

# 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
Proportion (%) of pupil premium eligible pupils	YR-Y2 %
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023-2024 to 2025-2026
Date this statement was published	December 2023
Date on which it will be reviewed	July 2024
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	£157,780
Recovery premium funding allocation this academic year	£
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£157,780

# 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	End of key stage outcomes for the disadvantaged group in reading, writing and maths are lower than outcomes for all pupils at both the expected and greater depth standards. Outcomes in have not yet returned to pre covid levels.
3	56% of the pupil premium group are working below ARE within writing. Within the pupil premium group, there is a slight gender gap with boys performing slightly better at both the expected and greater depth standards.59%(B) 47%(G) EXS, 6% (B) 0%(G) GDS
4	There is a significant gender gap within the pupil premium group in mathematics with boys outperforming girls at EXS and GDS 82%, 29% (B) , 48%,11% (G)
5	Pupils who enter KS1 with SEND support often have complex barriers to learning and background vulnerabilities, they require personalised approaches to learning, often including small group and 1-1 withdrawal 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 % (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.
To close the gap between all pupils and the disadvantaged group in RWM at expected and greater depth outcomes.	Pupils eligible for PP identified make sustained improved progress achieving outcomes in line or above all pupil. Interventions planned with an emphasis on pre/post teaching to support the disadvantaged group in reading and maths.
To narrow the gender gap within the diasvantaged group in maths.	KS1 maths outcomes show that at least 75% of the disadvantaged group achieve the expected standard and the gender gap has closed to within 10%
To improve outcomes for the disadvantaged group in writing.	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.	Highly skilled staff support complex needs within the rainbow room provision. 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.
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## 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: £77,015.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To ensure that the quality of teaching across the school is consistently at least good with increasing proportion being outstanding.</p>	<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>	<p>Challenges 1,2,3,4,5</p>
<p>Embedding activities which promote interaction across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p>	<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><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EFF</a></p>	<p>Challenge 1</p>
<p>The reading for Pleasure initiative improves reading behaviours among disadvantaged pupils.</p>	<p>The Organisation for Economic Co-operation and Development (OECD)'s Programme for International Student Assessment (PISA) said as recently as 2021 that 'PISA data consistently shows that engagement in reading is strongly correlated with reading performance and is a mediator of gender or socio-economic status'. Whatever pupils' socio-economic background, making sure that they become engaged with reading from the beginning is one of the most important ways to make a difference to their life chances. For this to happen, however, they need to learn to</p>	<p>Challenge 2,3,4</p>

	read as fluently as possible and be motivated to continue reading.	
External and internal CPD to ensure staff confidence in the planning and teaching of talk for writing	Talk for writing is an effective way to improve attainment, and is an approach that we currently deliver consistently across the school.	Challenge 2,3
Development of our maths teaching and curriculum planning in line with DFE guidance.  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	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.	Challenge 2,4

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

Budgeted cost: £34820.86

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils who require further support with early reading.	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.  <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	Challenge 2
Development of the rainbow room provision to ensure equality of access for	<a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a>	Challenge 5

those pupils with complex needs and vulnerabilities	<a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £45,894.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance and relationships manager in post, working with the PSED lead to support pupils and families to promote good attendance and wellbeing impacting on readiness and aptitude for learning.	<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>	Challenge 5,7
<p>Embedding principles of good practice set out in DFE's Improving School attendance Advice.</p> <p><a href="#">Improving School Attendance</a></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>	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 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: £157,729.00**

## 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 2022 to 2023 academic year.

A number of early language interventions are now in place across EYFS including BLAST and talk boost. EYFS staff are trained to deliver the programmes and all nursery children undergo an ECAT screen on entry. The school appointed additional skilled staff to support the challenging of increasing numbers of pupils in school with complex SEND and/or significant mental health needs including across EYFS.

The school has a designated trained TA who has responsibility for delivering phonics interventions, these are in addition to pre and post teach sessions and the quality first teaching pupils receive in class. Phonics outcomes are on an upward trend at 78% (Y1).

The school works hard with other professionals, outreach services and the LA SEND team to ensure the equality of education for all its pupils.

In order to ensure the effective implementation of our post covid school recovery plan the development of subject leadership was a priority across the year to ensure all leads had the opportunity to assess the impact of effective curriculum implementation in their subject areas. This included significant investment in coordinator led CPD. Writing outcomes were significantly affected by school lockdowns and school leaders have identified that investment into a programme of talk for writing training for all staff will be beneficial. The school identified gaps in maths learning and despite a revision in the delivery of the maths curriculum some gaps remained. In order to ensure that any catch up was not detrimental to learning in other subject areas an after school maths club was funded through school led tutoring and covid catch up grants.

School attendance is rigorously monitored by school and there are a number of strategies in place to both challenge and support parents to improve attendance. For the academic year 2022 -2023 overall attendance was 93.2% including nursery or 94.4% excluding nursery.

## Exit Data 2023

### Y1

	<b>All pupils</b>		
	% not on track	% on track	% above
R	37%	63%	9%
W	36%	64%	4%
M	23%	77%	7%

	<b>Disadvantaged</b>		
	% not on track	% on track	% above
R	44%	56%	6%
W	31%	59%	0%
M	25%	75%	6%

### Y2

	<b>All pupils</b>		
	% not on track	% on track	% above
R	22%	78%	15%
W	37%	63%	5%
M	27%	73%	18%

	<b>Disadvantaged</b>		
	% not on track	% on track	% above
R	27%	73%	17%
W	44%	56%	3%
M	37%	63%	19%

## EYFS

ELG	All (54)	FSM (32)
ELG 01 L&U	80% (43)	75% (24)
ELG 02 S	80% (43)	84% (27)
ELG 03 GM	91% (49)	94% (30)
ELG 04 FM	93% (50)	
ELG 05 SR	81% (44)	78% (25)
ELG 06 MS	87%(47)	84%(27)
ELG 07 R	85% (46)	81% (26)
ELG 08 COMP	88% (48)	84% (27)
ELG 09 R	80% (43)	81% (26)
ELG 10 W	83% (45)	81% (26)
ELG 11 N	91% (49)	88% (28)
ELG 12 P	85% (46)	81% (26)
ELG 13 PP	87%(47)	84%(27)
ELG 14 PCC	91% (49)	91% (29)
ELG 15 NW	91% (39)	94% (30)
ELG 16 M	91% (49)	91% (29)
ELG 17 IE	93% (50)	94% (30)

## **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