



Bampton CE Primary School Pupil premium strategy statement

1. Summary information					
School	Bampton CE Primary and Nursery				
Academic Year	2019-20	Total PP budget	£26,400	Date of most recent PP Review	July 2019
Total number of pupils	157	Number of pupils eligible for PP	20	Date for next internal review of this strategy	January 2020

2. Current attainment (outcomes for 2018)
<p>As there are so few children in each cohort (some year groups only one child) comments refer to progress and attainment of this group across the school and include comments regarding how well PPG children meet the end of phase statutory expectations:</p> <p>Pupils achieving Good Level of Development at end of EYFS Pupils passing Y1 phonics screening check Pupils achieving expected outcomes at end of KS1 Pupils achieving expected outcomes at end of KS2 Pupils making at least expected progress from KS1 to KS2</p> <p>Not all PPG pupils passed the Y1 Phonic screening test or Y2 retake of the test. In KS1 most PPG pupils are lower prior attainers but a small number of these pupils made accelerated progress from their starting points and reached ARE in the core subjects. End of KS2 outcomes show that most PPG pupils made at least expected progress in reading and maths but did not do so well in writing.</p> <p>Across the school the gap between PPG and non PPG pupils has narrowed in maths but stayed similar in both writing and reading.</p>

3. Barriers to future attainment (for pupils eligible for PP including high ability)		
In-school barriers (<i>issues to be addressed in school, such as poor literacy skills</i>)		
A.	Some PPG pupils are not making as much progress in writing as their non PPG peers. Spelling, Punctuation and Grammar strands hold back writing attainment and progress.	
B.	Some PPG pupils need to make accelerated progress to reach ARE in maths	
C.	For some PPG pupils reading needs to be prioritised so these pupils make accelerated progress and are on track to reach ARE	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	Poor attendance by some PPG pupils	
4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	<p><i>Improve the accurate application of spelling, punctuation and grammar in writing in order to support better progress and attainment across all year groups.</i></p> <p>Nov 19 - 76% of PPG pupils have made at least expected progress in writing with 18% making accelerated progress.</p> <p>Spring term 1 data – 71% PPG pupils were making expected or better than expected progress in writing.</p>	<ul style="list-style-type: none"> • Writing assessments show an increased application of accurate Spelling, Punctuation and grammar. • Target Tracker data shows an improvement in progress in writing for PPG pupils (increase from 67% to at least 75% making at least expected progress)
B.	<p><i>Improve progress in maths so children make at least expected progress from their starting points but also make accelerated progress where gaps in learning have occurred.</i></p> <p>Nov 19 - 82% of PPG pupils have made at least expected progress in maths from end of last year assessment with 24% making accelerated progress.</p> <p>Spring term 1 data- 82% of PPG pupils making expected or better than expected progress in maths. 55% working at ARE for Spring Term (no end of year data)</p>	<ul style="list-style-type: none"> • PPG pupils identified have made accelerated progress in maths to close the gap and move them in line to reach ARE • 75% + of PPG pupils are working at ARE or above (2018 = 65%)
C.	<p><i>Further close the gap in reading outcomes for PPG pupils and non PPG pupils by increasing the percentage of PPG pupils working at or above ARE.</i></p> <p>Nov 19 – PPG pupils are making at least expected progress in reading with 50% making accelerated progress from their end of previous year assessment. 76% PPG pupils are working at ARE in reading.</p> <p>Spring term 1 data - 47% PPG pupils had made accelerated progress in reading. 70% of PPG working at or above ARE for Spring term 1 (no end of year data)</p>	<ul style="list-style-type: none"> • Homework register shows PPG pupils are reading at home • Reading progress for PPG pupils continues to be strong with identified children making accelerated progress. • KS1 Phonic outcomes are improved for PPG pupils.
D.	<p><i>Attendance improves for specific PPG pupils</i></p> <p>Nov 19- Attendance for PPG is in line or above non-PPG pupils monitor Y3 where slipped to 94.2%</p> <p>Spring-Summer 2020 -Attendance has been difficult to monitor due to Covid lockdown. During this period half of our PPG pupils attended school. When additional year groups were able to open “bubbles” 71% of the Y2 & 3 PPG pupils returned to school.</p> <p>Attendance for PPG group for this year is 92.5% 3 PPG pupil's attendance dipped below 90%</p>	<ul style="list-style-type: none"> • Termly attendance checks show attendance for PPG pupils remains at 95% or higher. • Poor attendance is quickly followed up and actions implemented improve attendance.

5. Planned expenditure

Academic year

2019/20

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 including Targeted Support

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?
<p>A. Improve the accurate application of spelling, punctuation and grammar in writing in order to support better progress and attainment across all year groups.</p>	<p>Teacher to provide additional/ targeted teaching time for identified pupils.</p> <p>Spellings to be weekly homework task and if not time given in school for this additional practice/reinforcement.</p> <p>Marking and Feedback will be specific and move learning forward</p> <p>Teaching of spelling planned into English short term planning and provided as part of long and medium term over views to ensure robust coverage.</p> <p>Support/CPD to be provided for less experienced staff to ensure high expectations and consistency across each year group.</p> <p>In EYFS and KS1 high expectations, clear planning and effective delivery of high quality phonic lessons</p> <p>Phonic interventions to support transition into LKS2</p>	<p>Based on research and reading about closing the vocabulary gap and the explicit teaching of spellings.</p> <p>Embedding effective practise from CPD last year.</p>	<p>Monitoring by English lead, SLT and link governors.</p> <p>ODST SIA visits</p>	<p>English lead</p>	<p>Oct 19 Dec 19 March 20 June 20</p>

<p>B. Improve progress in maths so children make at least expected progress from their starting points but also make accelerated progress where gaps in learning have occurred.</p>	<p>Implement revised long term maths plan and embed use of Ready Steady Maths in all year groups to further improve arithmetic fluency and accuracy.</p> <p>Ready Steady Maths feedback to be linked to homework tasks to aid reinforcement and practise of skills. Where this is not done at home time needs to be given in school.</p> <p>Identified children to be given teacher led booster sessions to address key gaps in learning.</p>	<p>Based on review of maths this year and guidance from Maths Hub.</p>	<p>Monitoring by Maths lead, SLT and link governors</p> <p>ODST SIA visits</p>	<p>Maths lead</p>	<p>Oct 19 Dec 19 March 20 June 20</p>
<p>C. Further close the gap in reading outcomes for PPG pupils and non PPG pupils by increasing the percentage of PPG pupils working at or above ARE.</p>	<p>CODE Reading Intervention to be run to support under attaining readers across KS1 and LKS2</p> <p>Focus on teaching reading to plan for addressing fluency and accuracy strands. Planned approach to re-reading opportunities.</p> <p>Specific teaching of vocabulary within English lessons</p> <p>Provide guidance, support and training for new volunteer readers in order to enable them to better support the children they hear read.</p> <p>In EYFS and KS1 high expectations, clear planning and effective delivery of high quality phonic lessons</p> <p>Phonic interventions to support transition into LKS2</p>	<p>Based on previous impact and effectiveness.</p> <p>Incorporating ideas from Developing Reading Fluency Project.</p>	<p>Monitoring by English lead, SLT and link governors</p> <p>ODST SIA visits</p>	<p>English lead</p>	<p>Oct 19 Dec 19 March 20 June 20</p>
Total budgeted cost					£18,400
ii. 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?
<p>D. Attendance improves for specific PPG pupils</p>	<p>TA time to liaise follow up absence with child, including work missed.</p> <p>Class teachers and senior leaders to work with parents and attendance team to ensure high attendance is maintained and barriers removed.</p>	<p>To allow time and support to address missed learning and to create an ethos of better attendance.</p>	<p>Reports to FGB Support from Attendance Team</p>	<p>HT</p>	<p>6 x per year –Termly</p>
Total budgeted cost					£8,000