

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 Infant and Nursery School |
| Number of pupils in school | YR-Y2 173 |
| Proportion (%) of pupil premium eligible pupils | YR-Y2 46.1% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2021-2022 to 2024-2025 |
| Date this statement was published | December 2021 |
| Date on which it will be reviewed | July 2022 |
| Statement authorised by | Andrea Willis Headteacher |
| Pupil premium lead | Andrea Willis |
| Governor / Trustee lead | Councillor Anne Walsh |

Funding overview

| Detail | Amount |
|---|-------------|
| Pupil premium funding allocation this academic year | £179,055 |
| Recovery premium funding allocation this academic year | £14320.00 |
| 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 | £193,375.00 |

Part A: Pupil premium strategy plan

Statement of intent

This statement details our schools' use of pupil premium funding to improve the progress and attainment of our disadvantaged pupils, identified as those in receipt of free school meals and who have been continuously looked after for more than six months.

Our school drivers of innovation, independence and interaction promote a can do belief in all pupils. It is our intention that our pupils, irrespective of their background or challenges they face, make good progress and achieve well from their starting point in all subject areas. We direct our funding to support this goal for all our disadvantaged pupils recognising that there are those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and/or are young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

Our pupil premium funding is allocated using a tiered approach:

1. High quality first teaching with skilled teaching assistants deployed to every class ensures pupils who are at risk of falling behind are targeted early and supported to keep up and not catch up.
2. Targeted support following early identification ensures pupils are supported with bespoke programmes of support.
3. Wider strategies to support pupils and their families from disadvantaged backgrounds.

High quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require support. 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. Implicit in the intended outcomes detailed below is the intention that non disadvantaged pupil's attainment will be sustained and improved alongside progress for the disadvantaged.

Our approach is robust and responsive to individual need, accurate assessment and strong dialogue between professionals.

High expectations for all ensures that we are effective, promoting a culture of respect, resilience and a can do attitude to learning in all pupils at Biddick Hall Infant and Nursery School.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | Assessments, observations and interactions with pupils indicate under developed oral language skills often coupled with limited vocabulary among many disadvantaged pupils. These are evident across EYFS and into KS1. |
| 2 | Assessments, observations and discussions with pupils suggest that many of the disadvantaged group do not have regular access to books or support with reading at home. This generally causes greater difficulty with phonics and negatively impacts on a pupils' development as a reader. |
| 3 | Outcomes for our disadvantaged pupils have been affected by periods of lockdown and pupils having to work in isolation bubbles. This has been evident in diagnostic assessments in maths where there was a weakness with fluency and barriers with inference and deduction skills highlighted some weaknesses with reasoning and mental maths strategies. |
| 4 | Writing did not transfer well to a remote platform and diagnostic assessments post lockdown highlighted gaps with sentence structure and grammar and punctuation skills. |
| 5 | Pupils who enter KS1 with SEND support often have complex barriers to learning and background vulnerabilities, they require specialist and often 1-1 support to access learning. Questionnaires and discussions with families suggest some of these challenges have been intensified during periods of lockdown. |
| 6 | Limited cultural and enrichment experiences and opportunities outside of the family home. |
| 7 | Attendance rates for pupils eligible for PP are 93% (below the target for all children of 96%) .Attendance for pupils who are disadvantaged is a barrier to their learning reducing their school hours and causing them to fall behind. |

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 |
|---|---|
| Improved oral language skills for the lowest 20% with an identified impact 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. |
| Improved reading attainment among disadvantaged pupils | Pupils eligible for PP identified make sustained improved progress phonics maintaining outcomes in line or above national average. Successful implementation of the Sounds write programme with an emphasis on pre/post teaching and intervention for the disadvantaged group. |
| Improved maths attainment for the disadvantaged group at the end of KS1 | KS1 maths outcomes show that at least 75% of the disadvantaged group achieve the expected standard. |
| Improved writing attainment for disadvantaged pupils at the end of KS1 | KS1 writing outcomes show that at least 75% of the disadvantaged group achieve the expected standard. |
| Provision of personalised and targeted support for identified disadvantaged pupils with additional needs and vulnerabilities. | Active school support provided by the attendance and relationships manager and internal groups providing mental health and wellbeing support; healthy minds and friends resilience groups. Liaison with external agencies, for example, lifecycles and CYPS when required. Mental health champion role active in school. Support will impact positively on progress, attainment and attendance |
| Limited cultural and enrichment experiences and opportunities outside of the family home. | A significant increase in enrichment activities especially for the disadvantaged group |
| 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. |

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: £94,067.00

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| To ensure that the quality of teaching across the school is consistently at least good with increasing proportion being outstanding. | <p>Good teachers are especially important for children from disadvantaged backgrounds.</p> <p>Evidence from EFF suggests that a curriculum embedded consistently benefits children the most</p> | Challenges 1,2,3,4,5 |
| Embedding activities which promote interaction across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. | <p>There is a strong evidence base that suggests strong oral language interventions including dialogic activities such as high quality classroom discussion, are inexpensive to implement with high impacts on reading</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EFF</p> | Challenge 1 |
| Quality and targeted CPD ensures sustained high quality phonics teaching | <p>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>Phonics Toolkit Strand Education Endowment Foundation EFF</p> | Challenge 2 |
| External and internal CPD to ensure staff confidence in the planning and teaching of talk for writing | <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> | Challenge 4 |

| | | |
|---|---|--------------------|
| | Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk) | |
| <p>Development of our maths teaching and curriculum planning in line with DFE guidance.</p> <p>We will fund teacher release time to embed key elements of the guidance in school and to work with maths hub (teaching for mastery) partner and access CPD</p> | <p>The DFE non –statutory guidance has been produced in conjunction with The National Centre for Excellence in the Teaching of Mathematics, drawing on evidence based approaches.</p> | <p>Challenge 3</p> |

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

Budgeted cost: £45,591.00

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</p> | <p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period of up to 12 weeks.</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p> | <p>Challenge 2</p> |
| <p>Engaging with the National Tutoring programme to provide a blend of tuition, and school led tutoring for</p> | <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those at risk of</p> | <p>Challenge 1 , 3</p> |

| | | |
|---|---|--|
| <p>pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged</p> | <p>falling behind both one to one and in small groups.</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> | |
|---|---|--|

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

Budgeted cost: £53,236.00

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p>Attendance and relationships manager in post, working with the Personal Development lead to support pupils and families to promote good attendance and wellbeing impacting on readiness and aptitude for learning.</p> | <p>CPD for staff to enable bespoke emotional wellbeing support for Complex needs some of which have become more challenging since lock-down.</p> <p>Identifying , supporting and guiding children and their families to either "in house" or external support.</p> | <p>Challenge 5,7</p> |
| <p>Embedding principles of good practice set out in DFE's Improving School attendance Advice.</p> <p>Improving School Attendance</p> | <p>The DFE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>Attainment for children cannot be improved if they aren't actually attending school. NfER briefing for school leaders identifies addressing attendance as a key step.</p> | <p>Challenge 7</p> |
| <p>Opportunities for children to experience what otherwise may not be accessible to</p> | <p>Free or heavily subsidised extra curricular activities and visits.</p> | <p>Challenge 6</p> |

| | | |
|---|---|-----|
| them through educational visits and extra curricular activities | | |
| Contingency fund for acute issues, for Example uniform, food and other items of need. | Based on our experiences and those of similar schools to ours we have identified a need to set aside a small amount of funding to respond to needs that have not yet been identified. | All |

Total budgeted cost: £193,394.00

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.

In September 2020 school fully reopened for all pupils after a national lockdown March to July for most pupils. Although school were expected to restrict attendance during the lockdown in January 2021 the school were able to offer and encourage the take up of places for all vulnerable pupils as well as those of key workers. We had 129 pupils in school from YN –Y2

Pupils worked in class bubbles and staff worked on a rota basis one week teaching in school, overseeing teaching across the year group and one week leading remote learning. HLTA's and TA's worked in school throughout lockdown leading teaching (HLTA'S) on a planned rota with the teacher or supporting teaching and learning in their designated bubble class.

The school provided a high quality remote learning offer and parents were given support with access to technology and working on remote platforms. All medium term planning was reviewed by SLT to ensure the learning could translate to a remote platform, copies of what was taught online were also available as hard copies to support accessibility for parents and children.

Engagement in remote learning was variable and school had a number of support mechanisms in place with the headteacher and relationships manager targeting families for support where there was significant vulnerability and /or potentially at risk of disengagement. On average engagement levels were around 67%.

Disadvantaged pupils largely continued to perform well in phonics during lockdown. This was due to the strong teaching of sounds write remotely and the strength of the programme in transferring to an online platform. Further sounds write training for recently appointed staff is being sought and funded to continue to strengthen our successes with phonics. Diagnostic assessment of pupils on return to school in March identified key areas to be addressed in writing and maths. This is being addressed through time limited revisions to planning to focus on key areas and core concepts. Gaps in maths will also be addressed through the school led tutoring initiative.

Exit Data 2021Y1

| | All pupils | | | | | |
|---|-------------------|-------|------------|-------|---------|-------|
| | % not on track | | % on track | | % above | |
| R | 8 | 26.6% | 22 | 73.3% | 8 | 26.6% |
| W | 15 | 50% | 15 | 50% | 4 | 13.3% |
| M | 16 | 53.3% | 14 | 46.6% | 4 | 13.3% |

| | Disadvantaged | | | | | |
|---|----------------------|-------|------------|-------|---------|-------|
| | % not on track | | % on track | | % above | |
| R | 8 | 33.3% | 16 | 66.6% | 3 | 12.5% |
| W | 9 | 37.5% | 15 | 62.5% | 1 | 4.1% |
| M | 9 | 37.5% | 15 | 62.5% | 0 | |

| | All pupils | | | | | |
|---|-------------------|-------|------------|-------|---------|------|
| | % not on track | | % on track | | % above | |
| R | 6 | 20% | 24 | 80% | 3 | 10% |
| W | 13 | 43.3% | 17 | 56.6% | 2 | 6.6% |
| M | 11 | 36.6% | 19 | 63.3% | 3 | 10% |

| | Disadvantaged | | | | | |
|---|----------------------|-------|------------|-------|---------|------|
| | % not on track | | % on track | | % above | |
| R | 5 | 23.8% | 16 | 76.1% | 2 | 9.5% |

| | | | |
|---|---------|----------|--------|
| W | 9 42.8% | 12 57.1% | 1 4.7% |
| M | 8 38.1% | 13 61.9% | 1 4.7% |

EYFS

| ELG | All (60) | FSM (37) |
|-------------|----------|----------|
| ELG 01 L | 72%(43) | 65%(24) |
| ELG 02 U | 68%(41) | 68%(25) |
| ELG 03 S | 77%(46) | 68%(25) |
| ELG 04 MH | 85%(51) | 78%(29) |
| ELG 05 HSc | 90%(54) | 84%(31) |
| ELG 06 ScSa | 73%(44) | 65%(24) |
| ELG 07 M FB | 75%(45) | 68%(25) |
| ELG 08 MR | 78%(47) | 70%(26) |
| ELG 09 R | 70%(42) | 59%(22) |
| ELG 10 W | 68%(41) | 62%(23) |
| ELG 11 N | 75%(45) | 68%(25) |
| ELG 12 SSM | 77%(46) | 68%(25) |
| ELG 13 PC | 88%(53) | 84%(31) |
| ELG 14 W | 80%(48) | 78%(29) |
| ELG 15 T | 88%(53) | 84%(31) |

| | | |
|------------|---------|---------|
| ELG 16 EMM | 82%(49) | 73%(27) |
| ELG 17 BI | 82%(49) | 76%(28) |

The overall attendance percentage for disadvantaged pupils was

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 |
|-----------|----------|
| | |
| | |

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? | N/A |
| What was the impact of that spending on service pupil premium eligible pupils? | N/A |