

Pupil premium strategy statement – Biddick Hall Infant and Nursery School

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	166
Proportion (%) of pupil premium eligible pupils	66%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024- 2027
Date this statement was published	Dec 25
Date on which it will be reviewed	June 26
Statement authorised by	Joanne Storey, Headteacher
Pupil premium lead	Laura Burdon, Deputy Headteacher
Governor / Trustee lead	Anne Walsh

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£159,370
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£159,370

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:

- 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.
- Targeted support following early identification ensures pupils are supported with bespoke programmes of support.
- 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	<p>Oracy</p> <p>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.</p>
2	<p>Reading, writing and maths outcomes</p> <p>2025 end of key stage outcomes for the disadvantaged group have improved in Reading and Writing and were in line with all pupils. However ,maths remains lower than outcomes for all pupils at the expected standard (5%) Outcomes for all pupils at GDS in RRM are 5 % higher than the pupil premium group.</p>
3	<p>Maths - gender gap</p> <p>Within the pupil premium group, there is a significant gender gap with girls outperforming boys. 69% of boys achieved EXS and 90% of girls. From the disadvantaged group 20% pupils achieved GDS and 25% all pupils.</p>
4	<p>Reading - gender gap</p> <p>Within the pupil premium group, there is a significant gender gap with girls outperforming boys. 69% of boys achieved EXS and 85% of girls. From the disadvantaged group 20% pupils achieved GDS and 25% all pupils.</p>
5	<p>Writing - gender gap</p> <p>Within the pupil premium group, there is a significant gender gap with girls outperforming boys. 57% of boys achieved EXS and 79% of girls. From the disadvantaged group 11% achieved GDS and 15 % all pupils.</p>
6	<p>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.</p>
7	<p>Limited cultural and enrichment experiences and opportunities outside of the family home.</p>
8	<p>Attendance rates for pupils eligible for PP are 93.31 % (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.</p>

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 93.7%

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 31,516.00

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>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>	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

<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 read as fluently as possible and be motivated to continue reading.</p>	<p>Challenge 2,3,4</p>
<p>Internal monitoring and coaching ensure staff confidence in the planning and teaching of talk for writing</p>	<p>Talk for writing is an effective way to improve attainment, and is an approach that we currently deliver consistently across the school.</p>	<p>Challenge 2,3</p>
<p>External and internal CPD to ensure staff confidence in the planning and teaching of Ark Maths</p>	<p>Mathematics Mastery by Ark Curriculum Plus is a whole-school approach to teaching mathematics. It aims to raise attainment for all pupils and close the attainment gap between pupils from low-income families and their peers.</p> <p>Ark Mathematics Mastery aims to improve the quality of maths teaching. Features of the programme that are informed by evidence include a systematic approach to mathematical language, frequent use of objects and pictures to represent mathematical concepts, and an emphasis on high expectations.</p> <p>Ark Mathematics Mastery EEF</p>	<p>Challenge 2,4</p>

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

Budgeted cost: £ 65,035.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils who require further support with early reading.	<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>	Challenge 2
Talk boost intervention	<p>Early Talk Boost is a targeted early language intervention aimed at three- to four-year-old children. Speech, language and communication skills are key skills for young children, enabling them to access all areas of the Early Years Foundation Stage Curriculum (EYFS). Early Talk Boost is designed to help support children who need a targeted approach to catch up with their peers. The Early Talk Boost intervention has been designed by Speech and Language UK specialist teachers and speech and language therapists, with the help of early years practitioners and parents.</p> <p>Early Talk Boost - trial EEF</p>	Challenge 1
Development of the rainbow room provision to ensure equality of access for those pupils with complex needs and vulnerabilities	<p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	Challenge 5

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

Budgeted cost: £ 62819.00

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 lockdown.</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 quickly to needs that have not yet been identified.	All

Total budgeted cost: £ £159,370

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Overall outcomes for disadvantaged children 2024-2025 are good. Disadvantaged children achieve as well as non disadvantaged children in phonics.

Disadvantaged children achieve as well as non disadvantaged children in Reading.

Disadvantaged children do less well than non disadvantaged pupils in maths. Our new Maths programme and CPD aim to address this.

Whilst disadvantaged children are achieving better than non disadvantaged children in writing overall outcomes need to improve and this is a focus of our SIP.

Year 1 Phonics screen

	All 23-24 (55 chn)	PP 23-24 (34)	Non PP 23-24 (21 chn)	Gap 23-24	All 24-25 (54 chn)	PP 24-25 (36 chn)	Non PP 24-25 (16chn)	Gap 24-25
<u>Pass</u> %	75	79	71	+8	80	80	80	-

End of KS1

Reading %

	All 23-24 (60 chn)	PP 23-24 (33 chn)	Non PP 23-24 (27chn)	Gap 23-24	All 24-25 (53 chn)	PP 24-25 (35 chn)	Non PP 24-25 (18 chn)	Gap 24-25
<u>ARE</u>	70	61	82	-21	78	77	77	-
<u>GD</u>	7	0	15	-15	25	20	33	-13

Writing

	All 23-24	PP 23-24	Non PP 23-24	Gap 23-24	All 24-25	PP 24-25	Non PP 24-25	Gap 24-25
<u>ARE</u>	57	48	67	-9	62	68	50	+18

<u>GD</u>	5	0	11	-11	15	11	22	-11
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Maths

	All 23-24	PP 23-24	Non PP 23-24	Gap 23-24	All 24-25	PP 24-25	Non PP 24-25	Gap 24-25
<u>ARE</u>	69	64	74	-10	85	80	94	-14
<u>GD</u>	7	3	11	-8	25	20	33	-13

End of EYFS

Outcomes for disadvantaged pupils GLD 2024-2025 are good and improving. They are above the local and national average for all pupils which was 67% LA and 68% National.

	All 23-24	PP 23-24	Non PP 23-24	Gap 23-24	All 24-25	PP 24-25	Non PP 24-25	Gap 24-25
<u>Speaking</u>	78	78	78	-	86	84	88	-2
<u>GLD</u>	65	65	65	-	72	69	74	-5

Attendance Whole Year

2023-2024 All - 93.31% Disadvantaged group 92.31%

2024-2025 All - 94.58 Disadvantaged group 93.77

2023 -2024 PA All - 22 % (30 /40 of the PA group are PP)

2024 -2025 PA All -15% (22/26 of the PA group are PP)

Overall attendance for our disadvantaged pupils is improving.

Individual pupils are supported through attendance plans.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
Mathematics for mastery	Ark Curriculum plus

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
N/A
The impact of that spending on service pupil premium eligible pupils
N/A

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.