



# Compton and Up Marden C.E Primary School

## Pupil Premium Strategy Statement

### 2021-2022



#### School overview

Metric	Data
School name	Compton & Up Marden C.E Primary School
Pupils in school	53
Proportion of disadvantaged pupils	9 (8 FSM, 1 Ever 6)
Pupil premium allocation this academic year	£12,105
Academic year or years covered by statement	EYFS – Year 6
Publish date	22 <sup>nd</sup> June 2021
Review date	24 <sup>th</sup> June 2022
Statement authorised by	Neil Ryder and David Bertwistle
Pupil premium lead	Stephanie Garwood
Governor lead	Jeremy Cogman

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

Measure	Score
Reading	N/A
Writing	N/A
Maths	N/A

**There is no published data for 2020-2021 due to Covid-19.**

### Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standard at KS2	50%
Achieving high standard at KS2	0%
Measure	Activity
Priority 1	Ensure all relevant staff (including new staff) have received training to deliver a systematic, synthetic phonics scheme effectively and that the necessary resources including reading books are purchased to support the phonics teaching.
Priority 2	Work with the maths hub and maths leaders across Rogate and Rake Primary Schools to embed Teaching for Mastery across all year groups.
Priority 3	To raise attendance of all children eligible for Pupil Premium from 88% (2020-2021) to 95% (2021-2022).
Barriers to learning these priorities address	Some children have gaps in their phonics, early reading and maths learning, in part due to the lack of a fully embedded maths mastery curriculum and the lack of a systematic, synthetic phonics scheme.
Projected spending	£4,000

**Teaching priorities for current academic year based upon 4 children eligible for PP funding of which 3 children have Special Educational Needs.**

<b>Aim</b>	<b>Target</b>	<b>Target date</b>
Progress in Reading	Achieve national average progress scores in KS2 Reading (0)	Sept 2022
Progress in Writing	Achieve national average progress scores in KS2 Writing (0) (excluding children with SEND, children with SEND will make progress as shown in their Individual Learning Plans)	Sept 2022
Progress in Mathematics	Achieve national average progress scores in KS2 Maths (0)	Sept 2022
Phonics	Achieve National average expected standard in PSC	Sept 2022
Other	Improved attendance of pupils to National Average.	Sept 2022

**Targeted academic support for current academic year**

<b>Measure</b>	<b>Activity</b>
Priority 1	Improve the quality of writing and texts used through training delivered by a West Sussex Advisory English teacher.
Priority 2	Ensure at least one teaching assistant and class teacher have received training for the maths intervention 1 <sup>st</sup> Class @ Number, and, have time allocated to deliver the maths interventions in the school.
Barriers to learning these priorities address	Some children have gaps in their maths learning due to impact of Covid-19 and a lack of proven, maths interventions such as 1 <sup>st</sup> Class @Number. Not all children are producing sustained pieces of writing, in part due to the lack of high quality texts used in the teaching of writing, and also due to the lack of staff training in the teaching of writing.
Projected spending	£3605

**Wider strategies for current academic year**

<b>Measure</b>	<b>Activity</b>
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Priority 1	Employ a trained ELSA to support the mental health and wellbeing needs of children through targeted interventions and support to staff.
Priority 2	Provide a breakfast club and provide support for children to attend after school clubs and trips.
Barriers to learning these priorities address	Not all children eligible for Pupil Premium have their basic needs met (Maslow) to ensure they are ready physically, mentally and emotionally to learn. Not all children have access to cultural capital due to the lack of enrichment activities in their lives.
Projected spending	£4,500

### Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given to allow for staff professional development.	Use of staff INSET days and twilight sessions, additional cover being provided by senior leaders.
Targeted support	Ensuring enough time for school maths interventions to be carried out by trained Learning Support Assistants.	Teaching assistants have interventions clearly timetabled and time is given for these interventions to take place, for the agreed length of time. This will be managed by the SENDCo.
Wider strategies	Engaging the families facing most challenges.	Working closely with the L.A and engaging support from external agencies including Early Help, Educational Psychology Service.



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

1. Review of expenditure				
Previous Academic Year		<ul style="list-style-type: none"> <li>2020-2021 (This strategy has been updated since joining DVSF)</li> </ul>	£8,070	(£12,105 - £4,035 (Final adjustment made by Local Authority in Jan 2021))
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned and Impact of Covid-19 (and whether you will continue with this approach)	Cost
For PP pupils in all year groups to make, or exceed, expected progress.	<p>Improve quality first class teaching across all year groups and all groups. To deliver a Mastery curriculum.</p> <p>Focus on good teaching and learning through in house staff development and through external training providers.</p>	<p>Due to the impact of Covid -19 some of the approaches such as sending staff on training courses did not take place. However since joining the Downland Village School Federation the teachers have received in house training through an IN-SET in April and through staff meetings. A West Sussex Local Authority English Advisory teacher has provided training in the teaching of writing through twilight sessions for all teachers.</p> <p>Lesson observations and teacher assessments showed accelerated progress in reading, writing and maths for most pupils eligible for PP since joining DVSF in March 2021.</p>	<p>This approach will continue with additional staff training in phonics and wider curriculum areas planned for Sept 2021 for new and existing members of staff. Training will be delivered in house and through external providers, including phonics training. There are greater opportunities for the sharing of knowledge and expertise within the newly formed Federation.</p> <p>A trained ELSA will be employed as of September 2021 to support the needs more fully on children eligible for PP.</p> <p>Lock down created additional social and economic problems for many of the children eligible for PP. Members of SLT and teachers kept regular contact with children eligible for PP. Not all families had suitable technology to access online home learning, the school remained open and prioritised places for children eligible for PP. The online teaching resources purchased by the school helped to ensure children could access good quality learning resources at home or in school.</p>	<p>£195.92 (online subscriptions)</p> <p>£225.00 (annual library service subscription)</p>

	To purchase additional resources including reading books and online teaching resources to support teaching and learning at home and in school.	Subscriptions to online learning platforms such as SPAG.com, Timetables Rock Stars and My Maths were purchased to enhance curriculum teaching within school and for home learning during Covid-19. The annual library subscription ensured children were able to access high quality texts to use both in school and read at home. This has enabled children to make progress in reading.		Total: £420.92
<b>ii. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
For identified gaps in learning to be addressed	Varied interventions ( <i>according to need</i> ) to be provided by LSAs and teachers.	Accelerated progress in reading, maths and writing can be seen by the SLT through books scrutiny since the school became part of the Downland Village School Federation in March 2021. Teacher Assessment of KS2 reflects that children eligible for Pupil Premium are now making good progress in reading, writing SPAG and maths since the full re-opening of school in March 2021. Reading interventions using high quality texts have been particularly successful.	This approach will continue as it has shown to help children make good progress in all year groups.  Teaching assistants will receive training in the First Class maths Interventions next term, as it has had proven success in our other settings.	SENDCo support: £1,000  Teaching Assistants Salaries: £6,649.08
For pupils to have basic needs met (Maslow) to ensure they are ready physically, mentally and emotionally to learn.	Teaching assistant support available for children who need emotional support. This includes in class support and support through targeted interventions under the supervision of the SENDCo.	This has helped to improve attendance and children have benefitted from emotional support which has helped them to be ready to learn. This has been especially important and beneficial due to the emotional impacts of Covid-19.	All children who are eligible for PP were allocated a school place during the lockdown, regardless of the year group. Most, but not all parents, took up the school place. Emotional support has been available for children who have attended school.  We have seen a rise in the need for emotional support as a direct result from the impact of Covid-19, in particular we have seen an increase of children with anxiety. The SENDCo has provide advice and resources/strategies to both families and teachers to support children with anxiety. We will be looking to employ a trained ELSA from September 2021 who will provide 1:1 ELSA sessions for children who have mental health and wellbeing needs.  The learning mentor has received ELSA training this year.	

	For the SENDCo to develop relationships with pupils/families. To provide/locate support. To liaise with relevant services for example Early Help.	The SENDCo has developed positive relationships with all families eligible for PP. Where necessary Early Help Plans have been set up and outside agency support has been acquired, including social workers and Early Help Family Link Workers.	This is an essential role as it has helped to create stability within some families. This has been especially important during the pandemic.	
<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
To ensure disadvantaged pupils access enrichment experiences.	To subsidise school Trips including the residential trip for Years 5 & 6.  To put on additional activities such as after school clubs.	Due to the ongoing Covid-19 restrictions we have been unable to go on school trips.	This approach will be resumed post lockdown, as we have seen the benefits of children attending clubs and trips in the past.	£0
	Pupils will partake in cultural visits. eg: to London, local museums, zoos, places of worship etc.	Due to the ongoing Covid-19 restrictions we have been unable to go on school trips.	This approach will be resumed.	
Total Budget Cost				£0