



Biddick Primary Pupil Premium Strategy Evaluation 2017-18

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

48/329 - 15% PP children in our school (including 3 in Nursery)

26/48 – 54% girls and 22/48- 46% boys

18/48 – 37.5% in EYFS and KS1

30/48 – 62.5% in KS2

15/48 – 31.25% are SEN 15/48 – 31.25% summer born

18/48 – 37.5% have outside agency support.

13/48 adopted 27% 23/48 FSM 48% 10/48 Ever 6 21%

1. Summary information								
School		Biddick Primary School						
Academic Year		2017-18	Total PP budget		£61,300	Date of most recent PP Review		N/A
Total number of pupils		329	Number of pupils eligible for PP		45 14% (Nat. 24.5%)	Date for next internal review of this strategy		July 2019
Rec -5/37 PP 14%	Y1 - 5/48 PP 10%	Y2- 5/45 PP 11%	Y3 - 9/44 PP 20%	Y4 - 7/46 PP 15%	Y5 - 9/55 PP 17%	Y6 5/28 PP 17%		
	2/5 - 40% SEN	3/5 - 60% SEN	1/9 -11% SEN	2/7 – 29% SEN	6/9 – 67% SEN	1/5 – 20% SEN		
2. Current attainment (2016)								
EYFS School	7/50 14% PP	4/7 57% of PP in line or above ELG		EYFS National	72% of non PP in line or above ELG			
				Pupils eligible for PP (your school) 2017		Pupils not eligible for PP (national average) 2016		
				KS1	KS2	KS1	KS2	
% achieving in reading, writing and maths				50% -10	50% -10	60%	60%	
% making progress in reading				88% +11	50% -12	77%	72%	
% making progress in writing				75% +7	50% -19	68%	79%	
% making progress in maths				75% =	50% -16	75%	76%	

Attendance

<u>2018</u>		
<u>Attendance</u>		
	<u>School</u>	<u>National</u>
<u>PP</u>	95.9%	92.7%
<u>Non -PP</u>	96.4%	95.8%

The National absence figures are from 2016-17.

Early Years Percentage of Pupils achieving GLD

	<u>2016</u>			<u>2017</u>			<u>2018</u>		
	Cohort	School	National	Cohort	School	National	Cohort	School	National
All Pupils	44	63.6%	68%	51	78.4%	70.7%	37	78.4%	71%
PP	3	0%	54%	7	57%	54%	3	66%	54%
Non-PP	41	68.3%	72%	43	72%	72%	34	83%	72%
Difference		-68.3%	-72%		-15%	-15%		-17%	-6%

2018 National data 2017 used. Early years trend PP improving against National.

Year 1 phonics here

	<u>2016</u>			<u>2017</u>			<u>2018</u>		
	<u>School</u>	<u>National</u>	<u>Difference</u>	<u>School</u>	<u>National</u>	<u>Difference</u>	<u>School</u>	<u>National</u>	<u>Difference</u>
All Pupils	83%	81%	+1.6%	75%	81%	-6%	79.2%	81%	-1.8%
PP	100%	65%	+17%	33%	84%	-51%	50%	84%	-34%
Non- PP	78.9%	79%	+21%	78%	83%	-50%	80.4%	83%	-33%
Difference	+21.1%			-44.7%			-30.4%		

The 2017 and 2018 cohort of PP children have 60% and 40% SEN respectively which needs to be taken into consideration when analysing this data. 2016 cohort of PP children did very well compared to National other. 2017 national data used for 2018.

KS1 3 Year Trend

	<u>2016</u>			<u>2017</u>			<u>2018</u>		
	<u>School</u>	<u>National</u>	<u>Diff</u>	<u>School</u>	<u>National</u>	<u>Diff</u>	<u>School</u>	<u>National</u>	<u>Diff</u>
Reading									
All Pupils	66%	74%	-8%	76%	76%	=	71%	76%	-5%
PP	57%	77%	-20%	88%	79%	+9%	25%	79%	-54%
Non-PP	67.5%	77%	-20%	73%	77%	+11%	78%	79%	-54%

Difference	-10.5%			+15%			-53%		
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The 2018 cohort have 75% SEN which is why there is not an increasing trend of PP children performing well – 2016 cohort performed better than Non - PP both against school and National. As you can see below the 2016 cohort are now in Y4 and the gap is now -3%

	2016			2017			2018		
Writing	School	National	Diff	School	National	Diff	School	National	Diff
All Pupils	68%	65%	+3%	73%	65%	+8%	67%	68%	-1%
PP	57%	68%	-11%	75%	50%	+3%	25%	%	-47%
Non-PP	70%	68%	-11%	73%	68%	+7%	73%	72%	-47%
Difference	-13%			+2%			-48%		

Similar to reading the 2017 cohort of PP children performed better than Non – PP both nationally and school. 2018 Cohort – 75% of PP are also SEN. 2016 cohort are now in Y4 and as you can see from the data below are performing really well at + 6%.

	2016			2017			2018		
Maths	School	National	Diff	School	National	Diff	School	National	Diff
All Pupils	72%	73%	-1%	84%	75%	+9%	80%	75%	+5%
PP	71%	75%	-4%	75%	79%	-4%	50%	79%	-29%
Non-PP	72.5%	75%	-4%	86.5%	75%	=	85.4%	79%	-29%
Difference	-1.5%			-11.5%			-35.4%		

In Maths PP children are not performing as well as their Non – PP counterparts, however 2018 data is due to 75% SEN. The 2017 cohort are now in Y 3 and as you can see below that gap is now -4%. The 2017 cohort are now in Y3 and as you can see from the data below the gap has closed to – 4%

The 2018 PP children have 75% SEN which is why only 25% of PP achieved in all areas apart from Maths where it was 50%. The 2017 PP cohort did well against National other in reading and writing and were broadly in line with National in Maths. The 2016 cohort of PP were broadly in line with National in Maths but were below National in Writing and well below in Reading. 29% of this cohort are SEN and another 14% are lower ability.

KS 2 3 Year trend

	2016			2017			2018		
Reading	School	National	Diff	School	National	Diff	School	National	Diff
All Pupils	68%	66%	+2%	83%	71%	+12%	86%	72%	+14%
PP	100%	72%	+28%	50%	53%	-3%	100%	60%	+40%
Non-PP	53%	71%	-29%	88%	72%	-22%	83.3%	77%	+23%
Difference	+47%			-33%			+16.7%		

Generally, our PP our children perform better than Non PP and national in reading by the end of KS2.

	2016			2017			2018		
Writing	School	National	Diff	School	National	Diff	School	National	Diff
All Pupils	74%	74%	=	76%	76%	=	75%	75%	-3%
PP	100%	79%	+21%	50%	64%	-14%	50%	66%	-16%
Non-PP	70%	79%	+21%	80%	79%	-29%	79.2%	81%	-31%
Difference	+30%			-30%			-29.2%		

Our 2016 cohort did extremely well compared to National and school; in 2017 - 50% of our PP were SEN; in 2018 again 50% were SEN.

	2016			2017			2018		
SPAG	School	National	Diff	School	National	Diff	School	National	Diff
All Pupils	68%	72%	-4%	83%	77%	+6%	86%	77%	+9%
PP	100%	67%	+33%	50%	61%	-11%	100%	66%	+34%
Non-PP	63%	78%	+22%	88%	78%	-28%	83.3%	82%	+18%
Difference	+37%			-33%			+16.7%		

In general, the PP children are out performing school and National. The fluctuating data is due to 50% SEN in 2017 and although we had 50% SEN in 2018 these children performed exceptionally well.

	2016	2017	2018

Maths	School	National	Diff	School	National	Diff	School	National	Diff
All Pupils	71%	70%	+1%	86%	75%	+11%	54%	75%	-21%
PP	100%	76%	+24%	50%	58%	-8%	75%	63%	-5%
Non-PP	67%	75%	+25%	92%	76%	-26%	50%	80%	-5%
Difference	+33%			-42%			+25%		

The 2016 cohort did exceptionally well against school and national and the 2018 cohort did better against school despite SEN being 50%; 2017 – 50% SEN and PP did less well against school and National.

	2016			2017			2018		
RWM	School	National	Diff	School	National	Diff	School	National	Diff
All Pupils	52%	53%	-1%	72%	61%	-11%	43%	61%	-18%
PP	100%	79%	+21%	50%	39%	+11%	25%	48%	-42%
Non-PP	44%	60%	+40%	76%	60%	-10%	45.8%	67%	-42%
Difference	+56%			-26%			-20.8%		

The 2016 cohort of PP children did extremely well compared to National other and in fact all PP children achieved Expected Standard or above in all areas.

The 2017 PP children 50% were SEN and the 50% who were not achieved in all areas. In 2018 50% are SEN however as a cohort 2 children struggled with writing which affected the RWM combined.

Whole School Pupil Premium Data

2018		Reading			Difference
		Not ARE	ARE	GD	
Y1	5 PP (4G 1B 2 SEN 40%)	60%	40%	0%	-32%
	43 Non- PP	28%	56%	16%	
Y2	5 PP (3G 2B 3 SEN 60%)	75%	25%	0%	-51%
	40 Non-PP	24%	54%	22%	
Y3	9 PP (5G 4B 1SEN 11%)	11%	66%	22%	+9%
	35 Non-PP	21%	38%	41%	
Y4	7PP (5G 2B 2SEN 29%)	29%	29%	43%	-3%
	39 Non-PP	26%	49%	26%	
Y5	9 PP (5B 4G 6 SEN 67%)	45%	33%	22%	-32%
	46 Non-PP	13%	70%	17%	
Y6	5 PP (3B 2G 1 SEN 20%)	0%	20%	80%	+18%
	23 Non-PP	17%	52%	30%	

		Writing			Difference
		Not ARE	ARE	GD	
Y1	5PP (4G 1B 2 SEN 40%)	60%	40%	0%	-43%
	43 Non- PP	16%	74%	9%	
Y2	5PP (3G 2B 3SEN 60%)	75%	25%	0%	-46%
	40 Non-PP	29%	56%	15%	
Y3	9PP (5G 4B 1SEN 11%)	33%	56%	11%	-6%
	35 Non-PP	26%	47%	26%	
Y4	7PP (5G 2B 2SEN 29%)	29%	43%	29%	+6%
	39 Non-PP	33%	51%	15%	
Y5	9PP (5B 4G 6 SEN 67%)	45%	33%	22%	-15%
	46 Non-PP	30%	57%	13%	
Y6	5PP (3B 2G 1SEN 20%)				
	23 Non-PP				

		SPAG			Difference
		Not ARE	ARE	GD	
Y1	5PP (4G 1B 2 SEN 40%) 43 Non-PP	60%	40%	0%	-27%
		33%	60%	7%	
Y2	5PP (3G 2B 3 SEN 60%) 40 Non-PP	75%	25%	0%	-49%
		27%	54%	20%	
Y3	9PP (5G 4B 1SEN 11%) 35 Non-PP	11%	78%	11%	+16%
		26%	47%	26%	
Y4	7PP (5G 2B 2SEN 29%) 39 Non-PP	43%	14%	43%	-7%
		36%	28%	36%	
Y5	9PP (5B 4G 6SEN 67%) 46 Non-PP	33%	45%	22%	-24%
		13%	68%	23%	
Y6	5PP (3B 2G 1 SEN 20%) 24 Non-PP	20%	60%	20%	-3%
		13%	65%	22%	

		Maths			Difference
		Not ARE	ARE	GD	
Y1	5PP (4G 1B 2SEN 40%) 43 Non-PP	60%	40%	0%	-42%
		19%	63%	19%	
Y2	5PP (3G 2B 3SEN 60%) 40 Non-PP	50%	50%	0%	-33%
		17%	49%	34%	
Y3	9PP (5G 4B 1SEN 11%) 35 Non-PP	22%	56%	22%	-4%
		18%	56%	26%	
Y4	7PP (5G 2B 2SEN 29%) 39 Non-PP	29%	57%	14%	-3%
		26%	46%	28%	
Y5	9PP (5B 4G 6SEN 67%) 46 Non-PP	56%	22%	22%	-41%
		15%	62%	23%	
Y6	5PP (3B 2G 1 SEN 20%) 24 Non-PP	40%	60%	0%	+8%
		48%	52%	0%	

As can be seen from the above data the year groups where Pupil Premium are doing well are in the years where there are less PP pupils who are also SEN and conversely the year groups where the percentage of Pupil Premium are doing less well there is a higher proportion of PP children who are also SEN.

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.	27% 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. Y6 50% of PP were SEN which resulted in 50% of PP achieving and 50% not achieving.
B.	More pupil premium children should be achieving GD in reading, writing and maths across the school.
C.	In Y2 we have 4PP children (1 SEN and 2 low achievers) in Y6 we have 4PP (1 SEN and 1 low achiever in all subjects and 1 low achiever in English)

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%)
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3. Desired outcomes

	Desired outcomes and how they will be measured	Success criteria
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A.	Improved progress for all children with SEMH	Pupils with SEMH will receive the necessary support in school and through external agencies which will allow them to make continued progress and achieve ARE in reading, writing and maths across the school
B.	Improved progress of higher ability PP children achieve GD in reading writing and maths across the school.	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.	Targeted intervention in Y2 and Y6 for PP children 4 PP in Y6 (1 SEN, 1 low achiever in all subjects and 1 low achiever in English) 4 in Y2 (1 SEN and 2 low achievers)	These children will be targeted for specific interventions (1:1) 3 rd space learning maths intervention (2 pupils in Y6) small group interventions in afternoons with DH/HT and HLTA'S
D.	Improved attendance across whole school but in particular for those children eligible for PP.	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 for classes best attendance each half term will receive a trophy and a reward. Parents will be informed of school attendance regularly via newsletters.

4. Planned expenditure					
Academic year	2017/18				
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 - Over the course of the year data shows that our PP children are making progress. But, there is still room for improvement. So we will continue to look for ways to improve our provision.
Improved progress of higher ability PP children 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 – The numbers of PP children achieving GD is beginning to increase but there is still room for improvement so this will remain a focus for next year.
Targeted support for PP in Y2 and Y6	Small group intervention and 1:1 maths intervention for 10 weeks. Use of 2 HLTA's in Y6 and Y3 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 1:1 intervention and KS1 children have had T.A. intervention – however KS1 PP children ¼ are SEN and are not expected to achieve ARE.	Deputy Headteacher £34,490.28 £25,563.50 £1990	Termly – 3 rd space learning having an impact on the Y6 children – they have stated they are building their confidence with Maths and are having targeted needs met.
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?

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 group, 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 all staff have had 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. Friend's For Life and Fun Friends Programs implemented in school.	Head teacher £6100 £4275 Fun Friends Training Friends For Life Training	Termly - Employment of a counsellor in Summer term 1x day per week; Attachment training for all staff; 2 HLTA's trained in Friends For Life Training and are delivering this to identified KS2 children, 2 T.A.'s trained on Fun Friends and are delivering this to identified KS1 children.
Improved progress of PP children across the school with the implementation of several initiatives to improve provision.	Purchase of Clicker 7 Safeguarding First for DSL's CPOMS – electronic recording system. Accelerated Reader BLAST training for EYFS	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 – Reading progress is very good and the continued use of accelerated reader has had an impact so we will continue with this next year. Blast training has had an impact in EYFS – teachers' report an improvement in confidence and in data(also backed up by SALT) and this will continue next year and focused children from nursery will receive it in Reception.
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. PP funding used to pay for breakfast club.	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 which is affecting a child's attendance e.g. paying for them to attend breakfast club. We will also follow the guidelines in our policy.	Gail Johnston / Wendy Fowler	Termly - The employment of an attendance/parent support officer has had a positive effect on the attendance of our PP children.
Total budgeted cost					£1086
Overall Cost					£80,113.08

