



Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Biddick Hall Junior School
Number of pupils in school	201
Proportion (%) of pupil premium eligible pupils	60.2% (121 eligible pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	November 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Michelle Collinson
Pupil premium lead	Michelle Collinson
Governor / Trustee lead	Amanda Hayward

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£184'780
Recovery premium funding allocation this academic year	£18'850
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£203'630

Part A: Pupil premium strategy plan

Statement of intent

At Biddick Hall Junior School our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. We believe that all learners should be able to reach their full potential. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We strongly believe that reaching your potential is not about where you come from, but instead, about developing the necessary skills and values required to succeed.

High quality teaching is at the heart of our approach. This is proven to have the greatest impact on closing the disadvantaged attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. It is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the School Led Tutoring Programme for pupils whose education has been worse affected, including non-disadvantaged pupils.

The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- Act early to intervene at the point at which a need is identified
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Our pupils in receipt of the Pupil Premium Funding face specific barriers to reaching their full potential, and, at Biddick Hall Junior School, we are determined to provide the support and guidance they need to help them overcome these barriers.

We aim to provide both disadvantaged and non-disadvantaged pupils access to a variety of exciting opportunities and a rich and varied curriculum.

Challenges

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

Challenge number	Detail of challenge
1	Ensuring that pupil premium/disadvantaged children continue to achieve as well as their non-disadvantaged peers – high levels in last KS2 SATS data in 2019. Ensuring that progress rates continue to be as high as they were in 2019.
2	Ensuring gaps and misconceptions are plugged and rectified.
3	Pupils and their families have social and emotional difficulties. Ensure necessary channels of help and support are made available for them.
4	Pupils have limited experiences beyond their home life and immediate community.
5	Low attendance and persistent absenteeism of PP/disadvantaged children

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
<p>To ensure disadvantaged children continue to make the high standard of attainment they did in last external KS2 SATs.</p> <p>To ensure fallen behind children receive targeted high-quality intervention monitored by the HT.</p>	<p>End of summer 2022 and 2023 will show that 95% + disadvantaged pupils will have continued to sustain the expected standard and that 30%+ will have continued to sustain the higher standard.</p> <p>Analysis of interventions will show that interventions have had a positive impact on the disadvantaged children's learning and have helped in accelerating their progress.</p>
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance demonstrated like in 2018-2019 PDSIR data.</p> <p>The overall attendance rate will match or preferably exceed national attendance averages for all pupils.</p> <p>Monitoring of attendance by the Head Teacher brings about an increase in the attendance for disadvantaged and non-disadvantaged pupils and a decrease in persistent absence.</p>
<p>To achieve and sustain improved wellbeing for all our pupils in our school.</p>	<p>Head teacher and SENCO identify and support families and children and work to alleviate barriers to learning.</p>

	<p>Vulnerable disadvantaged children meet regularly with Head teacher or SENCO and provide support/alleviate barriers.</p> <p>Pupil and parent questionnaires will show that parents and children feel supported and additional barriers alleviated where possible.</p>
<p>Pupils have a breadth of experiences that enable them to contextualize their learning. School will deliver an engaging, broad and balanced and varied curriculum.</p>	<p>Our curriculum will provide pupils with exciting and varied learning. Pupil questionnaires will show that children enjoy school and are enthused to learn more. We will have instilled a love of learning in all children.</p> <p>Teachers will plan a wide range of visits, events and experiences to inspire/ enhance learning and make it memorable.</p> <p>Children will be exposed to a wide range of social, cultural, enrichment and sporting experiences within (and outside) the school day.</p>

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 (for example, CPD, recruitment and retention)

Budgeted cost: £ £160'000 + 18'850 Recovery Premium = 178'850

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continue to purchase NFER tests for Reading, Maths and GPS. To ensure gaps are noted and acted upon.</p> <p>Continue to reduce class size.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive to correct additional support through interventions and teacher instruction (EEF Mastery learning +5) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</p> <p>(EEF reducing class size +2) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</p>	1 2
<p>Allocation of funds towards Continuing Professional Development so staff access high quality CPD.</p> <p>Allocations of funds for subscriptions and high quality texts. Reading Plus and Accelerated Reading.</p> <p>Allocation of funds to embed mastery curriculum using 'Power Maths Scheme'.</p> <p>Allocation of funds to ensure phonics teaching in Year 3 and Year 4 using Read Write Inc is of high quality</p>	<p>Quality first teaching across Y3-Y6. Valuable feedback (EEF Feedback +6) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</p> <p>Carry out an audit of the Accelerated Reading Books and replace. Subscribe to Reading Plus (EEF Reading comprehension strategies +6) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</p> <p>(EEF Mastery learning +5) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</p> <p>(EEF Phonics +5) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</p>	1 2

<p>Ensure the remote learning plan covers a broad and balanced curriculum and all pupils can access it.</p> <p>Ensure all children have access to digital devices</p> <p>Ensure all I-pads are up to date and working effectively and targeted academic support is in place using them</p>	<p>(EEF small group tuition +4)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 10'780

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provide targeted, structured interventions to children across the whole school. Interventions to be carried out by experienced TA's within school.</p> <p>Any child not achieving End of Year expectations will access small group tuition in Maths and English.</p>	<p>(EEF Small group tuition +4)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</p>	1 2
<p>Teachers to provide school-led tutoring to pupils after school who need it disadvantaged and non-disadvantaged .</p>	<p>(EEF Small group tuition +4)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</p>	1 2

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £14'000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>By September 2023 we aim for every child to have the confidence, resilience and the strategies to overcome SEMH barriers to learning through the arrangement of effective identification and intervention</p> <p>Release time for SENCO Head teacher and SENCO (DHT) identify and support families and children and work to alleviate barriers to learning</p>	<p>(EEF Behaviour interventions +4; Self-regulation EEF +7; Parental engagement EEF +4) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</p>	3
<p>Embedding principles of good practice set out in the DFE's Improving School Attendance advice.</p> <p>Continue to strive for every child to attend school (97%)</p> <p>Develop parental knowledge and understanding re good attendance and why it is important. Some parents have difficulty ensuring their children attend school on a regular basis.</p>	<p>(Parental engagement EEF +4) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</p>	5
<p>All children in school to be able to be given the opportunity to participate in activities which enhance and broaden the curriculum and their learning experiences.</p>	<p>Provision of a range of initiatives to extend children's experiences</p>	4

Total budgeted cost: £ 178'850+14'000+10'780 = £203'630

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

<p>Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was still as good as if not better than in previous year 2019 when KS2 SATS were completed in Year 6.</p>	
<p>Gap narrowed between disadvantaged and non-disadvantaged at higher standard to less than 10% in GPS</p>	<p><u>NFER Summer Data 2021</u> Y3 32% PP GDS compared to 42% GDS NPP Y4 42% PP GDS compared to 55% GDS NPP Y5 49% PP GDS compared to 60% GDS NPP Y6 64% PP GDS compared to 50% GDS NPP In Y6 PP disadvantaged pupils did better than non-disadvantaged by 14%. In 2019 SATS 31% of disadvantaged pupils gained GDS in GPS. So an increase of 33%. In other year groups disadvantaged did worse than non – disadvantaged by no more than 13%</p>
<p>Gap narrowed between disadvantaged and non-disadvantaged at higher standard to less than 10% in maths</p>	<p><u>NFER Summer Data 2021</u> Y3 36% GDS PP compared to 29% GDS NPP Y4 11% GDS PP compared to 9% GDS NPP Y5 26% GDS PP compared to 52% GDS NPP Y6 27% PP compared to 50% GDS NPP The gap in Y3 and Y4 was less than 10% and disadvantaged pupils did better than non-disadvantaged pupils. In Year 5 the gap was 26% between disadvantaged and non-disadvantaged pupils with non-disadvantaged pupils performing better at GDS.</p>

	<p>In Year 6 the gap was 23% between disadvantaged and non-disadvantaged pupils with non-disadvantaged pupils performing better at the GDS.</p> <p>In 2019 SATS 31% of disadvantaged pupils achieved the GDS so a drop of 4%.</p>
<p>Gap narrowed between disadvantaged and non-disadvantaged at higher standard to less than 10% in writing</p>	<p><u>TA Summer Data 2021</u></p> <p>Y3 14% PP GDS compared to 22% GDS NPP</p> <p>Y4 23% PP compared to 25% GDS NPP</p> <p>Y5 23% PP compared to 28% GDS NPP</p> <p>Y6 38% PP compared to 33% GDS NPP</p> <p>The gap was less than 10% across all year groups.</p> <p>In Year 6 disadvantaged pupils did better than non-disadvantaged pupils by 5%</p> <p>In 2019 SATS 34% of disadvantaged pupils achieved GDS so this year we had an increase of 4%.</p>
<p>Small classes</p>	<p>Small classes achieved well in year 5 and Year 6</p> <p>Continue with small classes</p>
<p>Quality first teaching by increasing the focus and quality of CPD.</p>	<p>Staff attended limited training due to COVID 19 but did attend lots of training relating to Google Classroom online. This aided our remote learning offer.</p>
<p>To encourage improved attendance</p>	<p>Attendance initiatives continued</p> <p>Continued focus</p> <p>Attendance in 2021 was 95.71%</p>

Although attendance in 2020/2021 was lower than in previous year it was still higher than national average. COVID had an impact on attendance as some parents were worried about sending their children to school.

We recognise that pupil wellbeing was impacted last year due to COVID 19. Sports clubs were suspended, children couldn't mix with their peers therefore we will continue to provide targeted interventions to improve their wellbeing support.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Maths	Power Maths, Doodle Maths
English	Reading Plus, Accelerated Reading, Lexia

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	3 service children = £930 All service children had access to high quality teaching and resources.
What was the impact of that spending on service pupil premium eligible pupils?	Improved outcomes.

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium:

- Embedding more effective practice around feedback. EEF evidence demonstrates that this has significant benefits for pupils, particularly disadvantaged pupils
- Utilising a DFE grant to train a senior mental health lead. The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.

We use the EEF's implementation guidance to help us develop our strategy, to work out which activities and approaches are likely to work in our school.

We have a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.