

Bampton CE Primary School Pupil premium strategy statement September 2022

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	178
Proportion (%) of pupil premium eligible pupils	13%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	September 2022
Date on which it will be reviewed	July 2023 Next Review: July 2024
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	£34,550
Recovery premium funding allocation this academic year	£2,268
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	

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	Whilst the percentages of PPG pupils making expected progress in reading and writing is in line with those of non PPG pupils there remains a difference between the percentages of PPG and Non- PPG pupils who attain age-related expectations at the end of the academic year with a higher percentage of PPG pupils not attaining age -related expectations.
2	Whilst the percentages of PPG pupils making expected progress in maths is in line with those of non PPG pupils there remains a difference between the percentages of PPG and Non- PPG pupils who attain age-related expectations at the end of the academic year.

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	Often our PPG families struggle to engage in homework which is set to consolidate learning at school and develop good work habits ready for secondary school.

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 are increased	<ul style="list-style-type: none"> • Intervention records demonstrate PPG children identified for targeted catch up support in reading and writing. • Assessment and tracking show these children making accelerated progress in these subjects. • The diminishing difference termly report demonstrates the gap is closing between PPG and non- PPG children over the year.
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"> • Intervention records demonstrate PPG children identified for targeted catch up support in maths. • Assessment and tracking show these children making accelerated progress in this subject. • The diminishing difference termly report demonstrates the gap is closing between PPG and non- PPG children over the year.
Improve outcomes at the end of EYFS for PPG children.	<ul style="list-style-type: none"> • Increased percentage of PPG child attaining ELGs in Number, Reading and Writing
PPG children to be able to engage fully in homework/home learning, including reading at home.	<ul style="list-style-type: none"> • Homework registers and parent evening records demonstrate PPG children actively engaged in completing home learning tasks. • Reading Journal records demonstrate PPG children actively engaged in reading at home. • Parents/carers feel empowered and able to support their children with learning at home.

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: £5,226

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Maths Mastery curriculum introduced to Nursery and new staff across the school have access to subject knowledge and maths mastery CPD.</p>	<p>https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching</p> <p>Evidence that high quality teaching has biggest impact on pupil outcomes.</p>	2,3
<p>Read, Write, Inc programme implemented and monitored effectively to support children making at least expected progress through the scheme.</p> <p>Prioritise daily teaching of Spelling, Punctuation and Grammar in Year 2-Year 6 and use of target setting and booster groups for identified children.</p>	<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>Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p>Identified weakness in 2022 data analysis.</p>	1,3,4

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £3592.80 (NTP) plus £28,000 (additional teaching hours)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Use of fast track tutoring for identified children to support at least expected progress through RWI phonics programme.</p> <p>Additional writing booster sessions to work on Spelling, Punctuation and Grammar elements which are holding writing attainment back.</p>	<p>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:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	1,3

<p>Maths tutoring to build confidence (Numskills through NTP)</p> <p>Additional maths booster sessions to support children in keeping up</p>	<p>https://questforlearning.org.uk/numskills/#:~:text=NumSkills%20is%20an%20exciting%20programme%20helping%20children%20improve,everyday%20items%20such%20as%20dice%2C%20cards%20and%20clocks.</p> <p>Builds confidence through a focus on number facts and fluency</p>	2
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: (covered within staffing budget)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provide work shops and accessible information to support parents in supporting their child's learning at home.</p> <p>Phonic evening, RWI guidance for parents and sharing of RWI "how to" videos.</p> <p>Maths mastery workshops, vocabulary and calculations policy</p> <p>Offer targeted homework support</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</p>	4

Total budgeted cost:

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