number of words for their age. 			
Stronger mastery in basic writing skills	<ul style="list-style-type: none"> Closing the Writing Gap: The writing attainment gap between PP and non-PP will continue to close in all years with progress also evident in national assessments. 			
	<ul style="list-style-type: none"> Handwriting: A greater number of PP pupils will be awarded a pen license in Y4. 			
	<ul style="list-style-type: none"> Punctuation, Spelling and Grammar: Subject leaders will see sustained correct use of age-expected punctuation and spelling across all subjects. 			
Parental engagement and support from home	<ul style="list-style-type: none"> Together in Learning Parent Workshops: An increased number of parents will engage in workshops led by school staff to support and promote academic learning. 			
	<ul style="list-style-type: none"> Home Learning: All Pupil Premium children will complete core home learning every week. 			
	<ul style="list-style-type: none"> Parents' Evenings: 100% attendance at parents' evenings with flexibility offered (face-to-face, online meeting). 			
Early and impactful support for new pupils and their families.	<ul style="list-style-type: none"> Pupil Voice: Pupil voice will indicate that pupils feel welcome and well supported at Exwick Heights. 			
	<ul style="list-style-type: none"> Parent Engagement: Parent voice will indicate that parents feel welcome, understand the school systems (Accelerated Reader, Doodle Learning etc) and receive early support where needed (attendance etc). 			
	<ul style="list-style-type: none"> Early Support: Pupils' academic levels will be assessed early (including Speech and Language) to provide immediate intervention if needed. 			
Effective support for wellbeing	<ul style="list-style-type: none"> Pupil Voice: Pupil voice will indicate that pupils feel safe, supported and happy, aware of strategies to support their own wellbeing. 			
	<ul style="list-style-type: none"> Early Support: Pupils who need additional support will access this through interventions such as Emotional Logic. 			
Improved social capital	<ul style="list-style-type: none"> Leadership: 25% of our leadership responsibilities will be held by pupils eligible for Pupil Premium (reflecting our PP%). 	19%		

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
Little Wandle Letters and Sounds	Wandle Learning
Number Sense Maths	Oxford University Press
Accelerated Reader	Renaissance Learning
Doodle Learning	Discovery Education

Service Pupil Premium Funding

Measure	Details

Further Information (optional)

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