

Pupil premium strategy statement (Primary)

School overview

Metric	Data
School name	Frampton Cotterell CE Primary School
Pupils in school	312 (2022-2025)
Proportion of disadvantaged pupils	20/312 6.3%
Pupil premium allocation this academic year	£26,635
Academic year or years covered by statement	2022 - 2023
Publish date	20 th Nov 22
Review date	19 th Nov 2023
Statement authorised by	Mrs Hannah Hornig
Pupil premium lead	Mrs Cathy Walker
Governor lead	Mr Andrew Norman

Disadvantaged pupil progress scores for last academic year (2022).

Measure	Score
Reading	
Writing	
Maths	

Disadvantaged pupil performance overview for last academic year (2022)

Measure	Score
Meeting expected standard at KS2	Reading 2/3 Writing 2/3 Maths 2/3 Combined Reading, Writing and Maths 2/3
Achieving high standard at KS2	Maths 1/3

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. (Covid related)
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 24
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 24
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 24
Disadvantaged pupils to achieve phonics check at Y1	Target children to achieve phonics check at the end of Y1 if possible.	June 23
Ensuring that all pupils, including those that join our school mid-year or who	All pupils effectively using their learning wheels and	Sept 24

have recently joined our school are able to learn successfully.	presenting successful learning behaviours in all aspects of school life. High quality vocabulary instruction embedded within all teaching and learning.	
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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.	NELI, 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"> - Lower levels of vocabulary, communication and language skills in some of our disadvantaged and vulnerable pupils. - Staff capacity and physical work space to address need. - For children who have both SEN and PP – LA SEN funding with new banding levels introduced that has a negative effect on provision and support
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"> - Self-regulation of emotions for some pupils - A lack of self-confidence and learning resilience in some pupils. - A lack of financial capital for some families which limits opportunity beyond school.
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 – three members of staff trained in intervention support, as appropriate.
Targeted support	<ul style="list-style-type: none"> - Lower levels of vocabulary and communication and language skills in some of our disadvantage and vulnerable pupils. - Staff capacity and space to address need. 	<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"> - Self-regulation of emotions for some pupils - A lack of self-confidence and learning resilience in some pupils. - A lack financial capital for some families which limits opportunity beyond school. 	<p>Training for staff to ensure we are not overly reliant on individuals – two members of staff trained in ELSA support as appropriate.</p> <p>A focus on enrichment in all aspects of the curriculum.</p>

Review: last year's aims and outcomes (2021 – 2022)

Aim	Outcome (Comparing 2022 End Data with End data for 2021)
<p>More children achieving greater depth in reading at the end of KS2</p> <p>Sustain strong attainment overall.</p>	<p>Remained the same. 0% (0/3) of PP children achieved greater depth in reading – same as last year, compared to 50% of Non PP children.</p> <p>67% of PP achieved expected standard in reading compared to 93% of Non PP.</p>
<p>More children achieving greater depth in writing at the end of KS2</p> <p>Sustain strong attainment overall.</p>	<p>GDS decreased this year in writing for PP children. 0% (0/3) of PP children achieved greater depth in writing – compared to 2/5 last year. 52% of Non PP achieved GDS in writing.</p> <p>67% of PP achieved expected standard in writing compared to 95% of non PP.</p>
<p>More children achieving greater depth in mathematics at the end of KS2</p> <p>Sustain strong attainment overall.</p>	<p>33% of PP achieved GDS compared to 0% last year. 49% of Non PP achieved GDS.</p> <p>67% achieved Expected standard in maths compared to 95% of Non PP.</p>
<p>Disadvantaged pupils to achieve phonics check at Y1</p>	<p>0% 0/2pupils achieved phonics check 2022.</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>7 children joined throughout the academic year 2021- 2022 and are all learning successfully.</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>

	Achieved
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