

## Pupil premium strategy

1. Summary information					
<b>School</b>	Biddick Hall Junior School				
<b>Academic Year</b>	2016/2017	<b>Total PP budget</b>	£184'660	<b>Date of most recent PP Review</b>	
<b>Total number of pupils</b>	223	<b>Number of pupils eligible for PP</b>	142	<b>Date for next internal review of this strategy</b>	Jan 17

2. Current attainment		
	<i>Pupils eligible for PP Year 6 July 2017(33)</i>	<i>Pupils not eligible for PP Year 6 July 2017 (20)</i>
<b>% achieving Expected Level in reading</b>	<b>75.8</b>	<b>95</b>
<b>% achieving greater depth standard in reading</b>	<b>15.2</b>	<b>30</b>
<b>% achieving Expected Level in writing</b>	<b>97</b>	<b>95</b>
<b>% achieving greater depth standard in writing</b>	<b>24.2</b>	<b>45</b>
<b>% achieving Expected Level in maths</b>	<b>84.4</b>	<b>95</b>
<b>% achieving greater depth standard in writing</b>	<b>6.1</b>	<b>30</b>
3. Barriers to future attainment (for pupils eligible for PP)		
<b>In-school barriers</b> <i>(issues to be addressed in school, such as poor oral language skills)</i>		
<b>A.</b>	SEN – High percentage of our disadvantaged children have SEN needs	
<b>B.</b>	Engagement – A lot of the pupils are not engaged in school – Inspire Me Project to try and raise aspirations for a group of children	

<b>C.</b>	Low self esteem – children feel they are not good at many things – need to develop their aspirations	
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
<b>D.</b>	Low attendance – some parents have difficulty ensuring the children attend school on a regular basis.	
<b>E.</b>	Parental support/ poor home learning environment – children need support to be able to complete their homework.	
<b>4. Desired outcomes</b> ( <i>Desired outcomes and how they will be measured</i> )		<b>Success criteria</b>
<b>A.</b>	All PP children have good attendance – attendance focussed on half termly and acted upon if low	Attendance is in line with national
<b>B.</b>	Specific interventions for certain individuals	Progress is good for those groups of children
<b>C.</b>	Smaller classes – high quality teaching	More focussed learning - %tge of attainment increases
<b>D.</b>	More support staff employed	Outcomes increase for all pupils

<b>5. Planned expenditure</b>					
<b>Academic year</b>		<b>2016-2017</b>			
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					
<b>i. Quality of teaching for all</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>

More children achieving EOY expectations	Smaller classes in Y5/6  Close tracking of PP children to ensure making good attainment and progress	More teacher focus on individuals in a smaller class NFER report supporting the attainment of disadvantaged pupils using paired or small group teaching	Monitored and pupil progress meetings termly	HT/DHT	Termly
Good and outstanding teachers across the whole school	Performance management SIA teaching reviews  Staff training <ul style="list-style-type: none"> <li>• Intervention training</li> <li>• Moderation</li> <li>• Vocabulary</li> <li>• Maths</li> </ul>	Lesson observations/book scrutiny Lesson observations  The NFER report reiterates that this can lead to an improvement of 18.7%	Regular reviews	HT	Termly
Increased support staff – small group interventions	Every class to have full time support	Smaller ratios of staff: pupils  NFER report highlights data driven schools which focus on early intervention rather than at the end of the key stage raised attainment more effectively	Regular meetings with teachers Work scrutiny	HT	Termly

**Total budgeted cost** £100'907

## 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?
Learning resources	Buy relevant resources to provide enriching curriculum	So all children have same opportunities	Measure impact of resources	HT	Termly

CPD/Interventions	Staff training in relation to specific interventions maths and reading	Specific interventions focussed on particular groups of children	Measure impact from starting point	Co-ordinators /HT	Termly
<b>Total budgeted cost</b>					<b>£69'293</b>

### 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?
To develop the whole child through broadening their real life experience Educational Visits	So all children have same opportunities	Some children do not experience the same things as others – we want everyone to have the same opportunity	Monitor levels of pupil interest and engagement	HT	Termly
<b>Total budgeted cost</b>					<b>£15'000</b>

## 6. Review of expenditure

<b>Previous Academic Year</b>	<b>2015-2016 £192'880</b>
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### i. Quality of teaching for all

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

More children achieving EOY expectations	Small Classes in Y5/6	<p>71% of all pupils achieved EOY expectations in RWM compared to 53% nationally and 57%LA. 64.1% PP children compared to 45.6% LA.</p> <p><b>2016 Progress Measures.</b> PP children reading 1.5 ; writing 7.82 and maths 3.26 compared to NPP children 0.36 reading , 7.85 writing and 1.51 maths.</p> <p>Pupil premium funding is used effectively to support disadvantaged pupils. As a result, the pupils make at least good progress as they move through the school. Teachers and support assistants provide very effective support to ensure pupils have the right resources to help their learning.</p>	<p>We will continue to have small classes in Y5/6.</p> <p>Track PP children very closely to ensure making good progress and on track to achieve in reading, writing and maths.</p>	£94'890
Pupil:staff ratio smaller	Increased support staff	<p>All classes made good progress PP children made just as good progress as other children across Y3,4 and 5 as well as in Y6.</p> <p>TA support used effectively to support children in English and maths lessons. Ta's also used to deliver interventions.</p> <p>Results evidence impact.</p>	We will continue with increased support staff to support pupils in their learning.	

## ii. Targeted support

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Learning resources	Relevant resources bought to provide enriching curriculum	All children were equipped with necessary resources	Having necessary resources makes learning more engaging and enriching	£52'990
Computing Resources	To ensure all children keep up to date with latest technology	All children have access to i-pads as and when required	Computing resources all updated – no need for next academic year	£30'000

## iii. Other approaches

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

Educational Visits	So all children have same opportunities	All children able to attend visits so an enriching curriculum is provided	This will continue as no child feels left out.  All educational visits are free.	£15'000

## 7. Additional detail

We pride ourselves on being a fully inclusive school. We strive to get the best outcomes for all our pupils. We provide an engaging and enriching curriculum. All our teachers provide good quality teaching for all pupils. We provide lots of opportunities for all pupils. We have classroom assistants supporting every year group – classroom assistants are trained in interventions for maths and reading. Having 3 small classes in Year 5 and Year 6 enables staff to focus on children in preparation for KS2 SATs with pleasing outcomes evident.