



Bampton CE Primary School Pupil premium strategy statement

| 1. Summary information | | | | | |
|-------------------------------|--------------------|---|---------|---|--------------|
| School | Bampton CE Primary | | | | |
| Academic Year | 2016/17 | Total PP budget | £18,480 | Date of most recent PP Review | July 2016 |
| Total number of pupils | 133 +37 nursery | Number of pupils eligible for PP | 14 | Date for next internal review of this strategy | January 2017 |

| 2. Current attainment (outcomes for 2016) | | |
|--|---|--|
| | <i>Pupils eligible for PP (your school)</i> | <i>Pupils not eligible for PP (national average)</i> |
| Pupils achieving Good Level of Development at end of EYFS | (1 pupil) 100% | 69% |
| Pupils passing Y1 phonics screening check | (2 Pupils) 0% | 83% |
| Pupils achieving expected outcomes at end of KS1 | Reading (3 pupils) 67% | 78% |
| | Writing (3 pupils) 67% | 70% |
| | Maths (3 pupils) 67% | 77% |
| Pupils achieving expected outcomes at end of KS2 | Reading (3 pupils) 100% | 71% |
| | Writing (3 pupils) 67% | 79% |
| | Maths (3 pupils) 100% | 75% |
| | SPaG (3 pupils) 100% | 78% |
| Pupils making at least expected progress from KS1 to KS2 | Reading (3 pupils) 67% Progress score 7.52 | Progress score -4.12 |
| | Writing (3 pupils) 67% Progress score 3.14 | Progress score -2.11 |
| | Maths (3 pupils) 100% Progress score 4.62 | Progress score -0.46 |

| 3. Barriers to future attainment (for pupils eligible for PP including high ability) | | |
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| In-school barriers (<i>issues to be addressed in school, such as poor literacy skills</i>) | | |
| A. | PP pupils who do not pass the Y1 phonics screening test enter Y2 at a disadvantage | |
| B. | In KS2 writing attainment and progress for PP pupils is less strong than outcomes in Reading and Maths | |
| C. | Attainment at end of KS1 in 2016 show less pupils reaching age related expectations according to new national curriculum measures | |
| External barriers (<i>issues which also require action outside school, such as low attendance rates</i>) | | |
| D. | Engagement with homework including reading at home | |
| 4. Outcomes | | |
| | <i>Desired outcomes and how they will be measured</i> | <i>Success criteria</i> |
| A. | All pupil premium pupils to pass phonics screening check (either at Y1 or retake at Y2) | Pupils identified at risk of not attaining pass mark have been given intervention and additional support. Internal tracking and assessment shows strong progress against ARE. 100% of PP pupils pass phonics screening test and Y2 retake. |
| B. | Improve in -year and end of KS attainment and progress in writing | In year tracking shows an increase in the percentage of PP pupils making at least 6 steps of progress. In -year tracking shows PP pupils making accelerated progress to close the gaps between current and targeted outcomes. The percentage of PP pupils attaining age-related expectations is at least in line with national percentages and the in school gap between PP and non -PP pupils is closed. |
| C. | Improve end of KS1 outcomes | 2017 end of KS1 outcomes show the percentage of PP pupils attaining the age-related expectations has increased in Reading, Writing and Maths (compared to outcomes from 2016). The gap between outcomes for PP and non-PP is closed (compared to 2016 outcomes). Both PPG children in Y2 made expected progress in reading and maths but neither in writing. |
| D. | Improve engagement with homework including reading at home | Engagement with parents/carers has improved since the beginning of the year. Teachers monitoring of completion of homework shows an improvement for PP pupils over the year. (for most PPG pupils) PP pupils are reading with an adult at least 5 times a week either at home or in school.(some but not the majority) –Continue this focus next year. |

| 5. Planned expenditure | | | | | |
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| Academic year | | 2016/17 | | | |
| 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? Monitoring and Impact. | Staff lead | When will you review implementation? |
| A. All pupil premium pupils to pass phonics screening check (either at Y1 or retake at Y2) | Training for new staff (NQT and Y1 TA) to ensure good subject knowledge and support effective teaching and learning. (£400) | Importance of good subject knowledge for staff in KS1 to support effective teaching and learning. | Mentoring of lessons by NQT mentor (experienced Y1 teacher) and HT. Identified concerns over Y1 TA subject knowledge- training course attended by teacher and TA. HT observed and offered feedback. Monitored situation and improvements started to show. TA left at Easter and new experienced EYFS/Y1 TA was redeployed. 82% of pupils passed the Y1 Phonic Screening Test June 2017 and 2 out of 3 Y2 children passed re-take | NQT Mentor | January 2017 |
| B. Improve in -year and end of KS attainment and progress in writing | Improve spelling outcomes and application in written work through effective teaching programme and focused marking and feedback. Training on effective teaching of SPaG and Guided writing (£600) | Effective and focused marking and feedback have high impact on pupil progress. | Book scrutiny Writing moderation and regular independent assessments Gap between PPG pupils writing outcomes and progress compared with non-PPG pupils. SPaG outcomes at KS1 and KS2 stronger than last year but application in written work is holding back writing attainment in KS2 Marking and feedback has improved this year but not yet showing high impact. | English subject lead and HT | October 2016 December 2016 February 2017 May 2017 |
| | Gap analysis tool on Target Tracker and Interim Framework guidance used to plan targeted teaching to address areas for improvement. Writing interventions to support accelerated progress (£8,000) | Targeted teaching is effective in meeting individual needs. Provision maps show PP children making accelerated progress in writing. | Data analysis including gap analysis shows gap is closing. Progress data shows children achieving targets. All PPG pupils in Reception achieved or exceeded their targets in writing. 1 out of 3 pupils in KS1 made expected progress in writing. 8/9 pupils in KS2 made expected progress in writing. Progress is expected but not yet accelerated except in EYFS. | English subject lead and HT | October 2016 December 2016 February 2017 May 2017 |

| Total budgeted cost | | | | | £9,000 |
|--|--|--|--|-------------------|---|
| ii. Targeted support | | | | | |
| 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? |
| A. All pupil premium pupils to pass phonics screening check (either at Y1 or retake at Y2) | Phonics targeted teaching groups and interventions. PAT sessions and use of Five Minute Box as required. (£7,000) Training for new staff (£300) | Additional targeted teaching to address specific areas of need allows for pupils individual needs to be met. | Monitoring of in -year tracking shows progress towards targets. | HT | January 2017 March 2017 |
| C. Improve in - year and end of KS attainment and progress in writing (see above) | PAT spelling intervention for PP pupils. Training and support for NQTs and support staff from SENCO (£700) | High impact of PAT intervention on improving spelling age demonstrated in previous years. | Monitor progress through spelling scores and termly SPaG tests.- struggled to find an effective and manageable testing system this year so comparable data not in place- new system bought for Sept 17 Monitor planning for the effective teaching of spelling.- interventions took place and focus in KS2 during summer on spelling rules and investigations using spelling bank. Identified lots of gaps in children's knowledge and insufficient time to fill them all. Continue with use of spelling investigations based on spelling bank in 2017-18. Each KS2 class has copy. | HT | December 2017 March 2017 May 2017 |
| Total budgeted cost | | | | | £8000 |
| iii. Other approaches | | | | | |
| 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? |

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| D. Improve engagement with reading | Implement new reading scheme and purchase new books | Promotion of reading for pleasure | Monitor feedback from children, families and staff. PPG children not making as much progress as non-PPG children. 2017-18 monitor engagement more closely and provide more time for these children to read in school. | HT | June 2017 |
| Total budgeted cost | | | | | £1,500 |