

## Bampton CE Primary School Pupil premium strategy statement December 2021

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Bampton CE Primary School
Number of pupils in school	180
Proportion (%) of pupil premium eligible pupils	13%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022 Next Review: July 2023
Statement authorised by	Carol Phillips, Headteacher
Pupil premium lead	Carol Phillips, Headteacher
Governor / Trustee lead	Gillian Waite, Chair of curriculum Committee

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£32,280
Recovery premium funding allocation this academic year	£3,720
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£36,000</b>
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	

## Part A: Pupil premium strategy plan

### Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

### Challenges

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

Challenge number	Detail of challenge
1	Review and analysis of internal data shows in KS2 significant percentages of PPG children not working at age-related expectations in maths, reading and writing. These percentages are higher than for non-PPG. Most PPG children passed the Y4 multiplication check. Approximately 2/3rds of PPG children made expected progress this academic year on reading and writing but fewer made this progress in maths. This is reflected across the school and has been an impact of missed schooling and lack of opportunity to focus on the breadth of maths curriculum coverage.

2	In KS1 all PPG children made expected progress last year in maths and writing but not all in reading, despite most PPG children passing the Y1 Phonic screening check.
3	Some PPG children are entering school working below age-related expectations and are not then attaining their Early Learning Goals at the end of Foundation Stage in the core subjects, reading, writing and number.
4	Some children have limited real life experiences on which to draw to support their learning. This has been further impacted by lockdowns and Covid restrictions and financial hardships experienced because of Covid.

### 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
Percentages of PPG children meeting ARE in Reading and Writing is increased by the end of the academic year and is in line with national expectations.	<ul style="list-style-type: none"> <li>• Intervention records demonstrate PPG children identified for targeted catch up support in reading and writing.</li> <li>• Assessment and tracking show these children making accelerated progress in these subjects.</li> <li>• The diminishing difference termly report demonstrates the gap is closing between PPG and non- PPG children over the year.</li> </ul>
Percentages of PPG children meeting ARE in maths is increased by the end of the academic year and is in line with national expectations.	<ul style="list-style-type: none"> <li>• Intervention records demonstrate PPG children identified for targeted catch up support in maths.</li> <li>• Assessment and tracking show these children making accelerated progress in this subject.</li> <li>• The diminishing difference termly report demonstrates the gap is closing between PPG and non- PPG children over the year.</li> </ul>
Improve outcomes at the end of EYFS for PPG children.	<ul style="list-style-type: none"> <li>• Increased percentage of PPG child attaining ELGs in Number, Reading and Writing</li> </ul>
PPG children to be able to engage fully in homework/home learning, including reading at home.	<ul style="list-style-type: none"> <li>• Homework registers and parent evening records demonstrate PPG children actively engaged in completing home learning tasks.</li> <li>• Reading Journal records demonstrate PPG children actively engaged in reading at home.</li> <li>• Parents/carers feel empowered and able to support their children with learning at home (either weekly homework or if accessing remote learning)</li> </ul>
Support re-engagement in the broader curriculum and	<ul style="list-style-type: none"> <li>• Effective teaching and learning is supported through a programme of well planned and relevant trips and experiences</li> </ul>

learning for life through hands on, practical activities, trips and experiences to build cultural capital, knowledge and understanding of the world	<p>which develop language &amp; vocabulary and knowledge and understanding of the world.</p> <ul style="list-style-type: none"> <li>•All PPG children have benefitted from new experiences.</li> </ul>
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### 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 (for example, CPD, recruitment and retention)

Budgeted cost: £3,950

Activity	Evidence that supports this approach	Challenge number(s) addressed
Book Quest Training for 1 TA and 1 Teacher to support continued delivery of Book Quest intervention programme in KS2	<p>Tutors delivered this intervention as part of our Catch Up plan (summer 2021) and the impact we saw for our group of 18 Y5/6 children has prompted us to train up in house so we can deliver the intervention to future groups of children.</p> <p>Overall average impact for the 18 children who took part was;</p> <p>Reading age increase: 10 months Reading comprehension increase: 19 months</p>	1
Purchase of Virtual Class room and online training package to support highly effective delivery of the Read, Write, Inc synthetic phonics scheme for all pupils.	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1,2,3
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund release time for teachers and teaching assistants to improve subject knowledge and to access Maths Hub resources and CPD to further</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p><a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p> <p>The EEF guidance is based on a range of the best available evidence:</p>	1,2,3

embed our maths mastery approach.	<a href="#">Improving Mathematics in Key Stages 2 and 3</a>	
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### Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £28,823

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase resources to set up school led Book Quest intervention plus additional TA hours to run interventions.	Overall average impact for the 18 children who took part in this as part of tuition package demonstrated on average increases of:  Reading age increase: 10 months  Reading comprehension increase: 19 months	1
Additional phonics sessions and targeted Read, write, Inc interventions (Pinny Time, 1:1 tutoring) aimed at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:  <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	2,3
Engaging with the National Tutoring Programme to provide a blend of tuition, and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:  <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a>  And in small groups:  <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	1,2

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

Budgeted cost: £3,625

Activity	Evidence that supports this approach	Challenge number(s) addressed
Subsidise costs of trips, experiences and workshops to ensure a full and varied experience for all children including disadvantaged and vulnerable.		4

**Total budgeted cost: £36,398**

### 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 2021 to 2022 academic year.

Progress data for 2021-22 shows some increase in the percentages of children eligible for PPG making at least expected progress from their starting points:  
Reading 2021 53% 2022 57%  
Writing 2021 60% 2022 64%  
Maths 2021 60% 2022 71%  
In Reception homegrown PPG pupils made expected progress from starting points even if not reaching ELG.  
National Tutoring Programmes Book Quest and Reading Quest accessed for groups of children in Y2,Y3,Y4,Y5 to support improvements in reading age and comprehension. 34 children took part including 1 x EAL, 9 x SEN, 8 x PPG. Average Reading age increase was 15 months and Average increase in Reading Comprehension age was 22 months (15 hours of small group tutoring)  
Reading Plus accessed for all Y6 pupils.  
Increase in percentage of pupils passing Y1 phonic screening check and Reports from Read, Write, Inc development Days and Read, Write, Inc training evidence prioritisation and focus on ensuring children learn to read quickly and those who are falling behind receive 1:1 tutoring and catch up sessions.

#### Externally provided programmes

Programme	Provider
Book Quest	Quest for Learning
Reading Quest	Quest for Learning