

Pupil premium strategy

1. Summary information					
School	Biddick Hall Junior School				
Academic Year	2017/2018	Total PP budget	£196'240	Date of most recent PP Review	
Total number of pupils	223	Number of pupils eligible for PP	151	Date for next internal review of this strategy	Jan 18

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>
% achieving Expected Level in reading	75.8	95
% achieving greater depth standard in reading	15.2	30
% achieving Expected Level in writing	97	95
% achieving greater depth standard in writing	24.2	45
% achieving Expected Level in maths	84.4	95
% achieving greater depth standard in writing	6.1	30
3. Barriers to future attainment (for pupils eligible for PP)		
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>		
A.	SEN – High percentage of our disadvantaged children have SEN needs	
B.	Low self esteem – children feel they are not good at many things – need to develop their aspirations	

C.	Although the children are taught good decoding skills their inference and deduction skills are limited.	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	Low attendance – some parents have difficulty ensuring the children attend school on a regular basis.	
E.	Parental support/ poor home learning environment – children need support to be able to complete their homework.	
4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria
A.	All PP children have good attendance – attendance focussed on half termly and acted upon if low – increase parental knowledge around attendance and why it is important	Attendance is in line with national
B.	Improve the percentage of children attaining GDS level in maths	National GDS is achieved for these children
C.	Smaller classes in Y5/6 – high quality teaching across Y3-Y6	More focussed learning - %tge of attainment increases
D.	Improve inference and deduction skills by direct teaching from Y3 to Y6 thus improving GDS level in reading	Comprehension and reading activities show children have a greater in depth understanding of text
E.	More support staff employed	Outcomes increase for all pupils – focussed interventions which are effective

5. Planned expenditure	
Academic year	2017-2018
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	When will you review implementation?
<p>More children achieving GDS in reading and maths in line with national figures</p>	<p>Smaller classes in Y5/6</p> <p>Close tracking of PP children to ensure making good attainment and progress</p> <p>Focussed CPD to improve inference and deduction skills by direct teaching from Y3 to Y6</p> <p>Booster extension sessions for GDS pupils</p> <p>Data tracking meetings termly</p>	<p>More teacher focus on individuals in a smaller class</p> <p>NFER report supporting the attainment of disadvantaged pupils using paired or small group teaching</p> <p>Pupils need to have a greater in depth understanding of text</p> <p>NFER report highlights data driven schools which focus on early intervention rather than end of key stage raised attainment more effectively.</p>	<p>Monitored and pupil progress meetings termly</p>	<p>HT/DHT</p>	<p>Termly</p>
<p>To ensure quality first teaching for all by increasing the quality and focus of CPD</p>	<p>Performance management SIA teaching reviews</p> <p>Staff training</p> <ul style="list-style-type: none"> • Comprehension • Reasoning • Mastery in maths • Moderation • Vocabulary 	<p>Lesson observations/book scrutiny Lesson observations</p> <p>The NFER report reiterates that this can lead to an improvement of 18.7%</p>	<p>Regular reviews</p> <p>CPD evaluations and post training expectations (work reflected in books, changes to practise in lesson observations etc)</p> <p>Changes to practise and impact on teaching and learning</p>	<p>HT</p>	<p>Termly</p> <p>Work scrutinies</p> <p>CPD audit</p>

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					£115'000
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
To improve the percentage of children attaining GDS in maths and reading	Quality first teaching Targeted interventions for maths and reading CPD for teaching of inference and deduction skills and reasoning	Data shows GDS a main school focus for reading and maths	Monitoring and data analysis	HT	Termly
Total budgeted cost					£66'240
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
Total budgeted cost					£15'000

6. Review of expenditure

Previous Academic Year

2016-2017 £184'660

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>77% of all pupils achieved EOY expectations in RWM compared to 57% nationally and 61%LA. 66.7% PP children compared to 53.8% LA expected level 6.1 PP children compared to 5.2 LA</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>	£100'907

Pupil:staff ratio smaller	Increased support staff	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. TA support used effectively to support children in English and maths lessons. Ta's also used to deliver interventions. Results evidence impact.	We will continue with increased support staff to support pupils in their learning.	
Good and outstanding teachers across the whole school	Quality of teaching increases attainment for pupils	Results evidence impact	Continue with next year and monitor through performance management	

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	£69'293
CPD Intervention	To ensure certain individuals are targeted	Results evidence impact	Need to focus on GDS moving into next hyear	

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.

We need to ensure that we focus attention on our children to achieve GDS in reading and maths in line with national