

# Pupil premium strategy statement (Primary)

## School overview

Metric	Data
School name	Frampton Cotterell CE Primary School
Pupils in school	316 (2020-2023)
Proportion of disadvantaged pupils	5.7%
Pupil premium allocation this academic year	£29,175
Academic year or years covered by statement	2020-2023
Publish date	25th November 2020
Review date	25th November 2021
Statement authorised by	Mr Peter Barnard
Pupil premium lead	Mrs Hannah R. Hornig
Governor lead	Mr Daniel Clark

## Disadvantaged pupil progress scores for last academic year (2019 data). Due to Covid and school closure – no attainment and progress scores in 2020

Measure	Score
Reading	-1.35
Writing	6.98
Maths	-1.62

## Disadvantaged pupil performance overview for last academic year (2019 – due to Covid – no results in 2020)

Measure	Score
Meeting expected standard at KS2	Reading 3/5 Writing 5/5 Maths 3/5 Combined Reading, Writing and Maths 3/5
Achieving high standard at KS2	Writing 2/5

## Mission statement for disadvantaged pupils

We believe that every pupil, irrespective of background or barrier to learning can become a successful learner and attain well, given high quality teaching, a rich curriculum and strong, positive relationships. Our mission focusses relentlessly on this. We strive to create successful, independent, emotionally literate, resilient learners.

## Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	To raise the attainment of all disadvantaged and vulnerable pupils, irrespective of starting points.
Priority 2	To ensure that all disadvantaged and vulnerable pupils have equitable access to all the opportunities the school offers.
Barriers to learning these priorities address	- A potential lack of capacity for staff to work with individual children to address their specific needs.
Projected spending	33% on Teaching and Learning

## Teaching priorities for current academic year

Aim	Target	Target date
More children achieving greater depth in reading at the end of KS2  Sustain strong attainment overall.	Disadvantaged and vulnerable pupils attaining in line with their peers.	Sept 23
More children achieving greater depth in writing at the end of KS2  Sustain strong attainment overall.	Disadvantaged and vulnerable pupils attaining in line with their peers.	Sept 23
More children achieving greater depth in mathematics at the end of KS2  Sustain strong attainment overall.	Disadvantaged and vulnerable pupils attaining in line with their peers.	Sept 23
Disadvantaged pupils to achieve phonics check at Y1	Target children to achieve phonics check at the end of Y1 if possible.	July 21
Ensuring that all pupils, including those that join our school mid-year or who have recently joined our school are able to learn successfully.	All pupils effectively using their learning wheels and presenting successful	Sept 23

	<p>learning behaviours in all aspects of school life.</p> <p>High quality vocabulary instruction embedded within all teaching and learning.</p>	
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**Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of Y1**

### Targeted academic support for current academic year

Measure	Activity
High quality, teacher led intervention, addressing gaps in learning.	High level teaching assistant capacity enables class teachers to have time for feedback, small group intervention and pre / post teaching with pupils as required.
Diagnostic assessment and intervention for pupils who may need additional support with language development.	Talk boost, time to talk and other diagnostic assessments used to identify gaps in vocabulary and language. Interventions put in place to address those gaps, in addition to a focus on language in the classroom.
Barriers to learning these priorities address	<ul style="list-style-type: none"> <li>- Lower levels of vocabulary, communication and language skills in some of our disadvantaged and vulnerable pupils.</li> <li>- Staff capacity and physical work space to address need.</li> </ul>
Projected spending	33% on Teaching and Learning

### Wider strategies for current academic year

Measure	Activity
Priority 1	Provide nurture support for any child that requires that need.
Priority 2	Additional clubs and enrichment opportunities within every aspect of the school's curriculum.

Barriers to learning these priorities address	<ul style="list-style-type: none"> <li>- Self-regulation of emotions for some pupils</li> <li>- A lack of self-confidence and learning resilience in some pupils.</li> <li>- A lack of financial capital for some families which limits opportunity beyond school.</li> </ul>
Projected spending	33% on Teaching and Learning and additional opportunities.

## Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	A potential lack of capacity for staff to work with individual children to address their specific needs.	Training for staff to ensure we are not overly reliant on individuals – two members of staff trained in intervention support, as appropriate.
Targeted support	<ul style="list-style-type: none"> <li>- Lower levels of vocabulary and communication and language skills in some of our disadvantage and vulnerable pupils.</li> <li>- Staff capacity and space to address need.</li> </ul>	<p>Focus on vocabulary instruction within staff development</p> <p>Focus on even better teaching of reading, so pupils read more, including reading for pleasure and develop their language comprehension.</p> <p>Developing independence with reading so children are less reliant on adult input</p>
Wider strategies	<ul style="list-style-type: none"> <li>- Self-regulation of emotions for some pupils</li> <li>- A lack of self-confidence and learning resilience in some pupils.</li> <li>- A lack financial capital for some families which limits opportunity beyond school.</li> </ul>	<p>Training for staff to ensure we are not overly reliant on individuals – two members of staff trained as appropriate.</p> <p>A focus on enrichment in all aspects of the curriculum.</p>

## Review: last year's aims and outcomes (2019 – 2020)

### Results taken predictions made on attainment in Nov 2019.

Aim	Outcome
<p>More children achieving greater depth in reading at the end of KS2</p> <p>Sustain strong attainment overall.</p>	<p>Not measured in May 2020</p> <p>85% predicted to achieve EXS in Reading at end of KS2 and 33% predicted to achieve GDS in Reading. Disadvantaged and vulnerable pupils attaining in line with their peers.</p> <p>Achieved.</p>
<p>More children achieving greater depth in writing at the end of KS2</p> <p>Sustain strong attainment overall.</p>	<p>33% were predicted to achieve GDS in writing at end of KS2.</p> <p>83% were predicted to be EXS. This is marginally lower attainment than non-disadvantaged.</p>
<p>More children achieving greater depth in mathematics at the end of KS2</p> <p>Sustain strong attainment overall.</p>	<p>85% predicted to achieve EXS at end of KS2.</p> <p>Disadvantaged and vulnerable pupils attaining in line with their peers.</p>
<p>Disadvantaged pupils to achieve phonics check at Y1</p>	<p>66% predicted to achieve phonics check.</p> <p>Children provided with small group phonics focussed teaching to enable success.</p> <p>Target children to achieve phonics check at the end of Y1 if possible</p>
<p>Ensuring that all pupils, including those that join our school mid-year or who have recently joined our school are able to learn successfully.</p>	<p>Three children joined the school in Spring Term 2020.</p> <p>All pupils and families supported to understand the use of learning wheels and taught specific learning behaviours in class. This message reiterated throughout school closure March – July 2020 through virtual teaching.</p> <p>Achieved.</p>

	<p>High quality vocabulary instruction embedded within all teaching and learning. Continued throughout school closure with rich literacy teaching through virtual teaching and learning.</p> <p>Children continued to receive affirming messages and individualised strategies, which has enabled them to engage in virtual learning during school closure.</p> <p>Achieved</p>
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