



# Pupil premium strategy statement

## School overview

Metric Data
School name Bampton C of E Primary School
Pupils in school 89
Proportion of disadvantaged pupils 24% (excluding pre school)
Additional recovery premium £3625
Pupil premium allocation this academic year £36375
Total £36375
Academic year or years covered by statement Reception - year 6
Publish date 30.09.23
Review date September 2024

Statement authorised by The Local Schools Committee Pupil premium lead

Lully Newman

Governor lead Glyn Lewry

## Disadvantaged pupil progress scores for last academic year

Measure Average Score
Reading 108.47
GPS 106.67
Maths 105.94

## Strategy aims for disadvantaged pupils

Measure Score
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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	Internal and external (where available) assessments indicate that writing attainment among disadvantaged pupils is significantly below age related expectations. Spelling and grammar also remains a concern for our disadvantaged children.
2	Internal and external (where available) assessments indicate that maths attainment among disadvantaged pupils is significantly below that age related expectations.
3	<p>Our attendance data over the last year indicates that attendance among disadvantaged pupils has been, lower than for non-disadvantaged pupils. Absence is mainly due to families taking holidays in term time.</p> <p>Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>
4	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. These challenges particularly affect disadvantaged pupils, including their attainment.
5	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.

Aim	Actions Challenge number and Target date
<p>Disadvantaged pupils will develop writing skills to enable them to write legibly and to use the correct grammar and punctuation.</p> <p>Disadvantaged pupils will be able to reason well within maths and achieve in line with their peers.</p>	<p>English Lead to investigate handwriting schemes to support correct letter formation. RWI phonics scheme embedded to support spelling</p> <p>Challenge number 1 and 5. End of October 23</p> <p>Reading for Pleasure promoted through joining the School Library Service to encourage reading, language development and grammatical structures.</p> <p>Ongoing through the year</p> <p>Regular opportunities for children to write extended pieces using a stimulus such as an enrichment trip, an artefact or film clip etc.</p> <p>Children to be supported and encouraged to develop self editing skills to improve grammar, spelling and sentence structure as well as purpose. Maths lead to support Maths Mastery across the school which will improve fluency.</p> <p>Challenge number 2 and 5. Ongoing through the year</p> <p>‘Journaling’ to happen weekly for children to practise reasoning skills.</p>
<p>Disadvantaged pupils will develop language skills to enable them to articulate grammatically correct sentences with an extensive vocabulary.</p>	<p>Oracy Professional Pathway support to continue to embed the Alumnis Oracy framework and monitor impact.</p> <p>Challenge numbers 1 and 5. Ongoing through the year.</p>

## Targeted academic support for current academic year

2.0 Budgeted cost: £962

Aim	Actions Challenge number and Target date
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Disadvantaged children will be able to better articulate their ideas and extend their vocabulary.	<p>Use of interventions such as Talk Boost to help develop pupil language skills.</p> <p>Challenge 1 and 5</p> <p>Ongoing through the year</p>
<p>Children will be given the opportunity to access a range of activities at home and school using their chromebooks.</p> <p>Disadvantaged children will make rapid progress in their spelling and presentation</p> <p>Disadvantaged children will improve their understanding of number concepts</p>	<p>Use of Google Classroom to support collaborative home learning and engage parents and children.</p> <p>Regular Parent Workshops timetabled with specific parents invited to attend. Follow up information to be sent home as video.</p> <p>Precision teaching for phonics - use of Toe by Toe</p> <p>Challenge number 1,2, 4 and 5</p> <p>Challenge number 1 and 5</p> <p>Phonic interventions following the RWI scheme for Tutoring and for Fresh Start.</p> <p>Precision teaching for specific concepts</p> <p>Challenge 2 and 5</p> <p>Preteaching calculation skills</p> <p>Maths Mastery programme - Maths Lead is a Maths Expert with Jurassic</p>

	Maths Hub
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### Wider strategies for current academic year

3.0 Budgeted cost = £23,644 (Social Inclusion Team)

Aim	Actions Challenge number and Target date
To address the lack of enrichment opportunities for disadvantaged children.	<p>Disadvantaged children to be invited to join clubs and activities after school or at lunch time.</p> <p>Visitors and trips to be organised, planned out and approximately costed to allow parents time to budget.</p> <p>Challenge number 4</p> <p>Target date - ongoing.</p>

	Financial support offered to families of disadvantaged children in order children to access wider enrichment activities such as entrance fees, coach travel costs etc.	
<p>To increase overall attendance of disadvantaged pupils.</p> <p>Disadvantaged pupils and families are given support to access a range of services.</p>	<p>Social inclusion team and class teachers to work together to identify disadvantaged children with attendance concerns, working closely with family to address and reverse further decline in percentages.</p> <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> <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>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 3</p> <p>Target date - ongoing.</p> <p>Challenge number 3 and 4</p> <p>Target date - ongoing.</p>

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

Aim Outcome

Disadvantaged pupils will develop reading skills to enable them to decode new vocabulary and build on important reading skills such as inference and comprehension.	<p>RWI phonics scheme now in place but needs embedding – group work not yet happening successfully.</p> <p>AR in KS2 has been introduced and chn have made significant progress when star tested in the Spring and again at the end of the year.</p>
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Disadvantaged pupils will be able to reason well within maths and achieve in line with their peers.	<p>Introduction of TTRS log ins has ensured chn practise their times tables (basis of calculation) which has shown significant improvement on last year's results. (2022 -14.9. 2023 - 18.4)</p>
Disadvantaged pupils will develop language skills to enable them to articulate grammatically correct sentences with an extensive vocabulary.	<p>Talk Boost intervention was planned but staff sickness and pupil safeguarding needs meant not enough staff were available to deliver this. Universal provision within the classroom focus's on language skills.</p>
Disadvantaged pupils' writing is in line with that of their peers and to show greater accuracy in spelling.	<p>SIL has taken groups and coached staff.</p> <p>Still work to be done in this area.</p>

<p>Disadvantaged pupils to engage in school-led tutoring. Judgement made by monitoring and analysing current class assessments.</p> <p>Children will be given the opportunity to access a range of activities at home and school using their chromebooks.</p> <p>To address the lack of enrichment opportunities for disadvantaged children.</p> <p>To increase overall attendance of disadvantaged pupils.</p>	<p>Some school led tutoring – mainly older children. PP chn invited in for Early Bird Reading.</p> <p>Log ins for TTRS and Spelling Shed as well as other home support educational websites are used to promote learning at home.</p> <p>All children have accessed enrichment trips this year, linked to their curriculum.</p> <p>Attendance has been monitored by the Headteacher, and the attendance policy has been followed. Attendance is improving but still lower than it should be.</p>
<p>Disadvantaged pupils and families are given support to access a range of services.</p>	<p>No SIO in the second part of the Summer term but Early Help in place and Headteacher has experience of supporting families with Early Help.</p>