



**Compton and Up Marden C.E Primary School**  
**Pupil Premium and Recovery Premium**  
**Strategy Statement**  
**2023-2024**



**School overview**

<b>Metric</b>	<b>Data</b>
School name	Compton & Up Marden C.E Primary School
Pupils in school	Currently 75
Proportion of disadvantaged pupils	Currently 11 (11 FSM, 0 LAC) PP + SEND 73% PP + EAL 36%
Pupil premium allocation this academic year	£11,640 (based on projected numbers) + £255 carry over
Recovery Premium	£2000
Academic year or years covered by statement	EYFS – Year 6
Publish date	July 2023
Review date	July 2024
Statement authorised by	
Pupil premium lead	Paul Brown
Governor lead	

**Current teacher assessed data for academic year 2022-2023.**

<b>Measure</b>	<b>Score</b>
Reading	63%
Writing	55%
Maths	45%

**Strategy aims:**

<b>Measure</b>	<b>Score</b>
Meeting expected standard at KS2	No PP children in next year’s Y6
Achieving high standard at KS2	No PP children in next year’s Y6
<b>Measure</b>	<b>Activity</b>
Priority 1	Ensure all 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. Ensure current staff have

	relevant updates to RWI training.
Priority 2	Continue to work with the maths hub and maths leaders across DVSF Primary Schools to embed mastery teaching using White Rose across all year groups. 1 <sup>st</sup> Class @ Number training for designated TAs.
Priority 3	Designated ELSA time to support the needs more fully on children eligible for PP.
Barriers to learning these priorities address	Some children have gaps in their phonics, early reading and maths. Gaps between teacher assessment and test results have been identified and will continue to be addressed through a programme of termly testing using purchased test papers.
Projected spending	£3500

Aim	Target	Target date
Progress in Reading	Of 8 PP children, 50% (based on current attainment) achieve national average progress scores in Reading in KS1 and KS2.	July 2024
Progress in Writing	Of 8 PP children, 50% (based on current attainment) achieve national average progress scores in writing KS1 and KS2.	July 2024
Progress in Mathematics	Of 8 PP children, 50% (based on current attainment) achieve national average progress scores in maths KS1 and KS2.	July 2024
Phonics	67% (based on current attainment) achieve National average expected standard in Y1	July 2024
Other	Improved attendance of pupils to National Average all years.	July 2024

#### Targeted academic support for current academic year

Measure	Activity
Priority 1	Improve the quality first teaching of creative writing through inspiring writing INSET, observations and subject leader monitoring.

Priority 2	Ensure teaching assistant and/or 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 school.
Priority 3	Provision of relevant apps (TBD) installed on class computers and ipads to support high quality teaching and learning.
Barriers to learning these priorities address	Gaps in maths learning.  Not all children are producing sustained pieces of writing due to lack of stamina.
Projected spending	£6600

#### Wider strategies for current academic year

Measure	Activity
Priority 1	Use of 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	£3600

#### 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.

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.



# Compton and Up Marden C.E Primary School

## Pupil Premium Strategy Statement

### 2022-2023



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

1. Review of expenditure				
Previous Academic Year		<ul style="list-style-type: none"> <li>2022-2023</li> </ul>	£11,080 + £2000 = £13080	
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 whether you will continue with this approach)	Cost
For PP pupils in all year groups to make, or exceed, expected progress.	To continue to improve quality first class teaching across all year groups. To continue to deliver a Mastery Curriculum.	<p>Teachers have received in house training, through INSET days and through staff meetings.</p> <p>Lesson observations and teacher assessments showed progress in reading, writing and maths for most pupils eligible for PP. Some new PP children have started at the school mid year, four of which are EAL.</p> <p>Reading 63% Writing 55% Maths 45%</p> <p>73% SEND 36% EAL</p>	<p>This approach will continue with additional new and current staff training in phonics and wider curriculum areas planned. Training in Read, Write Inc will be delivered through external providers and subject leaders. There are greater opportunities for the sharing of knowledge and expertise within the federation.</p> <p>A trained ELSA will continue to support the needs more fully on children eligible for PP.</p>	<p>£500</p> <p>£225.00 (annual library service subscription )</p>

	Updating resources including reading books and online teaching resources to support teaching and learning at home and in school.	Subscriptions to online learning platforms/apps such as were purchased to enhance curriculum teaching. 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: £600
<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.	Teacher Assessment reflects that 63% of children eligible for Pupil Premium, with 73% SEND, are making progress in reading, writing and maths.	This approach will continue as it has shown to help children make good progress in all year groups.  Teaching assistants will use training in the First Class maths Interventions next term, as it has had proven success in our other settings.	SENDCo support: £2,500  Teaching Assistants Salaries: £6500
For pupils to have basic needs met (Maslow) to ensure they are ready physically, mentally and emotionally to learn.	Teaching assistants 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 historical missed schooling.	We have seen a rise in the need for emotional support, in particular we have seen an increase of children with anxiety. The SLT/SENCo will continue to provide advice and resources/strategies to both families and teachers to support children with anxiety.  We will continue to utilize the ELSA to provide 1:1 sessions for children who have mental health and wellbeing needs.	

	For the SENDCo to develop relationships with pupils/families. To provide/locate support. To liaise with relevant services for example Early Help.	The SENDCo/SLT 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.  Pupils will partake in cultural visits. eg: to London, local museums, zoos, places of worship etc.	School trips and residential have restarted, benefitting children's emotional wellbeing.	This approach has resumed.	£2500
Total Budget Cost				£12,825