

# Pupil premium strategy statement 2021-2022



## School overview

Metric	Data
School name	Hampreston First School
Pupils in school	149
Proportion of disadvantaged pupils	10
Pupil premium allocation this academic year	£16,450
Academic year or years covered by statement	2021-22
Publish date	30/11/21
Review date	30/09/2022
Statement authorised by	Tim Williams
Pupil premium lead	Ryan McNally
Governor lead	Helen Hobbs

## Disadvantaged pupil progress scores for last academic year\*

Measure	Score
Reading	5 of 7 (70%) at ARE or above
Writing	1 of 7 (14%) at ARE or above
Maths	4 of 7 (57%) at ARE or above

\*Progress was impacted by absences and school closures due to Covid-19

## Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	Improve the writing 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 supporting systems, allowing children to flourish.
Barriers to learning these priorities address	<ul style="list-style-type: none"><li>• Children's individual needs (social and emotional, SEN etc.)</li><li>• Lower levels of parental engagement</li><li>• Poor attendance</li><li>• Impact of Covid-19 and lockdowns</li></ul>
Projected spending	£16,450

## 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%

## Targeted academic support for current academic year

Measure	Activity
Priority 1	<p><b>Quality first teaching</b></p> <ul style="list-style-type: none"> <li>• <i>Little Wandle</i> reading and phonics scheme brought in to support quality first teaching of phonics and reading by all members of staff.</li> <li>• All staff trained in teaching phonics and reading.</li> <li>• Training provided for staff in teaching mathematics with a focus on developing reasoning skills.</li> </ul>
Priority 2	<p><b>Targeted interventions</b></p> <ul style="list-style-type: none"> <li>• 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></li> <li>• Intervention regularly reviewed.</li> <li>• Interventions by trained teaching staff and TAs.</li> </ul>
Barriers to learning these priorities address	<ul style="list-style-type: none"> <li>• Basic phonic, sound knowledge and reading skills</li> <li>• Individual SEND needs</li> <li>• Transition to school and transition from other settings</li> <li>• Parental engagement and support at home</li> </ul>
Projected spending	£9,500

## Wider strategies for current academic year

Measure	Activity
Priority 1	<p><b>Behavioural, Social and Emotional needs</b></p> <ul style="list-style-type: none"> <li>• <i>EarlyBird</i> training for staff to support children with ASD – disseminated to other staff through training sessions</li> </ul>

	<ul style="list-style-type: none"> <li>• Support children’s social and emotional needs and well-being through targeted ELSA sessions with qualified practitioner</li> <li>• <i>Learn to Move, Move to Learn</i> training for staff to run sessions that support children’s individual needs</li> <li>• <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.</li> </ul>
Priority 2	<p><b>Supporting attendance</b></p> <ul style="list-style-type: none"> <li>• Meetings with families with poor attendance to identify specific support that can be put in place</li> <li>• Breakfast and after-school clubs offered to support with childcare</li> <li>• Attendance monitored and reviewed monthly</li> </ul>
Priority 3	<p><b>Parental engagement</b></p> <ul style="list-style-type: none"> <li>• Seesaw used to set work to be completed at home that it individually tailored and targeted towards specific needs of children</li> <li>• Weekly homework meetings with parents to support their ability to work with their children and support their learning at home</li> <li>• Separate, paper communications where needed</li> </ul>
Priority 4	<p><b>Other support</b></p> <ul style="list-style-type: none"> <li>• School uniform vouchers</li> <li>• Class trip funding</li> <li>• Enrichment opportunities – visitors to classes</li> </ul>
Barriers to learning these priorities address	<ul style="list-style-type: none"> <li>• Children’s individual needs (social and emotional, SEN etc.)</li> <li>• Parents’ needs</li> <li>• Possibility of disruption due to COVID-19</li> </ul>
Projected spending	£9,500

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

Aim	Outcome
All children eligible for PP will make at least expected progress from their baseline in reading, writing and maths	<p>Assessment data shows:</p> <p>Reading: 5 of 7 (70%) at ARE or above</p> <p>Writing: 1 of 7 (14%) at ARE or above</p> <p>Maths: 4 of 7 (57%) at ARE or above</p>
Children's emotional literacy needs are met enabling them to engage positively with all aspects of school life	<p>Transition worked well in Reception and combined with in class support, had a positive impact on the emotional wellbeing of PP pupils in EYFS. Transition with middle schools was hampered by COVID-19 but where possible efforts were made to support this.</p> <p>ELSA sessions had a very positive effect where implemented and were able to support children with their emotional well-being through the effects of COVID-19.</p> <p>Staff received Compass for Life training; however, due to COVID-19, follow up visits and training could not be implemented.</p>
Any additional needs are supported effectively and enable the children to thrive	<p>Funding for clubs and uniform were provided for children during the year.</p> <p>Lunchtime clubs were able to engage and support children.</p> <p>Many trips were unable to happen due to COVID-19.</p>