

Pupil Premium Strategy Statement – Biddick Primary



School Overview

Detail	Data
School name	Biddick Primary School
Number of pupils in school	296
Proportion (%) of Pupil Premium eligible pupils	11%
Academic years covered by our current Pupil Premium Strategy Plan	2021-24
Date this statement was published	November 2023
Date on which it will be reviewed	November 2024
Statement authorised by	Wendy Fowler
Pupil Premium Lead	Wendy Fowler
Governor	Viv Low

Funding Overview

Detail	Amount
Pupil Premium funding allocation this academic year	£ 74,825
Recovery Premium funding allocation this academic year	£2465
Pupil Premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£77,825

Part A: Pupil Premium Strategy Plan

Statement of Intent

Our intention is that all pupils at Biddick Primary School, irrespective of their background or the challenges they face, make good progress and achieve high attainment in all subjects across the curriculum. The focus of our pupil premium strategy is to support and nurture disadvantaged pupils to achieve that goal and ensure they reach their full potential from their own starting point.

We will consider the challenges and barriers to learning faced by any vulnerable pupil in our school. The plan outlined in this statement is not limited to pupils considered disadvantaged. Ensuring pupils have daily access to high quality teaching is at the heart of our approach. Identifying and focusing on areas in which disadvantaged pupils requires the most support will have the greatest impact on closing the disadvantaged attainment gap but it is recognised at the same time non-disadvantaged pupils in our school will benefit. We strive to ensure an effective teacher is in front of every class and every teacher supported to deliver a curriculum that is developed through an understanding of our pupil's backgrounds, life experiences and culture.

Targeted academic support will be carefully planned and delivered for those individuals who are not making good progress across the spectrum of achievement. One to one or small group intervention will be linked to classroom teaching.

Our strategy is also integral to wider school plans for high attainment. Non- academic barriers are developed with an importance on ensuring our pupils; particularly disadvantaged pupils have good attendance, behaviour and emotional support.

Our approach will be responsive to common challenges and individual needs, rooted in robust assessment. We will not make assumptions but use professional expertise alongside research evidence to make informed decisions. We will:

- Deliver an aspirational, inclusive and holistic curriculum to all pupils
- Adopt a whole school approach in which staff have high expectations of disadvantaged pupils
- Intervene in a timely manner to ensure disadvantaged pupils have the opportunity to keep up.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge	Detail of challenge
1	Speech and Language Skills Covid 19 and the extensive disruption to our children's education has resulted in poor speech and language skills in EYFS and KS1 and has halted the progress of all of our children across all subjects, but in particular in English; phonics, reading, writing and spelling will be a focus across the whole school.
2	Phonics and Reading Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers; with 25% of disadvantaged off track in Y1 and 66% in Y2. This negatively impacts their development as readers.
3	RWM Attainment The exit data we have from Summer term 2021 indicates that disadvantaged children are not performing as well as other children across reading, writing and Maths.
4	Mental Well-being Some children require support / regulation in order to access learning. We have a school counsellor employed 1x day per week and she supports 11/48 disadvantaged children across the school. We have referred more disadvantaged children to our school counsellor and external services including paediatric services, educational psychology services, CYPS and CAMHS. 18.75% of referrals since September have been from disadvantaged background compared to 5% of other children in school.
5	Curriculum Access Over 50% of our disadvantaged children are FSM which means they are amongst the most deprived. The impact of Covid on our disadvantaged children was greater due to the lack of technology/internet access at home. 33% are adopted, many of whom have attachment issues which is a huge barrier to their learning. 14% are SEN with a range of issues which are barriers to learning e.g. sensory and cognition and learning.
6	Attendance 18% of our disadvantaged children are poor attenders compared to 2.1% of other children. This obviously negatively impacts attainment.

Intended Outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
1. Children in EYFS and KS1 will have good language and communication skills.	Observations, formative and summative assessments and book scrutiny will show an increase in language skills amongst our disadvantaged children and the gap between disadvantaged and other children will reduce.
2. Disadvantaged children will have improved reading attainment across school.	Termly assessment and end of year reading standardised tests will show an increase in attainment for disadvantaged pupils. KS2 reading outcomes in 2024-25 will show that our disadvantaged children perform at least in line with other disadvantaged children nationally.
3. Improved writing and Maths attainment among disadvantaged pupils	Termly assessment (against Sunderland's KPIs for writing) and end of year maths standardised tests will show an increase in attainment for disadvantaged children in both writing and maths. KS2 maths and writing outcomes in 2024-25 will show that our disadvantaged children perform at least in line with other disadvantaged children nationally.
4. Sustain and improve the mental well being of all of our pupils and in particular our disadvantaged.	Children will be identified earlier and rapid referrals to appropriate services will be made where appropriate. Student voice through school council and surveys will be listened to and where appropriate action will be taken to address issues. A significant percentage of our children will state they are happy in school. Staff and parent voice will be sought via surveys and findings will be acted upon where appropriate.
5. To ensure our disadvantaged children are ready to learn and engage with the curriculum.	Children will be identified and sensory time given to ensure they are ready to learn. Ensure those children who need the use of a laptop at home to access online learning or other learning platforms are given the technology they need.
6. To ensure our disadvantaged children have sustained and improved attendance.	Sustained and improved attendance by 2024-25 demonstrated by: The overall absence rate for all pupils being no more than 96% and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced the difference is less than 5%. The percentage of all pupils who are persistently absent being less than 5% and the figure among disadvantaged pupils being no more than 7%.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (CPD, recruitment and retention)

Budgeted cost: £21,262.71

Spread the happiness training - £250

RWI phonics scheme subscription - £2500

Termly whole staff training - £6000

LA training - £1500

English and maths advisory hours - £5,270

Staff training cover - £ 5,172.71

Activity	Evidence that supports this approach	Challenge
To continue with current staffing levels – high adult ratio to children in most year groups.	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.’	1, 2, 3, 4
Phonics training and continued coaching for all staff.	High quality phonics training will result in high quality phonics teaching which will impact on children’s reading. Phonics EEF (educationendowmentfoundation.org.uk)	1,2, 3
Training and support to develop maths teaching in the fluency of number. Staff attend NCETM training with Karen Wilding and implement strategies.	EEF states that high quality teaching is pivotal in improving children’s outcomes. Research tells us that high quality teaching can narrow the disadvantage gap.	3
Improve the love of reading through enhancement of our reading curriculum. Research and resource a wide range of high- quality texts for free reading time and develop our curriculum hubs and in-class resources.	CLPE evidence the importance of using high-quality texts and evidence their success in teaching and learning.	1, 2, 3
Oral interventions – BLAST, NELI, PECS	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions Toolkit Strand Education Endowment Foundation EEF	1, 2

Targeted academic support (tutoring, one-to-one support, structured interventions)

Budgeted cost: £37,052.93

Purchase of EYFS Spread the Happiness resources – £350

All staff time for interventions - £21936.93

NCETM/NumberSense training - £246

Targeted Reading Club- £5,000

Targeted Mathematics - £5,000

Maths resources (Homework Club)- £370

Nessy SEND resources- £400

Workshops x 3 Staff time and resources - £750

ICT maintenance – £4,000

Breakfast Club/AS Club resources and staff time - £5,500

Activity	Evidence that supports this approach	Challenge
EYFS children attend weekly sessions	Oral language interventions have a positive impact on pupils' language skills. Approaches that focus upon speaking and listening show positive impacts on attainment. Oral language interventions/ EEF	1
Y3/4 Phonics Intervention for Lower 20%	Children's phonic knowledge is improved and gaps in reading progress begin to close. EEF found that: 'Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read.' Phonics EEF (educationendowmentfoundation.org.uk)	1,2, 3
KS1 Daily 1:1 reading/phonics with targeted children Interventions	Children's phonic knowledge is improved and gaps in reading progress begin to close. EEF research suggests 'evidence indicates that one to one tuition can be effective, on average accelerating learning by approximately five additional months' progress.' Phonics EEF (educationendowmentfoundation.org.uk)	1, 2, 3
Purchase of high - quality reading books to supplement our reading scheme.	Reading engagement is fundamental if children are to enjoy and succeed in reading and high - quality books are designed to engage the reader.	1,2 and 3
Catch-up intervention for fluency in number?	EEF research on improving primary mathematics recommends dedicating time throughout the day for high quality support. Fluency Friday	3

Wider Strategies (attendance, behaviour, well-being)

Budgeted cost: £19,988.22

School Counsellor SLA – £7,132.38

Author visits - £900

Theatre visit(s) – £2272.50

Y3/4 Bug Books – £678.63

Reading curriculum hub books - £1578.98

Reading About resources - £695.41

Get Writing resources - £1259.26

Reading books for class library £741.06

Parent workshops x6 - staff time after school and resources - £2,500

Extra-curricular activities - £2430

Attendance incentives - £300

Activity	Evidence that supports this approach	Challenge
Employment of a counsellor 1 day per week.	Due to the pandemic and lockdowns many of our children have suffered with their mental health for a number of reasons and therefore a rapid response is crucial as the waiting lists for other services continue to grow.	4
Promote reading for pleasure through reading time, author visits and high- quality resources.	DfE research details the importance of reading for pleasure for both academic and personal development reasons. Ensuring our children become the best readers possible means that they can engage positively with a broad curriculum.	3,4
Provide extra-curricular activities, including curriculum subjects.	EEF states that enriching education has intrinsic benefits. All children deserve a well-rounded, culturally rich education. This will also have a positive impact upon academic progress.	3,5
To ensure children attend school as much as possible.	Attendance at school is crucial if children are to make progress and attain. https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-	6

Teaching - £21,262.71

Targeted academic support - £37,052.93

Wider Strategies - £19,988.22

Total Spend - £78,303.86

Part B: Review of outcomes in the previous academic year 2022/23

*It is important to note the serious impact the pandemic continues to have upon the teaching and learning of disadvantaged pupils.

Pupil Premium Strategy Outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

<i>Desired outcomes and how they will be measured.</i>	<i>Impact – July 2023</i>
1. Children in EYFS and KS1 have good language and communication skills.	<i>100% of disadvantaged children achieved expected standard in Y1 and at the end of KS1 and can communicate effectively in line with their peers.</i>
2. Disadvantaged children have improved reading attainment across school.	<i>At the end of KS1, there is no distinguishable attainment gap. Children can read most words accurately and sufficiently fluently to allow them to focus upon understanding rather than decoding.</i> <i>Children continue to develop and apply their reading skills in KS2. Most disadvantaged pupils read widely and show an interest in reading. End of year assessments showed that: 62% of disadvantaged children in Y3, 67% in Y4 and 62% in Y5 achieved ARE. We continue to work to reduce the attainment gap in reading in KS2.</i>
3. Improved writing and maths attainment among disadvantaged pupils	<i>At the end of KS1, there is no distinguishable attainment gap.</i> <i>In KS2 maths, our children make good progress and are developing their fluency in number and reasoning skills. End of KS2 data for our 2023 cohort shows 60% of our disadvantaged children achieved EXS + compared to 67% non-disadvantaged and the gap is closing.</i> <i>We are continuing our work to reduce the attainment gap in writing in KS2.</i>

4. Sustain and improve the mental well-being of all of our pupils and in particular our disadvantaged.	<i>Disadvantaged pupils access all teamwork and resilience/independence building activities, such as trips and learning experiences. They demonstrate high self-esteem and increased confidence and independence.</i>
5. Our disadvantaged children are ready to learn and engage with the curriculum.	<i>Our pupils enjoy coming to school and interest is high. They all access a broad curriculum with a range of enrichment opportunities.</i>
6. Our disadvantaged children have sustained and improved attendance.	<p><i>Attendance remains good in school with an overall absence of 4.3% compared to 6.3% national and a PA of 9.3% compared to 17.7% national.</i></p> <p><i>A*Attendance worked to improve the attendance of two of our disadvantaged pupils, who were PAs.</i></p>