



Bampton CE Primary School Pupil premium strategy statement

1. Summary information					
School	Bampton CE Primary and Nursery				
Academic Year	2017-18	Total PP budget	£23,760	Date of most recent PP Review	July 2017
Total number of pupils	152 + 16 nursery	Number of pupils eligible for PP	18 (now 15 children)	Date for next internal review of this strategy	January 2018

2. Current attainment (outcomes for 2017)

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

All PPG pupils met the expectations for GLD at the end of Foundation Stage and passed the Phonics screening test. At the end of KS1 most PPG pupils did not meet the end of KS1 expectations for working at the expected standard. At the end of KS2 pupils met expected outcomes in reading, maths and SPaG but not in writing. PPG pupils in Y6 made progress from KS1 to KS2 in line with floor standards in writing and maths but made better progress across KS2 in reading.

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.	Writing Outcomes for PPG pupils at end of Foundation Stage, end of KS1 and end of KS2	
B.	Progress in writing for PPG in all year groups	
C.	Progress with reading for PPG pupils across KS2	
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.	Improve writing outcomes for PPG pupils at end of Foundation Stage, end of KS1 and end of KS2 <i>Most pupils achieved the ELG in writing at the end of FS and met the working At standard at the end of KS1. PPG pupils did not reach end of KS2 expectations in writing or the SPaG test.</i>	<ul style="list-style-type: none"> Percentage of PPG pupils reaching expected in reading and writing to be in line with non-PPG pupils- stronger at KS1 than at KS2.
B.	Improve progress in writing for PPG in all year groups and close gap with non-PPG pupils <i>Spring Term Data – 33% PPG pupils made accelerated progress compared to 49% non-PPG pupils Maths progress – PPG 33% making accelerated progress compared to 39% non-PPG Expected progress in maths Non PPG 77% and PPG 67% Expected progress in writing PPG 73% and non PPG 86% Summer Term - 53% of PPG made at least expected progress in 2017-18 with 75% of non PPG making at least expected progress in writing. Progress for PPG pupils is slightly higher at 59% but for non PPG it is 70%. There is still a gap to close for PPG pupils in order for them to be making progress in line with non PPG pupils.</i>	<ul style="list-style-type: none"> Percentage of PPG pupils making expected progress is at least in line with maths Percentages of PPG and non-PPG pupils making expected progress are similar
C.	Improve progress with reading for PPG pupils across KS2 and close gap with non-PPG pupils <i>Spring Term Data – KS2 – PPG 67% pupils making accelerated progress in reading compared to 69% in non PPG Maths – PPG 44% making accelerated progress compared to 53% non PPG Expected progress Non PPG in maths 83%, PPG 67% and in Reading NonPPG88%, PPG 78% Summer term data – A higher percentage of non-PPg are making at least expected progress compared to PPG pupils in reading, writing and maths. The narrowest gap is in reading (13% fewer PPG pupils and the widest gap is in writing with 24% fewer PPG pupils making at least expected progress</i>	<ul style="list-style-type: none"> Percentage of PPG pupils making expected progress is at least in line with maths Percentages of PPG and non-PPG pupils making expected progress are similar
D.	Improve engagement with homework including reading at home <i>80% of PPG pupils complete homework regularly (11/15 pupils) 27% of PPG pupils read at least 5 times a week at home (4/15 pupils) 93% of PPG are heard read every day at school by a teacher, TA or volunteer</i>	<ul style="list-style-type: none"> Engagement with parents/carers has improved since the beginning of the year- attendance at information events and parents evenings. Teachers monitoring of completion of homework shows an improvement for PP pupils over the year. PP pupils are reading with an adult at least 5 times a week

		either at home or in school.
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5. Planned expenditure

Academic year

2017/18

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 writing outcomes for PPG pupils at end of Foundation Stage, end of KS1 and end of KS2</p>	<p>Continued staff professional development and training on how to teach writing effectively – <i>Training with Susie Spolander (advisor) attended by staff and TAs as appropriate.</i> Increase frequency of writing by using writing across the curriculum opportunities – <i>Books show increased evidence of quantity of writing and more writing opportunities planned and supported in EYFS</i> Raise expectations and link this to marking and feedback. <i>Marking and feedback has been reviewed by Partnership Headteacher Triad visit and feedback identifies generally positive practice in line with the marking policy with highly effective marking in Y2 and Y5</i> Use of TT gap analysis to understand each pupil's barrier/challenges – <i>TT analysis tools are being used to support planning for next term including interventions.</i> Targeted and measurable interventions to improve specific areas in writing (handwriting, SPaG) – <i>evidenced on provision maps and accelerated progress in specific areas and presentation in books.</i> Purchase assessment materials to allow robust monitoring of progress with SPaG – <i>Headstart assessments purchased and implemented end of Spring term 2018.</i> Additional TA deployed in Reception class (£6,000)</p>	<p>Writing attainment at the end of each phase needs to improve so a focus on improving quality first teaching in all classes.</p> <p>SPaG elements are holding back attainment in KS2.</p> <p>Staff changes – more communication time and monitoring needed to ensure consistency.</p>	<p>Termly writing work scrutinies (3 x year)</p> <p>Termly moderation to ensure judgements are evidenced</p> <p>Pupil progress meetings – introduce pupil Progress Review forms for use with PPG pupils.</p> <p>Monitoring of quality of teaching and learning</p>	<p>English Lead HT Link Governor</p>	<p>November January April July</p>

<p>B. Improve progress in writing for PPG in all year groups and close gap with non-PPG pupils</p>	<p>Continued staff professional development and training on how to teach writing effectively Increase frequency of writing by using writing across the curriculum opportunities Raise expectations and link this to marking and feedback. Use of TT gap analysis to understand each pupil's barrier/challenges Targeted and measurable interventions to improve specific areas in writing (handwriting, SPaG) – (£6,500 Teacher and TA time) Purchase assessment materials to allow robust monitoring of progress with SPaG (£1,500) –<i>End of Spring Term Headstart materials purchased and used.</i></p>	<p>Writing attainment at the end of each phase needs to improve so a focus on improving quality first teaching in all classes.</p> <p>SPaG elements are holding back progress in KS2.</p> <p>Staff changes – more communication time and monitoring needed to ensure consistency.</p>	<p>Termly writing work scrutinies (3 x year)</p> <p>Termly moderation to ensure judgements are evidenced</p> <p>Pupil progress meetings – introduce pupil Progress Review forms for use with PPG pupils.</p> <p>Monitoring of quality of teaching and learning</p>	<p>English Lead HT SENCO Link Governors</p>	<p>November January April July</p>
<p>C. Improve progress with reading for PPG pupils across KS2 and close gap with non-PPG pupils</p>	<p>Continued staff professional development and training on how to teach reading effectively- staff to attend further training with Mat Tobin on inference and deduction. £1000 – <i>staff, including TAs have attended training as appropriate.</i> Purchase books recommended on first training session to support teaching and learning of inference and deduction (£500) – <i>training has been effective and now need to consider which books will be appropriate to purchase ready for 2018-19</i> Promote reading for pleasure in classrooms and use of library as appropriate - Book Ambassadors in each class. Deployment of staff to allow for daily reading with PPG pupils (use of TA time and additional teacher time – (£6,000) 93% of PPG are heard read every day at school by a teacher, TA or volunteer Use of Cracking Comprehension for teaching of reading and comprehension skills across the school. Use of Cracking Comprehension reading tests and analysis of outcomes/answers –<i>Purchased Headstart Reading Comprehension test materials to support TT assessment and to allow for standardised scores to measure progress and attainment.</i></p>	<p>Staff changes – more communication time and monitoring needed to ensure consistency.</p> <p>Phonics and decoding strong but need to focus on wider reading skills such as inference and deduction.</p>	<p>Pupil progress meetings – introduce pupil Progress Review forms for use with PPG pupils.</p> <p>Regular gap analysis of reading data</p> <p>Monitoring of quality of teaching and learning</p>	<p>English Lead HT SENCO Link Governors</p>	<p>November January April July</p>

Total budgeted cost					£23,760
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?
D. Improve engagement with reading	<p>Introduce book ambassadors in each class</p> <p>Improve use of library – <i>all classes have access to the library – some are using it more effectively than others.</i></p> <p>Target parents/carers of PPG pupils to attend information events and parents' evenings –<i>Most attended or met with teachers at a more convenient time.</i></p> <p>Monitor engagement at home with reading and homework</p>	<p>To explore whether the outcomes for these pupils can be positively affected by improved engagement with parents.</p> <p>To provide daily reading time, quality book talk if this is not happening at home. Concerns over literacy levels of parents/carers at home so need to provide additional time/support in school.</p>	<p>Pupil voice Parent/carer voice Registers to monitor attendance , homework and reading</p>	<p>HT Teachers Link Governor</p>	<p>November January April July</p>
Total budgeted cost					(factored into costs above)