

Pupil Premium Strategy Statement

Pamphill CE First School

School overview

Metric	Data
School name	Primary School
Pupils in school	60
Proportion of disadvantaged pupils	8%
Pupil premium allocation this academic year	£6,725
Academic year or years covered by statement	2020-2023
Publish date	01 December 2020
Review date	01 October 2021
Statement authorised by	Rachael Oliver (head of School)
Pupil premium lead	Rachael Oliver

Disadvantaged pupil performance overview for last academic year (No Assessments took place due to lockdown. Based on February 2020 in-house assessment data)

Year Group and Attainment Area	Percentage of PP Pupils on track to get EXT at the end of the Year
EYFS GLD	100%
Year 3 Maths	100%
Year 3 Writing	0%
Year 3 Reading	100%
Year 4 Maths	50%
Year 4 Writing	25%
Year 4 Reading	25%

Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	<p><i>Ensure that disadvantaged children make good progress across the curriculum by focusing on quality first teaching.</i></p> <p>Although the school is not full, the school will invest in keeping 3 classes so that children are being taught in their Key Stage and the class size for the</p>

	<p>youngest children is kept very small. The school will invest in experienced teaching staff that are able expertly teach all pupils including those from disadvantaged backgrounds. The school has invested in an EYFS teacher who has a background in specialising in meeting the needs and raising the progress of PP pupils. This EYFS class is small and the expert teacher therefore has more time to nurture, pick up on gaps and teach to the pupil needs.</p>
Priority 2	<p><i>To prioritise the closure of the attainment gap for disadvantaged pupils.</i></p> <p>Early identification of children who are falling behind across all year groups. The school will continue to invest in the creation of an in-depth gap analysis system to be able to accurately identify specific basic skills gaps in English and Maths for pupils. The school will also continue to invest in the embedding of 'Precision Teaching' as an evidence based intervention programme that matches our gaps analysis system.</p> <p>Investing in spending time understanding the barriers to pupils' learning. Making ELSA available to pupils who need time to have dialogue to examine their emotional literacy and time and space to discuss any factors which may be a barrier to their learning, and not necessarily academic, so that these barriers can be addressed.</p>
Barriers to learning these priorities address	<p>Children who have a lack of pre-school experience and nurture at home can fall behind their peers without focussed interventions and focused quality first teacher led learning. Gaps from previous learning may be greater in children from disadvantaged backgrounds.</p> <p>Children coming to school without good sleep nutrition, clothing and nurture may not learn despite academic interventions. Children coming to school having suffered ACEs may need support to settle and regulate behaviour.</p>
Projected spending	£4,000

Teaching priorities for current academic year

Aim	Target	Target date
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Progress in Reading	Achieve national average attainment and progress scores in KS1 Reading	July 21
Progress in Writing	Achieve national average attainment and progress scores in KS1 Writing	July 21
Progress in Mathematics	Achieve national average attainment and progress scores in KS1 Maths	July 21
Phonics	Achieve national average attainment and progress scores in Year 1 Phonics	July 21
Other	Improve attendance of disadvantaged pupils to bring in line with non-PP pupils.	July 21

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of Y1

Measure	Activity
Priority 1	Ensure all relevant staff (including new staff) have received training to deliver the phonics and early reading scheme effectively. Ensure staff who need it have regular coaching and team teaching opportunities to be able to improve their practice in the teaching of phonics and early reading.
Priority 2	Work with the Jurassic maths hub to embed the White Rose Maths scheme started last year. Buy access to White Rose resources which can be used at school and at home. Print off / Buy White Rose maths packs for each term so that in the case of lockdown/ self-isolation, those without printers still have access to resources in a paper format.
Barriers to learning these priorities address	Lack of training and subject knowledge for staff Financial challenges causing insufficient resources for pupils during lockdown.
Projected spending	£500

Targeted academic support for current academic year

Measure	Activity
Priority 1	Buy and embed e-books reading scheme to allow all pupils to access ability level books, at home, throughout the pandemic and beyond. This will ensure that all children will not be without

	<p>appropriate books to read at home which the teachers can allocate and monitor.</p> <p>Buy and embed use of star reading assessment to support with accurate reading assessment and the allocation of ability level texts.</p>
Priority 2	Precision teaching for English and maths interventions for all pupils falling behind age-related expectations.
Barriers to learning these priorities address	<p>Ensuring that pupils from families with financial barriers are not disadvantaged through not having the right reading resources at home, particularly throughout the pandemic.</p> <p>Interventions not being closely matched enough to children's individual needs.</p>
Projected spending	£1,725

Wider strategies for current academic year

Measure	Activity
Priority 1	<p>Continue to support our vulnerable families with a range of opportunities. These include:</p> <p>Free breakfast club for some families to provide a settled start to the day with good nutrition, half-price to all PP pupils.</p> <p>Free after school clubs and homework club for PP pupils.</p> <p>An adequate supply of new and lightly used school uniform to support the cost of clothing for all our disadvantaged families.</p> <p>School trips, in-school experiences and residential visits provided for all PP children.</p> <p>Access for children to specialist TA provision for SEND and speech and language.</p> <p>Forest school provision from specialist teacher to support all children with mental health and wellbeing.</p>

	Meeting the cost of family therapy, Art therapy and play therapy for families who have experienced trauma.
Priority 2	Opportunities to undertake / train others in therapeutic interventions for children who have suffered ACEs and are not achieving.
Priority 3	Ensure all is done to support families who were struggling or isolated during last lockdown, in order for those children to be better supported should further lockdowns take place. Ensure all have access to technology to remove that barrier to learning, including the need/ ability to print. Ensure that all parents are confident in supporting their children with home learning.
Barriers to learning these priorities address	Attendance and readiness to learn for the most disadvantaged pupils. Lack of parental engagement/ confidence can have a detrimental effect on children's progress.
Projected spending	£500

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development	Use of INSET days and additional cover being provided
Targeted support	Ensuring that Precision Teaching interventions are precise to pupil needs and move pupils forward at the correct rate.	Staff training to recognise individual barriers to learning and how to overcome them. Focus on PP in staff meetings and INSET training.
Wider strategies	All families engaged	Working closely with school link worker, pre-school, professionals, WAT and LA to support families.

Review: last year's aims and outcomes

Aim	Outcome
Raising attainment for children who are eligible for pupil premium funding who	Although the school was closed due to the lockdown during the Spring and

<p>are below age related expectations in core subjects</p>	<p>Summer term, and there was no data, there was evidence of disadvantaged pupils making progress between the September and February. With children in Year 3 and EYFS who were working below national beginning to work in line with national.</p>
<p>Assessments of key skills gaps shows progress</p>	<p>Key skills gaps analysis showed good progress for those who were disadvantaged, although those who were disadvantaged with an EHCP made less progress.</p>
<p>Children will have what they need to complete home learning either at home or at school</p>	<p>Most PP pupils attended the homework club and all PP pupils accessed some of the after school extra-curricular on offer.</p> <p>PP pupils were provided with school uniform and had their trips paid for.</p> <p>During the lockdown families were supported resources, food vouchers, weekly phone calls and home visits and staff members delivered food parcels. Interventions such as S and L continued online.</p>