

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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
Proportion (%) of pupil premium eligible pupils	YR-Y2 %
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2023 to 2025-2026
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
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	£160,020.00
Recovery premium funding allocation this academic year	£4023.75
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	£164,043.75

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	Our reading for pleasure questionnaire showed variable responses in relation to a pupils' view of themselves as a good reader and the level at which pupils are supported to read at home. Those who do not have regular access to books or support with reading at home can experience greater difficulty which can negatively impact on their development as a reader. End of key stage outcomes for the disadvantaged group in reading are lower than outcomes for all pupils. Disadvantaged 65% ARE against 73% ARE for all pupils.
3	Outcomes for our disadvantaged pupils (2022) are lower than at pre covid levels(2019) in reading writing and maths. The school have recognised a weakness in mathematical fluency and with grammar and punctuation.
4	Writing did 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 personalised approaches and often 1-1 support to access learning.
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. Persistent absenteeism for the disadvantaged group is higher than national

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 bringing outcomes back in line with pre covid levels. C&L GLD (2019) 86.4%, (2022) 78.4%. 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 post teaching and intervention for the disadvantaged group.
Improved maths attainment for the disadvantaged group at the end of KS1 to levels in line with pre covid outcomes.(81%)	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. Senior mental health lead 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: £64,230.00

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

<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>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p>	<p>Challenge 3</p>
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £57,515.00

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>Appointment of additional staff to give personalised learning support and promote full inclusive education including establishing “Rainbow room where tailored and robust teaching for those with complex SEND across KS1 receive</p>	<p>Tuition targeted at specific pupil needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind in small groups:</p> <p>(Small group tuition EEF +4</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>Challenge 1, 2,3,4,5,6,7</p>

tailored, robust personalised support which meets their needs and is in line with NC objectives.		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £43,899.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance manager works with HT to ensure proactive strategies are in place rigorous follow up to lateness and absence. Attendance and relationships manager in post, working with the senior mental health lead to support pupils and families	Identifying , supporting and guiding children and their families to either "in house" or external support to ensure sustained engagement with school and education.	Challenge 5,7
Embedding principles of good practice set out in DFE's Improving School attendance Advice. Improving School Attendance	The DFE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. 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.	Challenge 7
Opportunities for children to experience what otherwise may not be accessible to them through educational visits and extra curricular activities	Free or heavily subsidised extra curricular activities and visits.	Challenge 6
Contingency fund for acute issues, for	Based on our experiences and those of similar schools to ours we have identified a need to set aside a small	All

Example uniform, food and other items of need.	amount of funding to respond to needs that have not yet been identified.	
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Total budgeted cost: £165,644.00

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.

Teaching

Additional appointments were made to ensure that there is teaching assistant support in every class and an HLTA in each year group. HLTAs are involved in curriculum planning and delivery of learning to whole classes. All class based staff have weekly briefings on curriculum content and any personalised approaches are clearly planned for and shared with class based staff. Rigorous monitoring was carried out by subject leads with a focus on the quality of delivery linked to curriculum objectives. Coaching and mentoring was put in place where some additional input was needed including with the ECT.

Talk boost, BLAST and time to talk interventions have taken place across EYFS. Launchpad to literacy is used to prepare pupils for more focused phonics teaching and some of the programmes strategies especially around memory and recall are used as an additional intervention to support blending. Level 1 teaching assistants give additional language support to those pupils who have intervention plans from SALT therapists. Key vocabulary is identified on all medium term plans to be explicitly discussed and taught in lessons.

Two additional members of staff and those new to role have been trained in the delivery of sounds write. The school are committed to ensuring the fidelity of the programme and only staff who have completed the programme and achieved the accreditation can deliver lessons and /or hear pupils read. Our phonics outcomes are showing an improving picture despite the covid interruption. 78.3% of the year 1 cohort achieved the standard in 2022, this is an improvement on pre covid levels which were 73% (2019). Internal CPD on talk for writing identified that a more bespoke and targeted approach was necessary the school have engaged in a two year programme with talk for writing .

The impact of the PA maths programme and school led tutoring enabled the school to achieve outcomes in maths which were similar to pre covid levels.

Targeted support

A sounds write trained accredited teaching assistant carries out diagnostic assessments and liaising with the English lead identifies those pupils who need additional support and intervention and their starting points. These pupils then receive phonics teaching with their whole class using the apprentice model of observing and following the learning of their peers and then access bespoke lessons which match

their current phonics ability level. Narrowing the gap data is monitored for these pupils. Class based accredited sounds write practitioners also give post teach phonics support to embed learning and ensure pupils can keep up.

Seven staff completed training to engage in school led tutoring. Pupils identified as at risk of not achieving expected levels in maths attended 15 hours of after school tutoring. Outcomes in maths were close to pre pandemic levels at 77 % achieving the expected standard.

Wider strategies

From September 2021 the relationships manager identified and supported families who were anxious about the full time return to school following the covid lockdowns. Families at risk of not returning were identified and strategies put in place to support good attendance.

Across last academic year 20 pupils and their families were supported through early help.

Pupils wider development remains a priority post covid. School has directed funding to reinstate school visits and visitors to support curriculum teaching, after school provision and involvement in the LA music and dance programme provides opportunities for children to develop skills and talents in sports and the arts.

School implemented an initiative called grab a bag Friday, this was a bag of food available to the those who were in need of this support during the cost of living crisis.

Exit Data 2022

Y1

	All pupils		
	% not on track	% on track	% above
R	23%	77%	20%
W	35%	65%	3%
M	22%	78%	3%

	Disadvantaged		
	% not on track	% on track	% above
R	30%	70%	21%
W	38%	62%	3%
M	27%	73%	3%

Y2

	All pupils		
	% not on track	% on track	% above
R	27%	73%	15%
W	40%	60%	4%
M	23%	77%	15%

	Disadvantaged		
	% not on track	% on track	% above
R	35%	65%	24%
W	52%	48%	12%
M	29%	71%	18%

EYFS

	<u>GIRLS</u>	<u>BOYS</u>	<u>DISAD.</u>	<u>SEND</u>	<u>OVERALL</u>
TOTALS	24/29	15/31	22/34	4/18	<u>39/60</u>
%	83%	48%	65%	22%	65%

The overall attendance percentage for disadvantaged pupils was 92.65%

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