



Biddick Primary Pupil Premium Strategy 2018-19

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.

46/335 - 14% PP children in our school (including 3 in Nursery)

25/46 girls 54% 21/46 boys 46%

16/46 – 35% in EYFS and KS1

30/46 – 65% in KS2

12/46 – 26% are SEN 15/46 – 31.25% summer born 4/46 ASD 9% 12/46 – 26% have outside agency support.

14/46 adopted 30% 23/46 FSM 50% 7/46 Ever 6 16% 1/46 Services 2%

1. Summary information								
School		Biddick Primary School						
Academic Year		2018-19	Total PP budget		£68,860	Date of most recent PP Review		N/A
Total number of pupils		335	Number of pupils eligible for PP		46 14% (Nat. 24.5%)	Date for next internal review of this strategy		July 2019
Rec -5/37 PP 14%	Y1 - 5/37 PP 14%	Y2- 5/48 PP 10%	Y3 - 7/45 PP 15%	Y4 - 8/43 PP 19%	Y5 - 7/46 PP 15%	Y6 8/56 PP 14%		
		2/5 - 40% SEN	3/7 - 43% SEN		2/7 – 29% SEN	5/8 – 62.5% SEN		
2. Current attainment (2018)								
EYFS School	4/37 11% PP	2/4 50% of PP in line or above ELG		EYFS National 72%	73% of non PP in line or above ELG			
				Pupils eligible for PP (your school) 2018		Pupils not eligible for PP (national average) 2017		
				KS1	KS2	KS1	KS2	
% achieving in reading, writing and maths				%	25% -42	%	67%	
% making progress in reading				25%-54	100% +23	79%	77%	
% making progress in writing				25%-47	50% -31	72%	81%	
% making progress in maths				50% -29	75% -5	79%	80%	

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)

A.	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 2017-18 there were 4 PP children 2 with ASD and 1 lower achiever so 50% SEN which affected our results; 25% PP achieving ARE in most areas and 50% PP in Maths. In Y2 we have 5 PP children (2 40% SEN and 1 20% low achievers) in Y6 we have 8 PP (5 62.5% SEN 2 of whom have ASD)
B.	More pupil premium children should be achieving GD in reading, writing and maths across the school.
C.	More and more children are coming into school with poor language skills.

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

D.	Attendance for some pupils eligible for PP (34%) are below the target of 96% for all children and some are significantly below. (7%)
E.	Parental engagement – in particular supporting reading at home.

3. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	<p>Improved progress for all children with SEMH – children should become more settled and therefore engage in the curriculum and make progress. These children's progress will be monitored closely.</p> <p>Targeted intervention in Y2 and Y6 for PP children – children's progress will be monitored closely.</p>	<p>Pupils with SEMH will receive the necessary support in school – we have employed a counsellor 1 day per week - which will allow them to make continued progress and achieve ARE in reading, writing and maths across the school.</p> <p>These children will be targeted for specific interventions (1:1) 3rd space learning maths intervention (5 pupils in Y6) small group interventions in afternoons with DH/HT and HLTAs.</p>
B.	Improved progress of higher ability PP children achieve GD in reading writing and maths across the school. More children will achieve GD.	More pupils eligible for pupil premium will achieve GD in reading, writing and maths and make as much progress as other high ability children across the school. Measured by teacher assessment, tests and rigorous external moderation with a cluster of schools.
C.	Improved language skills in EYFS. These children will be assessed before and after intervention.	Children targeted for specific intervention (BLAST) to improve language skills.
D.	Improved attendance across whole school but in particular for those children eligible for PP. Attendance is monitored closely across school.	Conversations with specific parents re: the importance of attendance and educational progress. All children who are eligible for PP will have increased attendance and be 96% in line with other pupils. In school incentives – 100% attendance draw and best class attendance each half term will receive a trophy and a reward. Parents will be informed of school attendance regularly via newsletters/letters.
E.	Parents will read at home with their children – home/school record shows engagement.	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.

4. Planned expenditure

Academic year

2018/19

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.</p> <p>Targets for 2018-19</p> <p>Reading 75% ARE or above – 25% GD</p> <p>Writing 60% ARE or above – 15% GD</p> <p>Maths 65% ARE or above - 22% GD</p> <p>Amended targets :</p> <p>Reading 75% ARE or above - 25% GD</p> <p>Writing 63% ARE or above- 18% GD</p> <p>Maths 68% ARE or above - 25% GD</p>	<p>Adult pupil ratio across school is high to ensure good progress.</p> <p>Intervention groups and provision in place for PP children. Employment of a T.A. to support ASD children. Barriers to learning identified.</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>The school monitoring cycle will continuously evaluate provision.</p>	<p>Head teacher / Deputy Headteacher</p>	<p>Termly</p> <p>Autumn term data shows (see table below) that PP children with SEN removed are making progress at ARE and are on a par with Non – PP children (SEN removed). However, at GD they are behind their NON-PP counterparts. Spring Term data shows that PP children (SEN removed) are improving at GD and are on a par with Non –PP children (SEN removed). With SEN removed we have surpassed our targets. With SEN included, we have almost reached our Maths and writing target and are almost at our GD target for reading.</p> <table border="1"> <thead> <tr> <th colspan="2"><u>Spring Data</u></th> <th colspan="2">PP</th> <th colspan="3">PP NON SEN</th> </tr> <tr> <th></th> <th><ARE</th> <th>ARE</th> <th>GD</th> <th><ARE</th> <th>ARE</th> <th>GD</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>41%</td> <td>38%</td> <td>21%</td> <td>12%</td> <td>56%</td> <td>32%</td> </tr> <tr> <td>Writing</td> <td>41%</td> <td>44%</td> <td>15%</td> <td>12%</td> <td>64%</td> <td>24%</td> </tr> <tr> <td>Spag</td> <td>33%</td> <td>49%</td> <td>18%</td> <td>12%</td> <td>60%</td> <td>28%</td> </tr> <tr> <td>Maths</td> <td>36%</td> <td>44%</td> <td>20%</td> <td>8%</td> <td>60%</td> <td>32%</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th colspan="2"><u>Summer Data</u></th> <th colspan="2">PP</th> <th colspan="3">PP NON SEN</th> </tr> <tr> <th></th> <th><ARE</th> <th>ARE</th> <th>GD</th> <th><ARE</th> <th>ARE</th> <th>GD</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>35%</td> <td>37%</td> <td>28%</td> <td>10%</td> <td>47%</td> <td>43%</td> </tr> <tr> <td>Writing</td> <td>37%</td> <td>47%</td> <td>16%</td> <td>14%</td> <td>62%</td> <td>24%</td> </tr> <tr> <td>Spag</td> <td>33%</td> <td>49%</td> <td>18%</td> <td>12%</td> <td>60%</td> <td>28%</td> </tr> <tr> <td>Maths</td> <td>30%</td> <td>56%</td> <td>14%</td> <td>3%</td> <td>76%</td> <td>21%</td> </tr> </tbody> </table> <p>We have reached our targets and our amended targets in Reading and Writing and almost Maths when SEN is removed. However we have reached our GD in reading and writing and almost our amended GD target in Writing with SEN included.</p>	<u>Spring Data</u>		PP		PP NON SEN				<ARE	ARE	GD	<ARE	ARE	GD	Reading	41%	38%	21%	12%	56%	32%	Writing	41%	44%	15%	12%	64%	24%	Spag	33%	49%	18%	12%	60%	28%	Maths	36%	44%	20%	8%	60%	32%	<u>Summer Data</u>		PP		PP NON SEN				<ARE	ARE	GD	<ARE	ARE	GD	Reading	35%	37%	28%	10%	47%	43%	Writing	37%	47%	16%	14%	62%	24%	Spag	33%	49%	18%	12%	60%	28%	Maths	30%	56%	14%	3%	76%	21%
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Improved progress of higher ability PP children to achieve GD in reading writing and maths across the school.	Staff CPD on planning and delivering a challenging curriculum for high attaining pupils. Reading training for all staff.	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 enough challenge to allow more - able pupils to achieve GD.	Rigorous monitoring of planning/ books/data/lesson observations. Staff CPD delivered	Headteacher/ Deputy Headteacher	Termly. Autumn PP data shows (with SEN removed) that they are not performing as well as NON-PP at GD. Spring term data shows that our PP children are making good progress at GD and are on a par with Non-PP children with SEN removed (from both). Summer term data shows that our PP children (SEN removed) are performing well at GD in Reading compared to their Non PP counterparts are on a par with SPAG but are underperforming in Writing and Maths. However ARE+ is better in all areas except Maths.
Targeted support for PP in KS2 Improve reading in PP in specific year groups.	Small group intervention and 1:1 maths intervention for 10 weeks. Use of HLTAs in KS2 and Deputy Headteacher in Y6 to deliver Maths Peer to peer reading project 7 Y5 and 7Y3 children took part over 6 weeks.	These children are at end of Key stage and therefore need the best possible outcomes before they move to their next Key stage. EEF advocate this as a low cost high/ medium impact.	Small groups timetabled in afternoons 1:1 maths intervention purchased. 6 (KS2) children targeted for 3 rd Space Learning and 1:1 intervention. This group had some training beforehand and met 2x per week for 6 weeks.	Deputy Headteacher £34,490.28 £25,563.50 £1990	Half termly In Y6, we have 9 PP children – 5 of whom are SEN – these children have had 1:1 support for Maths with 3 rd space learning for 1 hour 1x per week Autumn term data all children were off track. Spring term data shows – 1 child should achieve ARE and the other 4 have improved their scores but not enough to achieve ARE. These children have also had small group intervention for reading, SPAG and Writing. Autumn data shows 1 child on track in reading, writing and in SPAG. All of the children have improved. Spring term data shows that 100% of PP children SEN removed are ARE+ in everything compared to 92% Non –PP Non SEN in Reading; 85% in Writing and 88% in Maths. See table below. Summer data (SAT'S Results) show that 100% of our PP children (SEN removed) have performed better than their non PP counterparts with SEN removed (see table below). Peer to peer reading project was very successful 100% of tutors(Y5) made progress of 3 to 8 months and 2 of these children are SEN. 66% of tutees(Y3) made progress of 3 to 15 months progress; 2 children made no progress (both SEN).
Total budget cost					£62,043.78
ii. Targeted support					
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 progress for pupil premium children with SEMH	More training for staff on children's mental health issues pertinent to our school. Children quickly identified 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.	ICAMH training for staff highlighted that 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 training on mental health issues pertinent to our school. Review of ICAMH training and ensure staff make reasonable adjustments for all children who need it. Ensure SEL is embedded in curriculum. Children referred to specialist professionals promptly. External agencies involved and purchased using PP money when necessary. Staff aware of the needs of their children and reasonable adjustments in place. Friends For Life and Fun Friends Programs implemented in school.	Head teacher Counsellor - £6100 Deployment of TAs to run Fun Friends / Friends For Life £4275	Termly Mental health is high on our agenda and we are working towards Sunderland's Bronze charter award. Staff make reasonable adjustments and several of our children access sensory time – including several PP children. The sensory time allows them to calm down and access the class environment and the curriculum. Our counsellor sees children who are most vulnerable and in need of support, including several PP children. This gives our children a safe space to talk about their feelings and access strategies for dealing with these, this in turn allows them to access the curriculum. Our PSHE curriculum tackles many areas including mental health and is a whole school program. These initiatives have carried on into the Spring term and as a result we have seen positive outcomes for our children in terms of behaviour and accessing the curriculum. Similarly, in the Summer term, our children have continued to benefit from sensory time and our school counsellor. There has been a "Fun Friends" group in KS1. All of this practise allows our children to be settled and access the curriculum.
Improved language skills for children in EYFS.	Staff had BLAST training last year and implemented it successfully and this will continue this year.	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 reading skills. On average, children who are involved in communication and language approaches make approximately six months' additional progress over the course of a year.	Staff have been trained and already implemented this successfully last year – it will be monitored.	EYFS lead	Termly 2 PP children involved in BLAST training in Autumn term – 1 has made very good progress and the other will be repeating it in the Spring term (this child is undergoing SALT therapy). PP children in rec. are all at or above age-related expectations. Spring term Nursery child had 2 nd Blast and has made a little progress she is also having daily SALT interventions 1:1 for 15 mins and regular therapy sessions at SALT clinic. In Reception all PP children were expected or exceeding at ELG (50% expected 50% exceeding). In nursery 1 child below; 1 child inline and 1 child exceeding. The child below (developing at 30-50 months) has had BLAST several times but it has only resulted in a little progress. She is currently waiting for SALT sessions to begin and this will hopefully have an impact on her language skills.
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.	The purchase of all these initiatives should have a positive impact on all of our children. Clicker 7 is a writing tool for our SEN children and Accelerated Reader has been a proven success in previous years. CPOMS and Safeguarding	All interventions/ provision will be monitored by SLT.	SLT £2602.95 £880 £895 £1990.35 £240	Termly. See above data improvements. See above data improvements and data tables below. Our PP children are beginning to close the GD gap in all subjects (with SEN removed). However there is still work to be done in Writing and Maths in particular.

Total budgeted cost					£16,983.30
iii. Other approaches					
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.	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	Half Termly The employment of an attendance/parent support officer has had a positive effect on the attendance of our PP children. Half termly attendance tracker is showing improved attendance of our 10 PP PAS 8 have improved attendance significantly. This has continued to improve in the Spring term. – see Attendance grid below. In the Summer term, attendance has seen a bit of a drop this is mainly due to children going on holiday in term time. However, there is still a slight increase in the % of children whose attendance has been better in Summer 2019 (55%) compared to Summer 2018 (45%)
Total budgeted cost					£2472
Overall Cost					£81,499.08

Data Tables

Autumn Data	PP			PP NON SEN			NON PP			NON PP NON SEN		
	<ARE	ARE	GD	<ARE	ARE	GD	<ARE	ARE	GD	<ARE	ARE	GD
Reading	44%	49%	8%	22%	67%	11%	26%	44%	30%	21%	48%	31%
Writing	44%	49%	8%	22%	67%	11%	25%	57%	17%	20%	61%	19%
Spag	41%	49%	10%	26%	59%	15%	24%	53%	23%	19%	56%	25%
Maths	41%	41%	18%	18%	56%	26%	21%	54%	25%	17%	56%	27%

Spring Data	PP			PP NON SEN			NON PP			NON PP NON SEN		
	<ARE	ARE	GD	<ARE	ARE	GD	<ARE	ARE	GD	<ARE	ARE	GD
Reading	41%	38%	21%	12%	56%	32%	21%	45%	34%	15%	48%	37%
Writing	41%	44%	15%	12%	64%	24%	20%	57%	24%	14%	60%	26%
Spag	33%	49%	18%	12%	60%	28%	23%	53%	25%	18%	55%	27%
Maths	36%	44%	20%	8%	60%	32%	17%	53%	30%	13%	55%	32%

Summer Data	PP			PP NON SEN			NON PP			NON PP NON SEN		
	<ARE	ARE	GD	<ARE	ARE	GD	<ARE	ARE	GD	<ARE	ARE	GD
Reading	35%	37%	28%	10%	47%	43%	18%	52%	30%	17%	48%	35%
Writing	37%	47%	16%	14%	62%	24%	22%	51%	27%	16%	54%	30%
Spag	33%	49%	18%	12%	60%	28%	23%	53%	25%	18%	55%	27%
Maths	30%	56%	14%	13%	76%	21%	18%	52%	30%	11%	56%	33%

Summer Data Y6 9PP 5/9 56% SEN	Reading			Writing			Maths		
	Not ARE	ARE	GD	Not ARE	ARE	GD	Not ARE	ARE	GD
PP	44%	44%	11%	56%	33%	11%	44%	56%	0%
PP Non- SEN		75%	25%		66%	33%		100%	
Non PP	11%	50%	39%	20%	61%	20%	13%	67%	20%
Non PP Non SEN	7%	52%	40%	14%	64%	21%	12%	69%	19%

