



# Pupil premium strategy statement

## School overview

Metric	Data
School name	Bampton C of E Primary School
Pupils in school	103
Proportion of disadvantaged pupils	35.71% (excluding pre school)
Additional recovery premium	£2755
Pupil premium allocation this academic year	£22865
Total	£25620
Academic year or years covered by statement	Reception - year 6
Publish date	01/12/2021
Review date	September 2022
Statement authorised by	The Local Schools Committee
Pupil premium lead	Gary Bladon
Governor lead	Kevin Chandra

## Disadvantaged pupil progress scores for last academic year

Measure	Average Score
Reading	69.53
GPS	63.14
Maths	55.27

## Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standard at KS2	80% - 90% ARE for PP children
Achieving high standard at KS2	30% - 40% GD for PP children

## Challenges

Challenge number	Detail of challenge.
1	Assessments, observations, and discussions with pupils from internal staff and external visitors indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.

2	<p>Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in maths</p>
3	<p>Internal and external (where available) assessments indicate that maths attainment among disadvantaged pupils is significantly below that age related expectations.</p>
4	<p>Internal data demonstrates that disadvantaged children make good progress within phonics and often pass their screening but that this is not sustained within key stage 2.</p> <p>Spelling and grammar remains a concern for our disadvantaged children.</p>
5	<p>Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.</p>
6	<p>Our attendance data over the last year indicates that attendance among disadvantaged pupils has been, on average, 5% lower than for non-disadvantaged pupils.</p> <p>Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>

## Teaching priorities for current academic year

Budgeted spend: £3631.50

Aim	Actions	Challenge number and Target date
<p>Disadvantaged pupils will be able to reason well within maths and achieve in line with their peers.</p>	<p>School Improvement Leads to work closely with class teachers to raise quality and expectations of T&amp;L in the classroom around maths.</p> <p>ITT maths hub to develop a shared calculation policy to support high quality T&amp;L of ALL pupils.</p> <p>Stem sentences for maths to be displayed to enable reasoning.</p> <p>Maths pre teaching to be sent home to all pupils via their chromebooks to support the next days learning.</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:  <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:  <a href="#">Improving Mathematics in Key Stages 2 and 3</a></p>	<p>Challenge number 1,2 and 3.</p> <p>July 2022</p>
<p>Disadvantaged pupils will develop language skills to enable them to articulate grammatically correct sentences with an extensive vocabulary.</p>	<p>Oracy ITT lead to continue to embed the ALumnis Oracy framework and monitor impact.</p> <p>Oracy lead to ensure stem sentences and door words are evident and that T&amp;L always includes opportunities to reasoning, debate, discuss, deliver speeches etc.</p>	<p>Challenge number 1.</p> <p>July 2022</p>

<p>The teacher of decision spelling is consistently good or better across the school for each year group.</p>	<p>Class teachers to continually review T&amp;L of decision spelling through the use of incremental coaching.</p> <p>Decision spelling lead to monitor and review implementation.</p> <p>Decision spelling walls are evident in all classes.</p> <p>Common exception words are available in bespoke work books and around the classroom.</p>	<p>Challenge number 4.</p> <p>Target date: July 2022</p>
<p>Disadvantaged pupils' writing is inline with that of their peers.</p>	<p>Weekly slots timetabled in to engage in writing to raise stamina of writing.</p> <p>School Improvement Leads to work with key groups of children to raise stamina and self editing skills.</p>	<p>Challenge number 2.</p> <p>Target date: July 2022.</p>

### Targeted academic support for current academic year

Budgeted cost: £3500

£1620 also costed from the tutor led funding.

<b>Aim</b>	<b>Actions</b>	<b>Challenge number and Target date</b>
<p>8 disadvantaged pupils engage in school-led tutoring. Judgement made by assessing whose education has been most impacted by the pandemic.</p>	<p>8 pupils receive 15 hours of 1:1 or small group tuition in the spring and summer term.</p> <p>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:</p> <p><a href="https://www.educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="https://www.educationendowmentfoundation.org.uk">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>Challenge number 2, 3 and 4.</p> <p>Target date: May 2022.</p>
<p>Children will be given opportunity to access a range of activities at</p>	<p>Research into the best app for impact and purchase (IXL?)</p> <p>£2000 budgeted.</p>	<p>Challenge number 1,2,3 and 4</p>

home and school using their chromebooks.		
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## Wider strategies for current academic year

Budgeted cost = £6979.50

Aim	Actions	Challenge number and Target date
Disadvantaged pupils and families are given support to access a range of services.	<p>Social Inclusion Team to lead on early help cases.</p> <p>Social Inclusion Team to regularly signpost families to key holiday activities, financial support etc</p> <p>Social Inclusion Team to support families with referrals to agencies that support SEMH and other social needs within the family.</p>	<p>Challenge number 5</p> <p>Target date - ongoing.</p>
To Embed principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice to help raise attendance.	<p>Social Inclusion Team to adopt the DfE's advice and support school staff in supporting and challenging attendance.</p> <p>Social Inclusion team to lead on cases where a child has been identified as a persistent absentee.</p>	<p>Challenge number 6</p> <p>Target date - April and July.</p>
The language of character education to be thoroughly embedded across the whole school community to support in raising aspirations and completion on the 6 inspiring changemaker challenges.	<p>Character Lead for the trust to continually drive character, providing ongoing training, monitoring and assessment of impact.</p> <p>All staff to ensure that pupils have planned opportunities for the 6 ICC to be completed by the end of the academic year.</p>	<p>Challenge number 5 and 6</p> <p>Target date - ongoing.</p>
Disadvantaged pupils are given the opportunity to access a range of enrichment opportunities over the course of the year to support sought element of the character education programme. (£3342)	Planned opportunities throughout the year to support the 6 ICC and provide children with a range of experiences.	<p>Challenge number 5 and 6</p> <p>Target date - July 2022</p>

**Review: last year's aims and outcomes**

<b>Aim</b>	<b>Outcome</b>
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