

Pupil premium strategy statement 2022-2023



School overview

| Metric | Data |
|---|---|
| School name | Hampreston First School |
| Pupils in school | 144 |
| Proportion of disadvantaged pupils | 10% |
| Pupil premium allocation this academic year | £10,720 (Financial Year 2022/23 Income) |
| Academic year or years covered by statement | 2022-2023 |
| Publish date | 02/12/22 |
| Review date | 30/09/2023 |
| Statement authorised by | Tim Williams |
| Pupil premium lead | Emma Richardson |
| Governor lead | Helen Hobbs |

Disadvantaged pupil progress scores for last academic year

| Measure | Score |
|---------|-------------------------------|
| Reading | 5 of 10 (50%) at ARE or above |
| Writing | 4 of 10 (40%) at ARE or above |
| Maths | 5 of 10 (5%) at ARE or above |

Strategy aims for disadvantaged pupils

| Measure | Activity |
|---|--|
| Priority 1 | Improve the Reading and Maths attainment and progress of disadvantaged children through quality teaching and interventions. |
| Priority 2 | Support children and their families to fully engage with learning by fostering quality relationships and creating supportive systems, allowing children to flourish. |
| Barriers to learning these priorities address | <ul style="list-style-type: none">• Children's individual needs (social and emotional, SEN etc.)• Lower levels of parental engagement• Poor attendance |
| Projected spending | £10,750 |

Teaching priorities for current academic year

These are the current outcomes that we are aiming for **by the end of our current strategy plan**.

| Aim | Target* |
|-------------------------|--|
| Progress in Reading | Children to achieve ARE or above in Reading |
| Progress in Writing | Children to achieve ARE or above in Writing |
| Progress in Mathematics | Children to achieve ARE or above in Maths |
| Phonics | Disadvantaged pupils to achieve expected standard in PSC |
| Other | Ensure attendance of disadvantaged pupils is above 95% |
| <i>SEND Progress</i> | <i>Children with identified SEND needs receive targeted support. Targets in line with IEP objectives</i> |

**Children without identified SEND needs.*

Targeted academic support for current academic year

| Measure | Activity |
|------------|---|
| Priority 1 | <p>Quality first teaching:</p> <ul style="list-style-type: none"> • <i>Little Wandle</i> reading and phonics scheme subscription to support quality first teaching of phonics and reading by all members of staff. • Purchase and use of P4C/Sticky-Questions to promote oracy, communication, and confidence • All staff trained in teaching phonics and reading. • Training provided for staff in teaching mathematics with a focus on developing reasoning skills. <p>Targeted interventions</p> <ul style="list-style-type: none"> • Targeted reading interventions for children falling behind (daily fluency/comprehension intervention) • TTROCKSTARS / Bug Club Subscriptions • Nessy online spelling/reading provision and daily support <p>Other:</p> <ul style="list-style-type: none"> • New library resource / additional library stock (easy access) • Books for pleasure |
| Priority 2 | <p>Targeted interventions</p> <ul style="list-style-type: none"> • Needs of individual learners identified and targeted support put in place – including: phonics, reading, writing, maths, times tables, <i>Learn to Move</i>, <i>Move to Learn</i> • Intervention regularly reviewed. • Interventions by trained teaching staff and TAs. <p>Other:</p> |

| | |
|---|---|
| | <ul style="list-style-type: none"> • Support families with local library reading projects, holiday activities • Bespoke homework / home learning activities • ELSA Support |
| Barriers to learning these priorities address | <ul style="list-style-type: none"> • Basic phonic, sound knowledge and reading skills • Individual SEND needs • Transition to school and transition from other settings • Parental engagement and support at home |
| Projected spending | £7,250 |

Wider strategies for current academic year

| Measure | Activity |
|------------|---|
| Priority 1 | <p>Behavioural, Social and Emotional needs</p> <ul style="list-style-type: none"> • <i>EarlyBird</i> training for staff to support children with ASD – disseminated to other staff through training sessions • Support children’s social and emotional needs and well-being through targeted ELSA sessions with qualified practitioner • <i>Learn to Move, Move to Learn</i> training for staff to run sessions that support children’s individual needs • <i>Compass for Life</i> training for staff and implemented in classrooms. This will supplement PSHE curriculum and support children to achieve through a programme of development and learning. • <i>ELSA Support</i> • Mental Health in Schools Training for staff |
| Priority 2 | <p>Supporting attendance</p> <ul style="list-style-type: none"> • Meetings with families with poor attendance to identify specific support that can be put in place • Breakfast and after-school clubs offered to support with childcare • Attendance monitored and reviewed monthly |
| Priority 3 | <p>Parental engagement</p> <ul style="list-style-type: none"> • Seesaw used to set work to be completed at home that it individually tailored and targeted towards specific needs of children • Weekly homework meetings with parents to support their ability to work with their children and support their learning at home • Separate, paper communications where needed |
| Priority 4 | <p>Other support</p> <ul style="list-style-type: none"> • School uniform vouchers |

| | |
|---|---|
| | <ul style="list-style-type: none"> • Class trip funding • Enrichment opportunities – visitors to classes • Other personal items (non-uniform clothing, costumes, hygiene needs i.e. toothbrushes etc.) |
| Barriers to learning these priorities address | <ul style="list-style-type: none"> • Children’s individual needs (social and emotional, SEN etc.) • Parents’ needs |
| Projected spending | £3,500 |

Review (September 2023):

| Aim | Outcome |
|--|----------------|
| Improve the Reading and Maths attainment and progress of disadvantaged children through quality teaching and interventions. | |
| Support children and their families to fully engage with learning by fostering quality relationships and creating supportive systems, allowing children to flourish. | |
| Wider strategies: | |