



Biddick Primary Pupil Premium Strategy 2018-19

We have lower than National average numbers of PP children in school and the numbers fluctuate a little throughout the year – mainly due to FSM.

46/335 - 14% PP children in our school (including 3 in Nursery)

25/46 girls 54% 21/46 boys 46%

16/46 – 35% in EYFS and KS1

30/46 – 65% in KS2

12/46 – 26% are SEN 15/46 – 31.25% summer born 4/46 ASD 9% 12/46 – 26% have outside agency support.

14/46 adopted 30% 23/46 FSM 50% 7/46 Ever 6 16% 1/46 Services 2%

1. Summary information								
School		Biddick Primary School						
Academic Year		2018-19	Total PP budget		£68,860	Date of most recent PP Review		N/A
Total number of pupils		335	Number of pupils eligible for PP		46 14% (Nat. 24.5%)	Date for next internal review of this strategy		July 2019
Rec -5/37 PP 14%	Y1 - 5/37 PP 14%	Y2- 5/48 PP 10%	Y3 - 7/45 PP 15%	Y4 - 8/43 PP 19%	Y5 - 7/46 PP 15%	Y6 8/56 PP 14%		
		2/5 - 40% SEN	3/7 - 43% SEN		2/7 – 29% SEN	5/8 – 62.5% SEN		
2. Current attainment (2016)								
EYFS School	5/37 14% PP	3/5 60% of PP in line or above ELG		EYFS National	72% of non PP in line or above ELG			
				Pupils eligible for PP (your school) 2018		Pupils not eligible for PP (national average) 2017		
				KS1	KS2	KS1	KS2	
% achieving in reading, writing and maths				25%	25% -42	%	67%	
% making progress in reading				25%-54	100% +23	79%	77%	
% making progress in writing				25%-47	50% -31	72%	81%	
% making progress in maths				50% -29	75% -5	79%	80%	

2. Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers (issues to be addressed in school, such as poor oral language skills)

A.	26% of PP are also SEND; several children have social and emotional needs or are receiving support e.g. Ed Psych, language and learning support, CAMHS, CYPS; poor language skills; diagnosis of ASD. This affects our results significantly e.g. Y2 2017-18 there were 4 PP children 2 with ASD and 1 lower achiever so 50% SEN which affected our results; 25% PP achieving ARE in most areas and 50% PP in Maths. In Y2 we have 5 PP children (2 40% SEN and 1 20% low achievers) in Y6 we have 8 PP (5 62.5% SEN 2 of whom have ASD)
B.	More pupil premium children should be achieving GD in reading, writing and maths across the school.
C.	More and more children are coming into school with poor language skills.

External barriers (issues which also require action outside school, such as low attendance rates)

D.	Attendance for some pupils eligible for PP (34%) are below the target of 96% for all children and some are significantly below. (7%)
E.	Parental engagement – in particular supporting reading at home.

3. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improved progress for all children with SEMH – children should become more settled and therefore engage in the curriculum and make progress. These children's progress will be monitored closely. Targeted intervention in Y2 and Y6 for PP children – children's progress will be monitored closely.	Pupils with SEMH will receive the necessary support in school – we have employed a counsellor 1 day per week - which will allow them to make continued progress and achieve ARE in reading, writing and maths across the school. These children will be targeted for specific interventions (1:1) 3 rd space learning maths intervention (5 pupils in Y6) small group interventions in afternoons with DH/HT and HLTAs.
B.	Improved progress of higher ability PP children achieve GD in reading writing and maths across the school. More children will achieve GD.	More pupils eligible for pupil premium will achieve GD in reading, writing and maths and make as much progress as other high ability children across the school. Measured by teacher assessment, tests and rigorous external moderation with a cluster of schools.
C.	Improved language skills in EYFS. These children will be assessed before and after intervention.	Children targeted for specific intervention (BLAST) to improve language skills.
D.	Improved attendance across whole school but in particular for those children eligible for PP. Attendance is monitored closely across school.	Conversations with specific parents re: the importance of attendance and educational progress. All children who are eligible for PP will have increased attendance and be 96% in line with other pupils. In school incentives – 100% attendance draw and best class attendance each half term will receive a trophy and a reward. Parents will be informed of school attendance regularly via newsletters/letters.
E.	Parents will read at home with their children – home/school record shows engagement.	More parents will read at home regularly with their child/ren and we will see an impact in school as children become more fluent readers and engage with reading; reading results will improve.

4. Planned expenditure

Academic year

2018/19

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead and Cost	When will you review implementation?
For PP children across school to make or exceed expected progress.	Adult pupil ratio across school is high to ensure good progress. Intervention groups and provision in place for PP children. Employment of a T.A. to support ASD children.	Sutton Trust found that, 'The effects of high quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year, these pupils gain 1.5 years' worth of learning with very effective teachers	The school monitoring cycle will continuously evaluate provision.	Head teacher / Deputy Headteacher	Termly
Improved progress of higher ability PP children to achieve GD in reading writing and maths across the school.	Staff CPD on planning and delivering a challenging curriculum for high attaining pupils. Reading training for all staff.	In school some of our more able pupils are not making the progress that they should. Teachers are focusing on less able and ensuring children are at ARE and not providing enough challenge to allow more able pupils to achieve GD.	Rigorous monitoring of planning/ books/data/lesson observations. Staff CPD delivered	Headteacher/ Deputy Headteacher	Termly.
Targeted support for PP in KS2	Small group intervention and 1:1 maths intervention for 10 weeks. Use of HLTAs in KS2 and Deputy Headteacher in Y6 to deliver Maths	These children are at end of Key stage and therefore need the best possible outcomes before they move to their next Key stage.	Small groups timetabled in afternoons 1:1 maths intervention purchased. 5 (KS2) children targeted for 3 rd Space Learning and 1:1 intervention	Deputy Headteacher £34,490.28 £25,563.50 £1990	Half termly
Total budgeted cost					£62,043.78

ii. Targeted support

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
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Improved progress for pupil premium children with SEMH	More training for staff on children's mental health issues pertinent to our school. Children quickly identified and support put in place by SEN team in school – nurture groups - Friends For Life and Fun Friends, reasonable adjustments; referred to relevant agencies e.g. CAMHS, CYPS employment of Ed Psych, Employment of a counsellor 1 x day per week.	ICAMH training for staff highlighted that children with any kind of social or emotional problem will not learn as well as their peers and therefore will be at a disadvantage. Teaching and Learning Toolkit suggests Social and Emotional Learning will have a positive impact on attainment. Many learning hours for these children are lost due to their emotional state. Ensuring children have the strategies/coping mechanisms to access the curriculum for the majority of the time.	Staff training on mental health issues pertinent to our school. Review of ICAMH training and ensure staff make reasonable adjustments for all children who need it. Ensure SEL is embedded in curriculum. Children referred to specialist professionals promptly. External agencies involved and purchased using PP money when necessary. Staff aware of the needs of their children and reasonable adjustments in place. Friends For Life and Fun Friends Programs implemented in school.	Head teacher Counsellor - £6100 Deployment of TAs to run Fun Friends / Friends For Life £4275	Half termly
Improved language skills for children in EYFS.	Staff had BLAST training last year and implemented it successfully and this will continue this year.	EEF studies state - overall, studies of communication and language approaches consistently show positive benefits for young children's learning, including their spoken language skills, their expressive vocabulary and their early reading skills. On average, children who are involved in communication and language approaches make approximately six months' additional progress over the course of a year.	Staff have been trained and already implemented this successfully last year – it will be monitored.	EYFS lead	Half termly
Improved progress of PP children across the school with the implementation of several initiatives to improve provision.	Safeguarding First for DSL's CPOMS – electronic recording system. Accelerated Reader Continued use of Clicker 7 and BLAST.	The purchase of all these initiatives should have a positive impact on all of our children. Clicker 7 is a writing tool for our SEN children and Accelerated Reader has been a proven success in previous years. CPOMS and Safeguarding training will ensure our most vulnerable children are monitored and safe.	All interventions/ provision will be monitored by SLT.	SLT £2602.95 £880 £895 £1990.35 £240	Termly.
Total budgeted cost					£16,983.30
iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improved attendance across whole school but in particular for those children eligible for PP.	Parents will be informed at parents' review meetings if there is a problem with attendance. Whole school focus on attendance with weekly class attendance displayed and rewards for best class attendance of term.	In order to improve attainment our children need to attend school as much as possible. NfER briefing for school leaders identifies addressing attendance as a key step.	Any family issues of attendance will be addressed by DH/HT and we will endeavour to help and remove any barriers affecting attendance e.g. paying for breakfast club. We will follow the guidelines in our policy.	Gail Johnston / Wendy Fowler	Termly
Total budgeted cost					£1086
Overall Cost					£80,113.08

