

Pupil premium strategy statement

This statement details our school's use of pupil premium 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 168
Proportion (%) of pupil premium eligible pupils	YR-Y2 67%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2025 to 2026-2027
Date this statement was published	December 2024
Date on which it will be reviewed	July 2025
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	£154,165
Recovery premium funding allocation this academic year	£
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	£154,165

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.
3	50% of the pupil premium group are working below ARE within writing. Within the pupil premium group, there is a significant gender gap with girls outperforming boys .(36%) boys achieved EXS against 61% girls. From the disadvantaged group no pupils achieved GDS.
4	There is a significant gender gap within the pupil premium group in Reading with girls outperforming boys at EXS 72%,(G) 50% (B). No pupils from the disadvantaged group achieved GDS in reading.
5	There is only a slight gender gap within the pupil premium group in mathematics with 67% of girls achieving EXS and 64% of boys. Only 6% girls achieved GDS against no boys.
6	Pupils who enter KS1 with SEND support often have complex barriers to learning and background vulnerabilities, they require personalised approaches to learning, which may include access to our rainbow room provision, additional small group and 1-1 withdrawal support to access learning.
7	Limited cultural and enrichment experiences and opportunities outside of the family home.
8	Attendance rates for pupils eligible for PP are 92.31 % (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 disadvantaged group at the expected standard in reading and writing.	KS1 outcomes in reading for disadvantaged boys will increase by at least 10 percentage points and 15 percentage points in writing which will narrow the gap against disadvantage girls and bring boys outcomes more broadly in line with outcomes for all pupils.
To improve outcomes for the disadvantaged group in writing.	KS1 writing outcomes show that at least 70% of the disadvantaged group achieve the expected standard which will be broadly in line with outcomes for all pupils.
Provision of personalised and targeted support for identified disadvantaged pupils with additional needs and vulnerabilities.	<p>Highly skilled staff support complex needs within the rainbow room provision.</p> <p>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.</p> <p>Liaison with external agencies, for example, lifecycles and CYPS when required.</p> <p>Mental health champion role active in school.</p> <p>Support will impact positively on progress, attainment and attendance</p>

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 92.31%

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: £23,081.00

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>Targeted whole school CPD ensures that teaching is at least consistently good.</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>Oral language interventions Toolkit Strand Education Endowment Foundation EFF</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</p>	<p>Challenge 2,3,4</p>

	to their life chances. For this to happen, however, they need to learn to 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.	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: £76,518.84

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. Phonics Toolkit Strand Education Endowment Foundation EEF	Challenge 2
Development of the rainbow room provision to ensure equality of access for those pupils with complex needs and vulnerabilities	One to one tuition EEF (educationendowmentfoundation.org.uk) Small group tuition Toolkit Strand Education Endowment Foundation EEF	Challenge 5

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

Budgeted cost: £59,399.00

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>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>	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: £158,999.00

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 2023 to 2024 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 continue to be stable at 76.4%

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

In order to ensure the effective implementation of our curriculum CPD and 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.

Writing outcomes remained a priority for the school and all staff have attended inset and coaching and mentoring sessions with internal and external specialists in talk for writing. Training included ensuring the talk for writing process is consistent and evident in classrooms across the school. The use of toolkits and pre unit and ongoing assessments is ensuring that targeted next steps learning is in place for classes, groups and individuals.

In maths outcomes showed that the gender gap almost closed completely, Boys (64%)EXS and girls (67%)EXS. Outcomes for the disadvantaged group (66%) were broadly in line with outcomes for all pupils (69%)

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 2023 -2024 attendance for the disadvantaged group was 92.3% excluding nursery. This was broadly in line with the attendance figures for all pupils at 93.3%

Exit Data 2024

Y1

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

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

Y2

	All pupils		
	% not on track	% on track	% above
R	30%	70%	6.6%
W	43%	57%	5%
M	31%	69%	6.6%

	Disadvantaged		
	% not on track	% on track	% above
R	37%	63%	0%

W	50%	50%	0%
M	34%	66%	6%

EYFS

ELG	All (60)	FSM (40)
ELG 01 L&U	45 75%	31 78%
ELG 02 S	47 79%	32 80%
ELG 03 GM	53 89%	35 88%
ELG 04 FM	50 84%	32 80%
ELG 05 SR	50 84%	33 83%
ELG 06 MS	50 84%	32 80%
ELG 07 R	50 84%	33 83%
ELG08COMP	47 79%	32 80%
ELG 09 R	45 75%	29 73%
ELG 10 W	46 77%	30 75%
ELG 11 N	53 89%	36 90%
ELG 12 P	50 84%	34 85%
ELG 13 PP	52 87%	34 85%
ELG 14 PCC	51 85%	33 83%
ELG 15 NW	54 90%	34 85%
ELG 16 M	55 92%	35 88%
ELG 17 IE	55 92%	35 88%

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