



Compton and Up Marden C.E Primary School

Pupil Premium Strategy Statement

2022-2023



School overview

Metric	Data
School name	Compton & Up Marden C.E Primary School
Pupils in school	70
Proportion of disadvantaged pupils	8 (8 FSM, 0 LAC)
Pupil premium allocation this academic year	£11,080
Academic year or years covered by statement	EYFS – Year 6
Publish date	July 2022
Review date	July 2023
Statement authorised by	Chris Hawker and David Bertwistle
Pupil premium lead	Paul Brown
Governor lead	Jeremy Cogman

There is no published data for 2021-2022 due to Covid-19.

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	N/A
Writing	N/A
Maths	N/A

Strategy aims:

Measure	Score
Meeting expected standard at KS2	0%
Achieving high standard at KS2	0%
Measure	Activity
Priority 1	Ensure all relevant staff (including new staff) have received training to deliver a systematic, synthetic phonics scheme effectively and that the necessary resources including reading books are purchased to support the phonics teaching.

Priority 2	Work with the maths hub and maths leaders across DVSF Primary Schools to embed Teaching for Mastery using White Rose across all year groups.
Priority 3	Trained ELSA employed to support the needs more fully on children eligible for PP.
Barriers to learning these priorities address	Some children have gaps in their phonics, early reading and maths. Gaps between teacher assessment and test results have been identified and will be addressed through purchasing and administering of recognised test papers.
Projected spending	£4,000

Aim	Target	Target date
Progress in Reading	50% achieve national average progress scores in KS2 Reading (2 children 50% send)	July 2023
Progress in Writing	50% achieve national average progress scores in KS2 Writing (2 children 50% send)	July 2023
Progress in Mathematics	50% achieve national average progress scores in KS2 Maths (2 children 50% send)	July 2023
Phonics	Achieve National average expected standard	July 2023
Other	Improved attendance of pupils to National Average.	July 2023

Targeted academic support for current academic year

Measure	Activity
Priority 1	Improve the quality of writing and texts used through training DVSF collaboration, moderation, quality first teaching.
Priority 2	Ensure teaching assistant and/or class teacher have received training for the maths intervention 1 st Class @ Number, and, have time allocated to deliver the maths interventions in school.

Barriers to learning these priorities address	Some children have gaps in their maths learning due to the impact of Covid-19 and the instability of Y5&6 staffing. Not all children are producing sustained pieces of writing, in part due to the lack of high quality texts used in the teaching of writing, and also breaks in learning due to Covid 19.
Projected spending	£3605

Wider strategies for current academic year

Measure	Activity
Priority 1	Use of a trained ELSA to support the mental health and wellbeing needs of children through targeted interventions and support to staff.
Priority 2	Provide a breakfast club and provide support for children to attend after school clubs and trips.
Barriers to learning these priorities address	Not all children eligible for Pupil Premium have their basic needs met (Maslow) to ensure they are ready physically, mentally and emotionally to learn. Not all children have access to cultural capital due to the lack of enrichment activities in their lives.
Projected spending	£3,475

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given to allow for staff professional development.	Use of staff INSET days and twilight sessions, additional cover being provided by senior leaders.
Targeted support	Ensuring enough time for school maths interventions to be carried out by trained Learning Support Assistants.	Teaching assistants have interventions clearly timetabled and time is given for these interventions to take place, for the agreed length of time. This will be managed by the SENDCo.
Wider strategies	Engaging the families facing most challenges.	Working closely with the L.A and engaging support from external agencies including Early Help, Educational Psychology Service.



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Review: last year's aims and outcomes

1. Review of expenditure				
Previous Academic Year		<ul style="list-style-type: none"> 2021-2022 	£12,105	
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 Impact of Covid-19 (and whether you will continue with this approach)	Cost
For PP pupils in all year groups to make, or exceed, expected progress.	To continue to improve quality first class teaching across all year groups. To continue to deliver a Mastery Curriculum.	<p>Teachers have received in house training, through INSET days and through staff meetings.</p> <p>Lesson observations and teacher assessments showed progress in reading, writing and maths for most pupils eligible for PP.</p> <p>Reading 71% Writing 86% Maths 100%</p> <p>(43% SEND)</p>	<p>This approach will continue with additional staff training in phonics and wider curriculum areas planned for January 2022 for new and existing members of staff. Training in Read, Write Inc will be delivered through external providers. There are greater opportunities for the sharing of knowledge and expertise within the federation.</p> <p>A trained ELSA will continue to support the needs more fully on children eligible for PP.</p>	<p>£150</p> <p>£225.00 (annual library service subscription)</p>

	To purchase additional resources including reading books and online teaching resources to support teaching and learning at home and in school.	Subscriptions to online learning platforms such as SPAG.com, Timetables Rock Stars and My Maths were purchased to enhance curriculum teaching. The annual library subscription ensured children were able to access high quality texts to use both in school and read at home. This has enabled children to make progress in reading.		Total: £420.92
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
For identified gaps in learning to be addressed	Varied interventions (<i>according to need</i>) to be provided by LSAs and teachers.	Teacher Assessment reflects that 86% of children eligible for Pupil Premium, with 43% SEND, are making progress in reading, writing and maths.	This approach will continue as it has shown to help children make good progress in all year groups. Teaching assistants will use training in the First Class maths Interventions next term, as it has had proven success in our other settings.	SENDCo support: £2,000 Teaching Assistants Salaries: £6,649.08
For pupils to have basic needs met (Maslow) to ensure they are ready physically, mentally and emotionally to learn.	Teaching assistant support available for children who need emotional support. This includes in class support and support through targeted interventions under the supervision of the SENDCo.	This has helped to improve attendance and children have benefitted from emotional support which has helped them to be ready to learn. This has been especially important and beneficial due to the emotional impacts of Covid-19.	We have seen a rise in the need for emotional support, in particular we have seen an increase of children with anxiety. The SLT/SENCo will continue to provide advice and resources/strategies to both families and teachers to support children with anxiety. We will continue to utilize the ELSA to provide 1:1 sessions for children who have mental health and wellbeing needs.	

	For the SENDCo to develop relationships with pupils/families. To provide/locate support. To liaise with relevant services for example Early Help.	The SENDCo/SLT has developed positive relationships with all families eligible for PP. Where necessary Early Help Plans have been set up and outside agency support has been acquired, including social workers and Early Help Family Link Workers.	This is an essential role as it has helped to create stability within some families. This has been especially important during the pandemic.	
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
To ensure disadvantaged pupils access enrichment experiences.	To subsidise school trips including the residential trip for Years 5 & 6. To put on additional activities such as after school clubs. Pupils will partake in cultural visits. eg: to London, local museums, zoos, places of worship etc.	School trips and residential have restarted, benefitting children's emotional wellbeing.	This approach has resumed.	£2,690
Total Budget Cost				£12,105