

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	08/12/2023
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 (50%) 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	Behavioural, Social and Emotional needs <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	Supporting attendance <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	Parental engagement <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	Other support <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.	<p>In 2022/23 there were no disadvantaged children in Year 1.</p> <p>In Summer 2023, 57% of disadvantaged children achieved the expected standard or above in reading, compared to 79% of non-disadvantaged children.</p> <p>In writing, 21% of disadvantaged children achieved the expected standard or above, compared to 73% of non-disadvantaged children.</p> <p>In maths, 43% of disadvantaged children achieved the expected standard or above, compared to 74% of non-disadvantaged children.</p> <p>We have identified writing and maths as areas of key focus on our School Development Plan and will continue to focus on PP attainment and progress in these areas.</p>
Support children and their families to fully engage with learning by fostering quality relationships and creating supportive systems, allowing children to flourish.	<p>Parent feedback indicates that:</p> <p>100% of parents feel they are well enough supported to engage in their child's daily reading.</p> <p>100 % of parents feel they are well enough supported to engage in their child's other home learning tasks.</p> <p>71.4% of parents were aware that their child had had extra academic support (1-1 or small group) in the last 12 months. 30% were correct in saying their child did not have 1-1 or small group support. 7.1% (1 parent) did not know. This has been addressed.</p> <p>7.1% (1 parent) feel that technology is a barrier to their child's learning. This has been addressed by building in supervised time for the child to access</p>

	<p>the educational programs at school, bringing the average use of technology for educational purposes in line with non-disadvantaged children.</p> <p>93% of parents feel that communication with the class teacher is strong enough to enable them to support their child. The one parent who did not agree has been invited to engage in discussion with what further measures the school can take.</p> <p>Engagement in activities to support personal development:</p> <p>13 out of 14 respondents.</p> <p>6/13 children currently attend in-school clubs (football, dodgeball and keyboard lessons)</p> <p>8/13 children attended in-school clubs last year (football, gardening, guitar, dance, dodgeball)</p> <p>6/13 children attend clubs arranged outside of school (Rainbows, Guides. Swimming, football, martial arts)</p> <p>Some parents report that some of the barriers to attendance is difficulty coordinating the activities of siblings and cost (all parents are offered subsidised places in paid clubs.</p> <p>Plan for overcoming barriers:</p> <p>We will increase lunchtime club opportunities</p> <p>We will remind parents to request subsidy of any club their child participates in at school.</p>
<p>Review Process:</p> <p>In planning our new pupil premium strategy, we have evaluated why activities undertaken in previous years had not had the degree of impact that we had expected.</p> <p>We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, work moderations, conversations and surveys with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils.</p> <p>We have looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. Our research includes the DfE Pupil Premium Guidance and the EEF's Guide to Pupil Premium.</p>	