



Biddick Primary Pupil Premium Strategy 2020-21

Biddick Primary School

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.

55/324 - 17% PP children in our school (including 2 in Nursery)

28/55 girls 51% 27/55 boys 49% 6/55 – 11% in EYFS 14/55– 25% KS1 35/55 – 64% in KS2

8/55 – 15% are SEN 22/55 – 40% summer born 1/55 ASD -2%

16/55 adopted - 29% 29/55 FSM - 53% 2/55 Ever 6 - 4% 6/55 Services- 11% 2/55 LAC – 4%

1. Summary information

School		Biddick Primary School						
Academic Year		2020 -21	Total PP budget		£41,695	Date of most recent PP Review		N/A
Total number of pupils		324	Number of pupils eligible for PP		55 17% (Nat. 24.5%)	Date for next internal review of this strategy		July 2021
Nur -2/24 8% PP	Rec -3/45 PP %	Y1 - 7/41 PP 17%	Y2- 7/39 PP 18%	Y3 - 7/37 PP 19%	Y4 - 8/47 PP 17%	Y5 - 8/47 PP 17%	Y6 – 12/44 PP 27%	
			1/ - 12.5% SEN	1/8 – 12.5% SEN	2/8 – 25% SEN	3/8 – 37.5% SEN	1/8 – 12.5% SEN	
2. Current attainment (2019) No data available for the end of academic 2019 – 20 due to covid and national lockdown,								

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.	There is no end of year data to track progress. Covid and the extensive Lockdown has had a huge impact on children's social and emotional health and well – being; their self-care skills as well as their language and numerical skills. Therefore, daily phonics, reading and writing as well as a focus on number skills e.g number formation and recognition as well as basic number skills will be a priority in EYFS and KS1. In KS2 the focus will be on spelling, SPAG, Reading, writing stamina, multiplication tables, four operations and basic maths skills.
B.	Pupil Premium children to be in line with their peers and to catch up as quickly as non-PP children.
C.	Due to covid many children in EYFS and KS1 missed out on phonics and language development, letter and number formation.

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

D.	Attendance will remain a focus, however this will prove difficult in the current climate of self-isolation for children which is a period of 2 weeks at a time.
E.	Parental engagement remains a focus and during Lockdown Class Dojo proved to be an effective means of communication. We will continue to use this to inform and engage parents e.g. spellings; what each phase is focusing on and what they can do at home to help.

3. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	In EYFS and KS1, children's social and emotional health will be addressed through PSHE, circle time, Fun Friends groups or by seeing our counsellor, Carole. Children will be grouped according to the phonics phase they are on and will begin to make progress and catch up to where they should be. Children will be heard read more often and reading groups will be established where necessary. There, will be a focus on number formation and recognition and basic maths skills – with daily MMJ (Maths Memory Jogger) and DMM (Daily Maths Meeting). In KS2, there will be daily spelling and a focus on the needs of the children in the class (after test analysis). SPAG will be a focus in English lessons and will also be taught discretely in afternoons, where appropriate. Reading plus is a focus in UKS2 and again daily MMJ and DMM will address the necessary maths skills.	<ul style="list-style-type: none"> • 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. • Phonics groups established and children taught daily – children begin to catch up to where they should be.
B.	Our PP children will make the same progress as Non – PP children and will be identified for catch up through interventions. AFL and formal assessments will be used to identify children not making the expected progress.	<ul style="list-style-type: none"> • PP children identified and staff closely monitor progress. • Any PP children not making progress identified quickly for catch up interventions.
C.	Targeted language / reading interventions: BLAST; pecs; NELI; daily phonics	<ul style="list-style-type: none"> • Children will have improved language and reading skills.
D.	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.	<ul style="list-style-type: none"> • Conversations with specific parents re: the importance of attendance and educational progress. • 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 be informed of weekly spelling patterns to help them support their children’s learning. Daily reading and reading plus will be encouraged. Each phase will inform parents of what they are working on and how they can help at home.	<ul style="list-style-type: none"> • 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. • Reading Plus is used in Y5 and Y6 and this is a homework task to involve parents more. • Remote Phonics meeting for Reception parents to give them information and advice as to how to help their child at home. • Weekly spelling patterns shared. • Information from phases shared with parents so they can help their child at home.
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4. Planned expenditure						
Academic year	2020 – 2021					
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 to make expected progress as non-PP children and to be identified for catch – up interventions.</p>	<p>Adult pupil ratio across school is high to ensure good progress. % of QFT which is good has increased.</p> <p>SIP priority to catch – up children after lockdown.</p> <p>Intervention groups, provision and personalised pathways planned for PP children who need it.</p> <p>Use of HLTAs in KS2</p> <p>Changes to Maths teaching e.g. DMM and MMJ separate from the maths lesson. CPD on challenge by Maths lead.</p> <p>CPD on writing focussing on GD “TRANSFORM”</p> <p>Purchase of Reading Plus for Y5 and Y6 children.</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 PP children catch up and make as much progress as non- PP children.</p> <p>This allows for focused groups to target the areas children need.</p> <p>More maths time in the school day and DMM and MMJ allows teachers to focus on what the children need.</p>	<p>The school monitoring cycle will need to re- start after covid and lockdown. continuously evaluate provision. Pupil progress meetings will identify any PP children who are off track and are not making progress and swift interventions will be put in place. Rigorous monitoring of planning/ books/data/lesson observations. Staff CPD delivered.</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>Progress for all children has been limited due to 2 lockdowns – one at the end of the last academic year which meant we had no end of year data. We have Autumn term data for 2021 and then we had a lockdown for most of the Spring term so no data. But we have data from the Summer term and therefore we can compare Autumn and Summer data.</p> <table border="1" data-bbox="1417 252 2159 507"> <thead> <tr> <th>PP non SEN</th> <th colspan="2">Autumn Data</th> <th colspan="2">Autumn Data</th> <th colspan="2">Summer Data</th> <th>Summer</th> </tr> <tr> <td></td> <td>>ARE</td> <td>ARE+</td> <td>>ARE</td> <td>ARE</td> <td>>ARE</td> <td>ARE</td> <td>>ARE</td> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>82%</td> <td>18%</td> <td>76%</td> <td>24%</td> <td>50%</td> <td>50%</td> <td>43%</td> </tr> <tr> <td>Writing</td> <td>70%</td> <td>30%</td> <td>63%</td> <td>37%</td> <td>68%</td> <td>32%</td> <td>58%</td> </tr> <tr> <td>Maths</td> <td>50%</td> <td>50%</td> <td>39%</td> <td>61%</td> <td>43%</td> <td>57%</td> <td>30%</td> </tr> </tbody> </table> <p>Data shows there has been a significant increase in reading attainment and a slight increase in both writing and maths.</p> <table border="1" data-bbox="1417 627 2107 887"> <thead> <tr> <th></th> <th colspan="3">Exit Data 2021</th> <th colspan="3">Exit Data 2021</th> </tr> <tr> <th></th> <th colspan="3">Pupil Premium 18% SEN</th> <th colspan="3">Non Pupil Premium 9% 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>50%</td> <td>43%</td> <td>7%</td> <td>36%</td> <td>51%</td> <td>13%</td> </tr> <tr> <td>Writing</td> <td>68%</td> <td>25%</td> <td>7%</td> <td>51%</td> <td>39%</td> <td>10%</td> </tr> <tr> <td>Maths</td> <td>43%</td> <td>48%</td> <td>9%</td> <td>22%</td> <td>64%</td> <td>14%</td> </tr> </tbody> </table> <p>When compared to Non - PP children our PP children are not performing as well in all areas. Therefore we will continue to focus on Quality First Teaching and high adult / pupil ratios as well as other proven strategies such as peer to peer mentoring.</p>	PP non SEN	Autumn Data		Autumn Data		Summer Data		Summer		>ARE	ARE+	>ARE	ARE	>ARE	ARE	>ARE	Reading	82%	18%	76%	24%	50%	50%	43%	Writing	70%	30%	63%	37%	68%	32%	58%	Maths	50%	50%	39%	61%	43%	57%	30%		Exit Data 2021			Exit Data 2021				Pupil Premium 18% SEN			Non Pupil Premium 9% SEN				<ARE	ARE	GD	<ARE	ARE	GD	Reading	50%	43%	7%	36%	51%	13%	Writing	68%	25%	7%	51%	39%	10%	Maths	43%	48%	9%	22%	64%	14%
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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?
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<p>Improved progress for pupil premium children with SEMH / SENSORY / MENTAL HEALTH issues.</p>	<p>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.</p>	<p>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.</p>	<p>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</p>	<p>Head teacher Counsellor - £6100 Deployment of TAs to run Fun Friends / Friends For Life £4275</p>	<p>Unfortunately, CAMHS and CYPS have only recently started face to face appointments, so children haven't been seen as quickly as we would have looked. Our counsellor has continued to support many children including several PP children; this has resulted in them getting the support they needed and onward referrals if needed.</p>
<p>Improved language, oral and reading skills for children in EYFS.</p>	<p>BLAST training has proven to be successful and will be used again this year to support our children with communication issues. PECS and NELI training Autumn term 2020</p>	<p>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</p>	<p>Improved oral, language and reading skills for PP children</p>	<p>EYFS lead</p>	<p>EYFS data shows that 1/3 PP children achieved GLD with 2/3 below. However, of the 2 who did not achieve GLD 1 of them achieved ELG in reading, number and shape.</p>
<p>Improved progress of PP children across the school with the implementation of several initiatives to improve provision.</p>	<p>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.</p>	<p>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.</p>	<p>All interventions/provision will be monitored by SLT.</p>	<p>SLT £2602.95 £880 £895 £240 £4500</p>	<p>Our Safeguarding procedures, CPOMS, Accelerated Reader, Sensory areas and dedicated sensory time has ensured that the children are settled and can therefore access the curriculum. Without these being in place, our children would not be ready to learn and therefore would not make progress.</p>
Total budgeted cost					£19,492.95
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 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.	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	PP attendance is currently 98.67% therefore is not a priority and will not need to be monitored as closely next year, unless things change.
To improve parental engagement with their children's learning especially with reading, spelling homework in particular. Parents informed of what their children are working on in school and how they can help at home.	Home/ school reading communication ongoing. Reception phonics remote 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.	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.		Reading data shows a significant increase (see tables above).
Total budgeted cost					£2472
Overall Cost					£84,008.73

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.