

Pupil premium strategy document

1. Summary information

School	Bampton Church of England Primary School				
Academic Year	2020/21	Pupil Premium allocation	£22175	Date of most recent External PP Review	Oct 2020
Total number of pupils	99	Number of pupils eligible for PP	10	Date for next internal review of this strategy	Oct 2021

2. Current attainment (based on Spring 2019/20 data)

	<i>Pupils eligible for PP (your school)(14 Chn)</i>	<i>Pupils not eligible for PP (your school)(85 Chn)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths	43%	37%	NA
% reaching the expected standard in reading	50%	55%	NA
% reaching the expected standard in writing	57%	43%	NA
%reaching the expected standard in maths	50%	48%	NA

	<i>Pupils eligible for PP (your school) Break down per year groups of current cohort based on end of 2019/20 Spring data</i>					
	<i>Year 1 (0 Pupils)</i>	<i>Year 2 (0 Pupils)</i>	<i>Year 3 (4 Pupils)</i>	<i>Year 4 (3 Pupils)</i>	<i>Year 5 (2 Pupils)</i>	<i>Year 6 (5 Pupil)</i>
% achieving in reading, writing and maths	NA	NA	25%	33%	50%	60%
% reaching the expected standard in reading	NA	NA	25%	33%	100%	60%
%reaching the expected standard in writing	NA	NA	25%	33%	100%	80%

% reaching the expected standard in maths	ONA	NA	25%	33%	50%	80%
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	<i>Pupils NOT eligible for PP (your school) Break down per year groups of current cohort (2019/20) based on Spring 2020 data</i>					
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
% achieving in reading, writing and maths	0%	29%	27%	30%	78%	56%
% reaching the expected standard in reading	0%	29%	60%	90%	78%	78%
% reaching the expected standard in writing	0%	29%	27%	30%	78%	78%
% reaching the expected standard in maths	0%	38%	40%	70%	78%	67%

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 oral language skills)*

A.	Year 3 Reading, Writing and Maths (PP)
B.	Year 4 Reading, Writing and Maths (PP)
C.	Year 5 Maths
D.	Whole School Spelling
E.	Children's self esteem and financial barriers to take part in enrichment opportunities

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

F.	
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4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
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A.	Improved writing outcomes, especially for PP children	Improvement of writing in children's books Higher %age of children at EXS and above
B.	Improved maths outcomes, especially for PP children	Improvement of maths in children's books Higher %age of children at EXS and above
C.	Improved Spelling for all children	Improvement of writing in children's books Higher %age of children at EXS and above
D.	Provide opportunities to take part in enrichment activities to raise self esteem	Raised self esteem Children taking part in enrichment activities
E.		
F.		

5. Planned expenditure + SBS

Academic year

2020/21

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

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?	Expenditure
Improve breadth and depth of the curriculum and widen children's experiences	Invest in the IT programme 'cornerstones'	Programme has been researched and tested by Leaders of the MAT	It will be implemented by leaders of the school, including the headteacher and will be regular monitored / reported on	Headteacher	Half termly/ongoing	£5825

Improved outcomes for children's learning in reading, writing and maths	TA to be allocated to each classroom in the mornings to support children	Additional adult support alongside teachers and teaching in small groups will improve outcomes for learning.	TAs will be timetabled and allocated to classes.	Headteacher	Half termly / ongoing	£5181
ii. Targeted support						
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?	Expenditure
Improved outcomes for children's learning in reading	Intervention programmes in the afternoon	Additional teaching in small groups and 1: 1 will improve outcomes for learning.	Interventions will be focussed, based on the assessment of children's learning. Interventions will be timetabled.	2 intervention groups daily lead by 1 teacher/TA	Ongoing/Half termly	£887
Improved outcomes for children's learning in writing	Intervention programmes in the afternoon	Additional teaching in small groups and 1: 1 will improve outcomes for learning.	Interventions will be focussed, based on the assessment of children's learning. Interventions will be timetabled.	2 intervention groups daily lead by 1 teacher/TA	Ongoing/Half termly	£1079
Improved outcomes for children's learning in maths	Intervention programmes in the afternoon	Additional teaching in small groups and 1: 1 will improve outcomes for learning.	Interventions will be focussed, based on the assessment of children's learning. Interventions will be timetabled.	2 intervention groups daily lead by 1 teacher/TA	Ongoing/Half termly	£1262
Total budgeted cost						
iii. 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?	
Children maintain 100% attendance in school and are supported at home	Employ MAT wide Social Inclusion Team	Highly trained personnel will work with children and families to support them at home and in school.	The team will be qualified and they will liaise regularly with the Headteacher and SENDCo	Headteacher	Half termly / ongoing	£2000
Develop children's character based on their intellectual, moral, civic and performance virtues	Implement a MAT wide Character Education Programme and award system	Research has shown that it develops children's character based on their intellectual, moral, civic and performance virtues.	A lead person in the MAT will be employed. The programme will be implemented by all schools and monitored through the central team	Headteacher	Half termly / ongoing	£2000
Children will participate in enrichment activities and opportunities	The school will facilitate the development of a Trust-wide approach	Opportunities will enrich children's learning and lives	The school will facilitate the development of a Trust-wide approach	Headteacher	Half termly / ongoing	£2000
Total budgeted cost						

6. Review of expenditure

Previous Academic Year

i. Quality of teaching for all

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Improved outcomes for children's learning in the classroom	Employment of a TA for each classroom	All children were supported in the classroom with an additional adult and targeted interventions in the afternoon.	TAs had a positive impact, however we intend to further support interventions with a teacher and HLTA.	£9,220

		Children with PP were impacted on positively, however data does not show this due to being based on Spring data due to COVID-19 lockdown		
Improved outcomes for children's learning in the classroom	TAs Training Delivery (Reading - Running records) (4 TAs)	Additional CPD took place for all TAs in order for them to have a fuller understanding of children's needs and the delivery of teaching (Reading)	This worked well. All children are now being monitored and supported	£10, 480

ii. Targeted support

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Improved outcomes for children's learning in the classroom	TAs providing intervention in the afternoons	All children were supported in the classroom with an additional adult and targeted interventions in the afternoon. Children with PP were impacted on positively, however data does not show this due to being based on Spring data due to COVID-19 lockdown	TAs had a positive impact, however we intend to further support interventions with a teacher and HLTA.	£9,000

iii. Other approaches

Desired Outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost