

## Pupil premium strategy

1. Summary information					
<b>School</b>	Biddick Hall Junior School				
<b>Academic Year</b>	2018/2019	<b>Total PP budget</b>	£180'500	<b>Date of most recent PP Review</b>	
<b>Total number of pupils</b>	215	<b>Number of pupils eligible for PP</b>	139	<b>Date for next internal review of this strategy</b>	Jan 19

2. Current attainment		
	<i>Pupils eligible for PP Year 6 July 2018(37)</i>	<i>Pupils not eligible for PP Year 6 July 2018 (19)</i>
<b>% achieving Expected Level in reading</b>	<b>97.3</b>	<b>94.7</b>
<b>% achieving greater depth standard in reading</b>	<b>43.2</b>	<b>36.8</b>
<b>% achieving Expected Level in writing</b>	<b>97.3</b>	<b>100</b>
<b>% achieving greater depth standard in writing</b>	<b>35.1</b>	<b>42.1</b>
<b>% achieving Expected Level in GPS</b>	<b>86.5</b>	<b>100</b>
<b>% achieving greater depth standard in GPS</b>	<b>45.9</b>	<b>36.8</b>
<b>% achieving Expected Level in maths</b>	<b>100</b>	<b>100</b>
<b>% achieving greater depth standard in maths</b>	<b>37.8</b>	<b>31.6</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>	Low self esteem – children feel they are not good at many things – need to develop their aspirations
<b>C.</b>	Although the children are taught good decoding skills their inference and deduction skills are limited.
<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 – 95.9% July 2018 national
<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>A.</b>	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
<b>B.</b>	Improve the percentage of disadvantaged children attaining EXS level in GPS so in line with non-disadvantaged in school
<b>C.</b>	Smaller classes in Y5/6 – high quality teaching across Y3-Y6
<b>D.</b>	Improve inference and deduction skills by direct teaching from Y3 to Y6 thus improving GDS level in reading – whole school completing Reading Plus
<b>E.</b>	Ensure disadvantaged pupils continue to meet attainment in reading, writing and maths and GDS narrowing the gap with their peers.
<b>Success criteria</b>	
	Attendance is in line with national 96.4%
	National 78% for GPS
	More focussed learning - %tge of attainment increases
	Comprehension and reading activities show children have a greater in depth understanding of text
	Disadvantaged pupils do as well as non- disadvantaged across the school.

<b>5. Planned expenditure</b>	
<b>Academic year</b>	<b>2018-2019</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

**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>Gap narrows between disadvantaged and non-disadvantaged pupils in GPS</p> <p>More disadvantaged pupils achieve GDS in writing- narrow the gap to 3% maximum</p>	<p>Smaller classes in Y5/6</p> <p>Close tracking of PP children to ensure making good attainment and progress across the school</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>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>

To ensure quality first teaching for all by increasing the quality and focus of CPD	<p>Performance management SIA teaching reviews</p> <p>Staff training</p> <ul style="list-style-type: none"> <li>• Moderation</li> <li>• Spelling</li> <li>• Grammar and punctuation</li> <li>• Maths times tables, reasoning</li> </ul>	<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>	HT	<p>Termly</p> <p>Work scrutinies</p> <p>CPD audit</p>
Small group interventions Focussed support via support staff to classes/pupils who require it Third Space Learning	<p>Interventions put in place for children not reaching target or EOY Third Space Learning maths</p>	<p>Smaller ratios of staff: pupils</p> <p>NFER report highlights data driven schools which focus on early intervention rather than at the end of the key stage raised attainment more effectively</p>	<p>Regular meetings with teachers Work scrutiny</p>	HT	Termly
<b>Total budgeted cost</b>					£105'000
<b>ii. Targeted support</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>
Learning resources	Buy relevant resources to provide enriching curriculum	So all children have same opportunities	Measure impact of resources	HT	Termly
CPD/Interventions Third Space Learning maths	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 EXS in GPS so that the gap narrows to only maximum of 5%. Disadvantaged 85% compared to non-disadvantaged 87%.	Quality first teaching  Targeted support for individual pupils as and when required.	Data shows EXS for disadvantaged less than other pupils in school	Monitoring and data analysis	HT	Termly
<b>Total budgeted cost</b>					<b>£69'500</b>
<b>iii. Other approaches</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>
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
Attendance initiatives	To encourage improved attendance	Disadvantaged children's attendance not in line with National or non-disadvantaged pupils	Attendance improves	HT	Termly
<b>Total budgeted cost</b>					<b>£6'000</b>
<b>6. Review of expenditure</b>					
<b>Previous Academic Year</b>	<b>2017-2018 £180'240</b>				
<b>i. Quality of teaching for all</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)		<b>Cost</b>

<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>97.3% achieved EOY in reading and 43.2% achieved the greater depth standard 100% achieved EOY expectations and 37.8% achieved the greater depth standard Both well above national figures</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>	<p>£115'000</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"> <li>• Comprehension</li> <li>• Reasoning</li> <li>• Mastery in maths</li> <li>• Moderation</li> <li>• Vocabulary</li> </ul>	<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>	<p>We will continue with relevant CPD for all staff.</p>		
<p>Increased support staff – small group interventions</p>	<p>Every class to have full time support</p>	<p>Results evidence impact</p>	<p>Budget restrictions for increased support staff – support staff to be deployed as and where needed most</p>		

<b>ii. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</b>	<b>Lessons learned (and whether you will continue with this approach)</b>	<b>Cost</b>
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	£50'240
CPD Intervention	To ensure certain individuals are targeted	Results evidence impact	Need to focus on GDS moving into next year	
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	Results evidence impact  97.3% achieved EOY in reading and 43.2% achieved the greater depth standard 100% achieved EOY expectations and 37.8% achieved the greater depth standard Both well above national figures	Targeted interventions worked	
<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</b>	<b>Lessons learned (and whether you will continue with this approach)</b>	<b>Cost</b>
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.