

Pupil premium strategy statement: Biddick Hall Infant and Nursery School 2020-2021

1. Summary information					
School	Biddick Hall Infant and Nursery School				
Academic Year	2020/2021	Total PP budget	£ 124,705	Date of most recent PP Review	July 2020
Total number of pupils	179 YR- Y2	Number of pupils eligible for PP	115 64%	Date for next internal review of this strategy	Sep 2021

2. Current attainment				
	Pupils eligible for PP (your school)		Attainment for all Pupils (national average) 2019	
Predicted attainment and progress measures are based on end of spring term outcomes due to the impact of COVID 19	2019	2020 (Predicted)	2020 predicted Attainment	
	% achieving in reading, writing and maths	65.4%		65.0%
% making progress in reading	84.6%	89.7%	75%	80.7%
% making progress in writing	76.9%	84.6%	69%	80.7%
% making progress in maths	80.8%	94.8%	76 %	78.8%

3. 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.	On entry many pupils require further assessment in the area of communication and language with a poor range of vocabulary due to lack of experiences with reading and poor oracy skills. This is are the key areas in EYFS where our pupils do less well than similar pupils in the local authority.
B.	The children have limited language skills often coupled with a poor range of vocabulary due to lack of experiences with reading and oracy skills.
C.	Pupils who enter KS1 with SEND support often have complex barriers to learning and require specialist and often require 1-1 support to access learning
D.	Disadvantaged pupils do not achieve as well as pupils locally and nationally in the Y1 phonics screen.
E.	Barriers with inference and deduction skills impact on poor reasoning and mental strategies in maths.
External barriers (issues which also require action outside school, such as low attendance rates)	

F.	Attendance rates for pupils eligible for PP are?????? % (below the target for all children of 96%) this is showing a slight improvement on the previous year when attendance rates for this group were ???????% Attendance for pupils who are disadvantaged is a barrier to their learning reducing their school hours and causing them to fall behind.
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4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improve oral language skills in EYFS for the lowest 20% with a targeted focus on the disadvantaged group.	Pupils eligible for PP in Reception class make rapid progress by the end of the year so that there is a 10% point increase in outcomes in communication and language. Early writing and oracy evidences that children have developed a wider range of vocabulary.
B.	Extend pupils depth of vocabulary and understanding of what is being read through exposure to a range of high quality texts and well planned comprehension lessons and focused daily storytimes. Pupils love for reading and knowledge across the wider curriculum improves due to the carefully selected texts which support teaching and learning.	Skills of inference and deduction are improved and will impact on a pupils understanding of what is being read. Increased percentages of pupils achieving at least expected outcomes in reading.
C.	SEND pupils in the disadvantaged cohort receive swift and timely intervention. Effective deployment of teaching assistants matching skill set to need.	A narrowing of the gap in progress and attainment data against SEND pupils in the non disadvantaged group and against all pupils.
D.	Increased outcomes for the disadvantaged group in the y1 phonics screen.	Pupils eligible for PP identified make improved progress phonics and there a 10%point increase in outcomes in the Y1 phonic screen.. Measured by teacher assessments and successful implementation of the Sounds write programme with an emphasis on pre/post teaching and intervention for the disadvantaged group.
E.	Improve children's understanding of mathematical concepts and improve their reasoning and problem solving skills.	Children's responses to reasoning questions will have improved and their work will show improvement over time.
F.	Increased attendance rates for pupils eligible for PP.	Reduce the number of persistent absentees among pupils eligible for PP to 10% or below. Overall PP attendance improves from to 96% in line with non disadvantaged pupils.

5. Planned expenditure

Academic year

2020/21

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	When will you review implementation?
A. Improved outcomes in communication and language in Reception	<p>To ensure all permanent class based teaching assistants attend accredited training in the delivery staff in Sounds-write as our primary reading strategy.</p> <p>To implement an approach of pre/post teaching and intervention from trained staff to support sounds write-our primary reading strategy.</p> <p>Pupil progress meetings termly analyse the performance of groups and focuses appropriate intervention.</p>	<p>NFER study states the importance of 'quality teaching first'. Quality CPD in sounds write ensures we provide a consistently high standard, through shared expectations, regular monitoring and tailoring teaching and support to suit our pupils.</p> <p>NFER reports that data driven school which focus on early intervention rather than end of KS outcomes raised attainment more effectively.</p>	<p>Continued professional dialogue and joint monitoring with literacy specialist from the English Hub.</p> <p>Planning meetings between HT, SENCO and curriculum lead to ensure there is a clear plan of children receiving 1-1 intervention and pre and post teaching with entry and exit data</p>	<p>Head Teacher /English Lead and SENCO</p> <p>Head Teacher</p> <p>English lead</p>	<p>January 2021</p> <p>January 2021</p>
To ensure quality first teaching for all pupils	<p>To embed a new approach to teaching phonics and that teaching quickly builds on prior knowledge.</p> <p>To ensure staff confidence in the planning and teaching of talk for writing</p>	<p>We want to invest some of the PP in longer term change which will help all pupils. The evidence suggests that phonics(Sounds Write) can be an important component in supporting the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <p>Talk for writing is an effective way to improve attainment, and it is suitable as an approach that we can embed across the school.</p>	<p>Reading lead to deliver staff meeting on the teaching of reading to ensure consistency and reflective practice. Training for English lead and EYFS teacher in updates for Talk 4writing.</p>		

	Increase adult to pupil ratio in all classes through full time effective deployment of teaching assistants creating a ratio of 1:15 in classes of up to 30 with an additional member of staff supporting vulnerability and SEND.	Reducing primary school class size only in Reception and Y1 with class size reduced to below 15. EFF toolkit. The NFER study states greatest impact comes from schools using staff and strategies best suited to addressing individual needs, rather than simply fitting pupils into their existing support strategies. These schools tend to provide individual support for pupils that have very specific learning needs, and group support for pupils with similar needs.	An additional member of staff(full time teaching assistant) in each class.	Head Teacher	December 2020
To increase the percentage of pupils achieving at least expected standard in maths. To raise the proportion achieving GDS	Targeted questioning. high quality CPD in teaching for mastery. (PA maths and work with the maths hub)	Sutton Trust 2011 and Social Mobility Commission 2014 evidence the importance of strong and consistent training to ensure tailored teaching and a culture of sharing best practice in and beyond school.	Regular monitoring through planning and work scrutiny, lesson visits	Head teacher Maths lead.	Observation A Willis and F Frazer.
Total budgeted cost					£ 40,946.00
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?

Improve outcomes in the year 1 phonics screen for the disadvantaged group	1:1 tuition and pre/post teaching sessions for those disadvantaged who are assessed as being in the lowest 20% of the cohort	Pre teaching exposes pupils to content prior to the next lesson giving them the confidence and knowledge to access quality first teaching . Carefully planned intervention does not replace quality first teaching but addresses gaps in knowledge and accelerates learning ensuring pupils keep up and not catch up.	Pupils carefully targeted through Sounds-write diagnostic assessment. Half termly monitoring of progress. Drop ins and lesson visits	Head teacher Curriculum Lead Literacy Specialist from the English Hub.	December 2020 January 2021 March 2021 May 2021
To ensure children have a rich and broad vocabulary to support expressive use of language	Following assessment children are targeted for additional time to read to and with adults.	Providing 1-1 intensive support for short regular periods over a set period of time can enable children to catch up with their peers	Lunch time supervisors are provided with training from our English lead provide 1-1 reading support with targeted pupils.	Head Teacher Curriculum Lead	February 2020
Total budgeted cost					£ 45,239.00
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?
Ensure Increased attendance rates so attendance for the disadvantaged group is in line with non disadvantaged and above 95%	Relationships and attendance manager employed to monitor pupils and follow up quickly on absences. First day response. Liaise with LA attendance team regarding fines and enforcement.	We can't improve attainment for children if they aren't actually attending school. NfER briefing for school leaders identifies addressing attendance as a key step.	Weekly attendance monitoring meetings between relationships manager and HT about existing absence issues. Systems will now ensure a coordinated and consistent response to absence.	Head Teacher	December 2020 March 2021 July 2021
Total budgeted cost					£ 37,273.50
Total Pupil Premium Spend 2020-2021					£123,459.16

6. Review of expenditure				
Previous Academic Year		2019-2020		
i. Quality of teaching for all				
DUE TO COVID 2019 MANY ACTIONS WERE STOPPED AND OUTCOMES/PREDICTIONS ARE BASED ON SPRING TERM DATA 2020				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Improved outcomes in communication and language in reception	<p>To train all staff in sounds write as our primary reading strategy.</p> <p>To implement an approach to pre and post teaching and intervention from trained staff.</p> <p>Pupil progress meetings termly to analyse the performance of groups.</p>	<p>The % of children achieving the GLD at the end of Reception is on a three year upward trend. 2019 71.2% of pupils met the GLD.</p> <p>Outcomes in all aspects of communication and language remained fairly static at the expected standard although below national outcomes. Improvements were made in all aspects of this area at the exceeding level</p> <p>Listening and attention 16.7% achieved EXC Understanding 18.3% met EXC Speaking 16.7% met EXC. These outcomes represent excellent progress for the more able group.</p> <p>Our FSM gap is 10.8% which has closed significantly against last years gap of 19.9%</p>	<p>Intervention sessions are most effective when delivered by skilled staff with specialist training.</p> <p>The most effective interventions occur when teachers work collaboratively with the practitioners delivering the interventions to plan and teach personalised lessons which meet the needs of the children.</p> <p>There needs to be a targeted focus around reading ensuring opportunities for children to read with adults and listen to stories daily to ensure high quality provision to broaden and enrich vocabulary.</p>	£83,412.00

<p>To ensure quality first teaching for all pupils</p>	<p>To implement a new approach to teaching phonics and that teaching in YR quickly builds on the strong teaching in nursery.</p> <p>To ensure staff confidence in the planning and teaching of talk for writing.</p>	<p>Additional staff members in class will increase the adult to child ratio and ensure skilled staff are deployed to give effective support.</p> <p>Trained staff to deliver post teach phonics/intervention sessions.</p> <p>Skilled class based staff can promote our keep up not catch up philosophy giving support at the point of teaching.</p> <p>Tracking and termly pupil progress meetings analyse the performance of all groups and identify next steps.</p>	<p>End of EYFS and KS1 data shows that outcomes remain above national GLD 73.6% NATIONAL 71.8%</p> <p>KS 1 Reading 80.7% Writing 80.7% Maths 78.8%</p> <p>Disadvantaged</p> <p>Reading 76.6% Writing 76.6% Maths 76.6%</p> <p>Disadvantaged National Reading 62% Writing 55% Maths 62%</p>	
<p>Limited opportunity for enrichment beyond school may limit aspiration for both parents and pupils</p>	<p>Reducing the cost of educational visits and after school clubs especially those focused on minority sport or activities which children may not get the opportunity to experience.</p>	<p>To work with healthy minds practitioner to establish caseload of pupils/families to receive some in school support at tier one.</p> <p>Provision of breakfast and after school club including the national breakfast programme.</p> <p>All staff to complete the friend's resilience training.</p> <p>Monitor when after school provision can safely recommence.</p>	<p>Re-establish the initial link with healthy minds practitioner to begin programmes of work halted through COVID.</p> <p>Monitoring reports of trauma informed approaches evident in school.</p> <p>Re-establish the breakfast and after school provision halted during Lockdown.</p> <p>Moved some activities which promote aspiration /experience to an online platform.</p>	

<p>To ensure curriculum drivers support quality first teaching through high quality staff training and CPD</p>	<p>Staff training: Pivotal behaviour training. Pivotal Mapa Training. Aces Training from CEL&T</p>	<p>CPD evaluation records and post training expectations through learning walks, lesson visits, book scrutiny and pupils and teacher voice records. Developments in classroom practice and performance management targets for personal development/PSHE leads.</p>	<p>CPD which supports the intent from our curriculum statement overview includes. Sounds write Primary advantage maths Application to become part of the maths hub with a focus on teaching for mastery.</p>	
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ii. Targeted support

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
<p>Improved outcomes in the year 1 phonics screen for the disadvantaged group.</p>	<p>11 tuition and pre/post phonics teaching sessions delivered by trained staff. Identification of the disadvantaged especially those identified in the lowest 20%</p>	<p>Monitoring reports/diagnostic assessments and minutes from pupil progress meetings will show the impact of the targeted approaches.</p>	<p>Swift and timely identification using sounds write diagnostic Assessment. Additional 1-1 reading in school every week to apply phonic apply andsupport reading fluency. Predicted outcomes in the Y1 phonics screen for the disadvantaged group is 74.2% this includes 4 boys who were in year transfers , only on eof which predicted to pass screen. Filtered data without in year transfers for this group is 83.8%</p>	<p>£22,899.00</p>

Behaviour issues for a small group of SEND pupils with complex barriers to learning (mostly eligible for PP) are to be supported with appropriate personalised programmes to reduce the potential detrimental effect on their academic progress and that of their peers.	HLTA role created with responsibility for inclusion. Establish nurture groups ran by teaching assistants and the relationships manager.	Planned personalised PSHE sessions which support children to recognise and manage emotions effectively will be effectively transferred to classrooms. Broker strong team from the BSU . Lead to deliver training to all staff and support action planning. All staff complete the friends resilience training.	Effective provision mapping evidences the level of need and key staff carrying out specific supportive roles. Implementation and review of individual behaviour plans. Early identification of those at risk of e=disengagement through SEMH need attend nurture support groups/personalised sessions. Strong monitoring of intervention/ approaches to analyse the impact. If no impact then intervention/approach must change.	
Exposure to new and rich vocabulary improves expressive language.	Pupils targeted for additional time to read to adults and share stories with adults.	Quality first teaching, Training for Level 1 teaching assistants from our reading lead to provide additional opportunities for children to read with adults. Whole school reading week. Establish a lending library from YN –Y2 All disadvantaged pupils receive an extra 1-1 reading session with an adult each week.	Continue with staff training from our reading lead on our approaches to teaching reading. Monitoring of planned discrete comprehension lessons in year 2 and 2 planned storytimes each day in every class YN –Y2. Book scrutiny Pupil voice minutes.	
iii. Other approaches				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost £37,273.54
The attendance of PP children improves	To fund a full time post for a relationships and attendance manager as part of a job structure.	Attendance for the disadvantaged group was 93.9% Raising the profile of attendance and improving monitoring approaches has ensured immediate intervention reducing the risk of persistent absenteeism. In 2018/2019 11 fines for holidays in term time were issued along with 4 fines for persistent absenteeism. The school issued 7 penalty notice warnings and SYP made 2 home visits to address poor attendance.	Approach to be continued .The strategies in place are showing impact which is improving over time.	

		<p>Across 2019/2020 2 fines were issued for holidays in term time along with 1 for persistent absenteeism. The school issued 7 penalty notice warnings and made phone telephone calls to address poor attendance.</p> <p>The use of external agencies to support persistent absenteeism Rewards for continued high levels of attendance including 100% badges and attendance awards ceremony.</p>		
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7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.
Our full strategy document can be found online at: www.biddickhallinfants.co.uk