



## Bampton CE Primary School Pupil premium strategy statement

### 1. Summary information

<b>School</b>	Bampton CE Primary and Nursery				
<b>Academic Year</b>	2020-21	<b>Total PP budget</b>	£29,590	<b>Date of most recent PP Review</b>	July 2020
<b>Total number of pupils</b>	157	<b>Number of pupils eligible for PP</b>	22	<b>Date for next internal review of this strategy</b>	January 2021

### 2. Current attainment (outcomes for 2018) – no data for end of 2020 due to Covid pandemic and lockdown

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:

**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**

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.

Across the school the gap between PPG and non PPG pupils has narrowed in maths but stayed similar in both writing and reading.

### 3. Barriers to future attainment (for pupils eligible for PP including high ability)

#### In-school barriers (issues to be addressed in school, such as poor literacy skills)

<b>A.</b>	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>B.</b>	Some PPG pupils need to make accelerated progress to reach ARE in maths
<b>C.</b>	For some PPG pupils reading needs to be prioritised so these pupils make accelerated progress and are on track to reach ARE

#### External barriers (issues which also require action outside school, such as low attendance rates)

<b>D.</b>	Poor attendance by some PPG pupils
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### 4. Outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	<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>	<ul style="list-style-type: none"> <li>Writing assessments show an increased application of accurate Spelling, Punctuation and grammar.</li> <li>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)</li> </ul>
<b>B.</b>	<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>	<ul style="list-style-type: none"> <li>PPG pupils identified have made accelerated progress in maths to close the gap and move them in line to reach ARE</li> <li>75% + of PPG pupils are working at ARE or above (2018 = 65%)</li> </ul>
<b>C.</b>	<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>	<ul style="list-style-type: none"> <li>RWI assessments indicate PPG are making strong progress in phonics and reading fluency.</li> <li>Reading progress for PPG pupils continues to be strong with identified children making accelerated progress.</li> <li>KS1 Phonic outcomes are improved for PPG pupils.</li> </ul>
<b>D.</b>	<i>Attendance improves for specific PPG pupils</i>	<ul style="list-style-type: none"> <li>Termly attendance checks show attendance for PPG pupils remains at 95% or higher.</li> <li>Poor attendance is quickly followed up and actions implemented improve attendance.</li> </ul>

## 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>Implement RWI Get Writing as part of early Literacy strategy (Rec-Y2)</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>Phonic interventions to support pupils in KS2 and children identified for catch -up.</p>	<p>Based on research and reading about closing the vocabulary gap and the explicit teaching of spellings.</p> <p>Based o evidence of effectiveness of Read, Write Inc as a complete reading and writing programme for early years and KS1</p>	<p>Monitoring by English lead, SLT and link governors.</p> <p>ODST SIA visits</p>	<p>English lead</p>	<p><b>Dec 20</b> <b>March 21</b> <b>July 21</b></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.	Identified children to be given teacher led booster sessions to address key gaps in learning. (TA in class every morning to support this provision and so teacher. TA can provide early morning catch up/pre-teaching sessions)	Based on review of maths this year and guidance from Maths Hub.	Monitoring by Maths lead, SLT and link governors  ODST SIA visits	Maths lead	Dec 20 March 21 July 21
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.	Implementing RWI as new phonic/reading scheme of work  Assessments to identify older children for RWI Fresh Start Intervention  Focus on teaching reading to plan for addressing fluency and accuracy strands for older children  Specific teaching of vocabulary within English lessons  In EYFS and KS1 high expectations and effective delivery of high-quality phonic lessons  Phonic interventions to support transition into LKS2	Based on evidence of effectiveness of Read, write, Inc	Monitoring by English lead, SLT and link governors  ODST SIA visits	English lead	Dec 20 March 21 July 21
<b>Total budgeted cost</b>					£17,590
<b>ii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
D. Attendance improves for specific PPG pupils	TA time to liaise and follow up absence with child, including work missed. TA in each class at least for mornings only. Class teachers and senior leaders to work with parents and attendance team to ensure high attendance is maintained and barriers removed.	To allow time and support to address missed learning and to create an ethos of better attendance.	Reports to FGB Support from Attendance Team	HT	6 x per year –Termly
<b>Total budgeted cost</b>					£12,000