



# Biddick Primary Pupil Premium Strategy 2019-20

We have lower than National average numbers of PP children in school and the numbers fluctuate a little throughout the year – mainly due to FSM.

46/326 - 14% PP children in our school (including 2 in Nursery)

24/46 girls 52% 22/46 boys 48% 8/46 – 17% in EYFS 10/46 – 22% KS1 28/46 – 61% in KS2

12/46 – 26% are SEN 18/46 – 39% summer born 3/46 ASD -7%

14/46 adopted - 30% 24/46 FSM - 52% 6/46 Ever 6 - 13% 2/46 Services- 4%

1. Summary information									
School		Biddick Primary School							
Academic Year		2019 -20	Total PP budget		£71,420	Date of most recent PP Review		N/A	
Total number of pupils		326	Number of pupils eligible for PP		46 14% (Nat. 24.5%)	Date for next internal review of this strategy		July 2020	
Nur -2/32 6.25% PP	Rec -6/41 PP 15%	Y1 - 5/35 PP 14%	Y2- 6/38 PP 16%	Y3 - 6/47 PP 13%	Y4 - 7/45 PP 16%	Y5 - 8/41 PP 20%	Y6 – 7/47 PP 15%		
	2/6 -33% SEN	1/5 – 20% SEN	1/6 - 17% SEN	2/6 - 33% SEN	3/7 – 43% SEN	1/8 – 12.5% SEN	2/7 – 29% SEN		
2. Current attainment (2019)									
EYFS School	4/35 11% PP	4/4 100% of PP in line or above ELG +28		EYFS National 72%	71% of non PP in line or above ELG				
				Pupils eligible for PP (your school) 2018-19		Pupils not eligible for PP (national average) 2018			
				KS1	KS2 9/54 PP 17% 5/9 SEN 56%	KS1 school other	KS1 National other	KS2 school other	KS2 National other
% achieving in reading, writing and maths				50%	44% -27	72%		69%	71%
% making progress in reading				50% -28	56% -22	81%	78%	82%	78%
% making progress in writing				50% -23	44% -39	77%	73%	89%	83%
% making progress in maths				50% -29	56% -28	86%	79%	84%	84%

In KS1 there are 4 PP children and 2/4 are SEN so 50% were not expected to achieve ARE. In Key stage 2 there are 8 PP 5 are SEN so there results show that 1 SEN child in reading and in writing achieved ARE and 2 children in Maths achieved ARE. Only 2 children achieved Reading, Writing and Maths combined.

## 2. Barriers to future attainment (for pupils eligible for PP, including high ability)

### In-school barriers (issues to be addressed in school, such as poor oral language skills)

<b>A.</b>	26% of PP are also SEND; several children have social and emotional needs or are receiving support e.g. Ed Psych, language and learning support, CAMHS, CYPS; poor language skills; diagnosis of ASD. This affects our results significantly e.g. Y2 2018-19 there were 4 PP children - 2 are SEN so 50% which affected our results; 50% PP achieving ARE in all areas. In Y6 we had 9 PP (5/9 - 56% SEN) The Y6 results reflected the amount of SEN in Reading, Writing and Maths combined and in writing; however, in Maths and reading 1/5 of the SEN children achieved this. Supporting children with SEND and SEMH remains a priority this year.
<b>B.</b>	More pupil premium children should be achieving GD in reading, writing and maths across the school. Challenge is a key priority for school and is reflected in the SIP with a new curriculum designed to challenge, inspire and
<b>C.</b>	More and more children are coming into school with poor language skills, poor social and self - care skills, therefore vocabulary, reading (social and self - care skills in EYFS) are priorities in the SIP.

### External barriers (issues which also require action outside school, such as low attendance rates)

<b>D.</b>	Attendance for some pupils eligible for PP (11% this is an improvement on last year) are below the target of 96% for all children and some are significantly below. (7% this is the same as last year)
<b>E.</b>	Parental engagement – in particular supporting reading at home. Life experiences and aspirations are limited for some of our PP children.

## 3. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Staff will identify any children who are struggling socially and emotionally for targeted intervention with the counsellor, to access sensory time or to access a fun friends / friends for life group. These interventions will lead to our children being settled and ready to learn. SEND children will receive quality first teaching and have an adapted / differentiated curriculum where appropriate to allow the best possible progress. Provision and interventions will be evaluated by staff to ensure progress.	<ul style="list-style-type: none"> <li>Children who require support will access this as soon as possible with in-school sensory time/ counsellor / groups or with a referral to a specialist service where appropriate to ensure all of our children are able to access the curriculum.</li> <li>Mindfulness Monday will take place in assembly time on Mondays to teach our children techniques to keep them mentally healthy.</li> <li>All SEND children will have access to QFT and an appropriate curriculum to meet their needs.</li> </ul>
<b>B.</b>	More of our higher ability PP children achieve GD in reading writing and maths across the school. More children will achieve GD across the school and in Y2 and Y6 we will be closer to National for GD. Focus on reading, spelling and vocabulary across school to raise standards and therefore more children achieving GD	<ul style="list-style-type: none"> <li>Staff have ownership of ambitious targets for <b>all</b> children.</li> <li>Challenge is a whole school target and CPD for staff is planned in both Maths and English.</li> <li>Groups of children will have targeted intervention to achieve GD.</li> <li>Vocabulary, spelling and reading given a high priority and timetabled across school.</li> <li>Standards are raised in reading, use of vocabulary and spelling – more children are achieving GD.</li> </ul>
<b>C.</b>	Improved language skills in EYFS. These children will be assessed before and after intervention. Improved social and self-care skills for all children in EYFS. All children will be able to go to the toilet and get changed for P.E.	<ul style="list-style-type: none"> <li>Children targeted for specific intervention (BLAST) to improve language skills.</li> <li>Children given opportunities to go to the toilet. Staff will act on advice from health visitors/parents and other professionals.</li> <li></li> </ul>

<p><b>D.</b></p>	<p>Improved attendance across whole school but in particular for those children eligible for PP. Attendance is monitored closely across school. All children who are eligible for PP will have increased attendance and be 96% in line with other pupils.</p>	<ul style="list-style-type: none"> <li>• Conversations with specific parents re: the importance of attendance and educational progress.</li> <li>• In school incentives – 100% attendance draw and best class attendance each half term will receive a trophy and a reward.</li> <li>• Parents will be informed of school attendance regularly via newsletters/letters.</li> </ul>
<p><b>E.</b></p>	<p>Parents will read at home with their children – home/school record shows engagement. Children will have more life experiences and have their aspirations raised.</p>	<ul style="list-style-type: none"> <li>• More parents will read at home regularly with their child/ren and we will see an impact in school as children become more fluent readers and engage with reading; reading results will improve.</li> <li>• Reading Plus is used in Y5 and Y6 and this is a homework task to involve parents more.</li> <li>• Phonics meeting for Reception parents to give them information and advice as to how to help their child at home.</li> <li>• Theatre trip for the whole school (EYFS have a theatre company come into school).</li> <li>• Visitors in assembly and classes to show / tell children what they have achieved.</li> <li>• Curriculum whole school focus on aspiration in Spring and Summer terms.</li> </ul>

#### 4. Planned expenditure

Academic year

2019/20

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

#### i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead and Cost	When will you review implementation?																																																																																				
<p>For PP children across school to make or exceed expected progress and for more PP children to achieve GD.</p> <p><b>Targets for 2019-20</b></p> <table border="1"> <thead> <tr> <th>Exit Data Y6 removed Sept.19</th> <th colspan="3">PP</th> <th colspan="3">2019-20 Predictions PP</th> </tr> <tr> <th></th> <th>&lt;ARE</th> <th>ARE</th> <th>GD</th> <th>&lt;ARE</th> <th>ARE</th> <th>GD</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>34%</td> <td>45%</td> <td>21%</td> <td>28%</td> <td>36%</td> <td>36%</td> </tr> <tr> <td>Writing</td> <td>39%</td> <td>47%</td> <td>13%</td> <td>29%</td> <td>42%</td> <td>29%</td> </tr> <tr> <td>Spag</td> <td>39%</td> <td>42%</td> <td>18%</td> <td>26%</td> <td>45%</td> <td>29%</td> </tr> <tr> <td>Maths</td> <td>34%</td> <td>50%</td> <td>16%</td> <td>24%</td> <td>52%</td> <td>24%</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th></th> <th colspan="3">PP NON SEN</th> <th colspan="3">2019-20 Predictions PP NON SEN</th> </tr> <tr> <th></th> <th>&lt;ARE</th> <th>ARE</th> <th>GD</th> <th>&lt;ARE</th> <th>ARE</th> <th>GD</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>14%</td> <td>59%</td> <td>28%</td> <td>10%</td> <td>45%</td> <td>45%</td> </tr> <tr> <td>Writing</td> <td>21%</td> <td>62%</td> <td>17%</td> <td>10%</td> <td>52%</td> <td>38%</td> </tr> <tr> <td>Spag</td> <td>21%</td> <td>55%</td> <td>24%</td> <td>10%</td> <td>52%</td> <td>38%</td> </tr> <tr> <td>Maths</td> <td>14%</td> <td>65%</td> <td>21%</td> <td>10%</td> <td>56%</td> <td>34%</td> </tr> </tbody> </table>	Exit Data Y6 removed Sept.19	PP			2019-20 Predictions PP				<ARE	ARE	GD	<ARE	ARE	GD	Reading	34%	45%	21%	28%	36%	36%	Writing	39%	47%	13%	29%	42%	29%	Spag	39%	42%	18%	26%	45%	29%	Maths	34%	50%	16%	24%	52%	24%		PP NON SEN			2019-20 Predictions PP NON SEN				<ARE	ARE	GD	<ARE	ARE	GD	Reading	14%	59%	28%	10%	45%	45%	Writing	21%	62%	17%	10%	52%	38%	Spag	21%	55%	24%	10%	52%	38%	Maths	14%	65%	21%	10%	56%	34%	<p>Adult pupil ratio across school is high to ensure good progress. % of QFT which is good has increased.</p> <p>SIP priority to change, adapt and develop a bespoke curriculum to inspire and challenge all of our children has been introduced September 2019.</p> <p>Intervention groups, provision and personalised pathways planned for PP children who need it.</p> <p>Barriers to learning identified. Teachers have knowledge of PP children and ownership of ambitious targets for disadvantaged pupils.</p> <p>Use of HLTAs in KS2 and Deputy Headteacher in Y6</p>	<p>Sutton Trust found that, 'The effects of high quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year, these pupils gain 1.5 years' worth of learning with very effective teachers.</p> <p>To ensure more children achieve GD in reading, writing and Maths at the end of KS2 EEF research suggests that children can increase their reading age up to 5 months and both tutors and tutees benefit from this but low attainers and SEN benefit more.</p> <p>In school some of our more able pupils are not making the progress that they should. Teachers are focusing on less able and ensuring children are at ARE and not providing</p>	<p>The school monitoring cycle will continuously evaluate provision. Pupil progress meetings will identify any PP children who are off track for ARE / GD and swift interventions will be put in place. Rigorous monitoring of planning/ books/data/lesson observations. Staff CPD delivered.</p> <p>Pupil progress meetings</p>	<p>Head teacher / Deputy Headteacher</p> <p>£34,490.28 £25,563.50</p> <p>DHT Headteacher/ Deputy Headteacher</p> <p>English SIO</p> <p>Maths Lead</p> <p>£1990</p>	<p>Termly</p> <p>No Data for 2020 due to Covid 19. New Curriculum was introduced and children were inspired to learn as we had drop down weeks e.g. Investigate and whole school visited a theatre to see a pantomime as part of our it's Showtime weeks. All topics had a launch Marvellous Middle and a Landing (1<sup>ST</sup> TERM ONLY – DUE TO COVID19)</p> <p>Intervention groups just started towards the end of the Autumn term and carried on up to March – then Covid and no data after this.</p>
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	<p>to deliver Maths. 3<sup>rd</sup> Space 1:1 Maths intervention for 6 children throughout the year.</p> <p>To develop peer to peer reading and/or Maths – establish links with the maths lead from the feeder secondary school to do some peer to peer maths with Y6 children in small groups of identified children, including PP, for a defined period of time. Changes to Maths teaching e.g. DMM separate from the maths lesson. CPD on challenge by Maths lead.</p> <p>CPD on writing focussing on GD “TRANSFORM”</p> <p><b>Barriers to learning identified.</b> Teachers have knowledge of PP children and ownership of ambitious targets for disadvantaged pupils.</p> <p>Purchase of Reading Plus for Y5 and Y6 children.</p>	<p>enough challenge to allow more - able pupils to achieve GD.</p> <p>To improve and enhance the reading and comprehension skills of our older children to prepare them for SATs reading tests. EEF research states that peer to peer to reading maths is low cost and medium to high impact.</p>		<p>£3450</p>	<p>Termly. 3<sup>RD</sup> Space carried on throughout the year and this benefitted some of our PP children. Not able to ascertain impact due to covid.</p> <p>Peer to Peer Maths happened for a period of time (before COVID) some of our more able mathematicians including some PP children attended weekly sessions where they were taught by Y10 children for ½ an hour. Children enjoyed the experience but difficult to say what the impact was due to covid.</p>
<b>Total budget cost</b>					£65,493.78
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>

Improved progress for pupil premium children with SEMH / SENSORY issues.	Children quickly identified by staff and support put in place by SEN team in school – nurture groups - Friends For Life and Fun Friends, reasonable adjustments; referred to relevant agencies e.g. CAMHS, CYPS employment of Ed Psych, Employment of a counsellor 1 x day per week. School to achieve Bronze level charter mark for mental health in Sunderland.	Children with any kind of social or emotional problem will not learn as well as their peers and therefore will be at a disadvantage. Teaching and Learning Toolkit suggests Social and Emotional Learning will have a positive impact on attainment. Many learning hours for these children are lost due to their emotional state. Ensuring children have the strategies/coping mechanisms to access the curriculum for the majority of the time.	Staff aware of the needs of their children and reasonable adjustments are put in place e.g. referral to the school counsellor or other service in place. Friends For Life and Fun Friends Programs implemented in school when necessary. Sensory time	Head teacher  Counsellor - £6100  Deployment of TAs to run Fun Friends / Friends For Life £4275	Termly  <b>Our counsellor worked closely (up until COVID) with a number of children both individually and in groups and this impacted on some of our PP children. During Lockdown she continued in a limited capacity with telephone consultations.</b>
Improved language skills for children in EYFS.	BLAST training has proven to be successful and will be used again this year to support our children with communication issues.	EEF studies state - overall, studies of communication and language approaches consistently show positive benefits for young children's learning, including their spoken language skills, their expressive vocabulary and their early	Staff have been trained and have already implemented this so are now experienced.	EYFS lead	Termly Autumn term and up until Lockdown this happened on a weekly basis and more often for those that needed it. Again, difficult to measure impact due to covid.
Improved progress of PP children across the school with the implementation of several initiatives to improve provision.	Safeguarding First for DSL's CPOMS – electronic recording system. Accelerated Reader Continued use of Clicker 7 and BLAST. Resourced new sensory areas  OPAL Playground planning and implementation.	CPOMS and Safeguarding training will ensure our most vulnerable children are monitored and safe. Accelerated Reader has been a proven success in previous years. Clicker 7 is a writing tool for our SEN children. Sensory areas are used to ensure our children with sensory issues are calm and can access the curriculum. Evidence suggests that children are engaged at playtimes with less issues and are more ready to learn.	All interventions/ provision will be monitored by SLT.	SLT £2602.95 £880 £895 £1990.35 £240  £3000 £4500	Termly.  <b>All of these initiatives were purchased and working well up until COVID.</b>  <b>OPAL was just beginning to take off before COVID – managed to get scooter track, stage, sandpit, small world and trim trail done.</b>
<b>Total budgeted cost</b>					£25,483.30
<b>iii. Other approaches</b>					

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improved attendance across whole school but in particular for those children eligible for PP especially PAs	Attendance will be tracked very closely by A STAR attendance. Letters will be sent out to children whose attendance falls below 93%. Persistent absentees are monitored for a 4 week period and then visits will be made to families where this continues to offer support where necessary and reiterate the importance of attendance. Half termly class awards and termly awards for each class to encourage 100% attendance.	In order to improve attainment our children need to attend school as much as possible. NfER briefing for school leaders identifies addressing attendance as a key step.	Any family issues of attendance will be addressed by DH/HT and we will endeavour to help and remove any barriers affecting attendance e.g. paying for breakfast club. We will follow the guidelines in our policy.	A STAR Attendance/ Wendy Fowler  £2472	Termly This is steadily improving – we had a whole-school initiative to improve attendance across school with prizes etc as a result only 9/46 PP children had attendance below 90%. Also the employment of STAR attendance to follow up on persistent absentees has had a positive impact. No further data due to covid.
To improve parental engagement with reading, homework in particular.	Home/ school reading communication ongoing. Reception phonics meeting for parents was well attended. Reading plus for Y5 and Y6 5 sessions to be done at home every week. Use of school dojo for effective communication between school and parents. Sharing events by year groups to celebrate the children's learning – termly. Whole school theatre trip. Develop links with local businesses/ people to promote inspiration in school. Whole school focus on aspiration in Spring and Summer terms.	Parental engagement is crucial in developing children into active learners as parental support at home will enable children to learn outside of the school day. Independent and responsible learners will achieve more in school.	Follow up on reading at home – check of reading records and dojos sent to parents to encourage more reading – meetings with parents to offer support and advice. Reading Plus checked by teachers to ensure it is happening weekly.		Difficult to assess the impact of Reading Plus due to COVID.

<b>Total budgeted cost</b>	£2472
<b>Overall Cost</b>	£92,449.08

Governor monitoring demonstrates that Pupil Premium Grant is spent wisely and on fact-based research e.g. EEF It also demonstrates that our PP children are confident and resilient learners.