

Pupil premium strategy statement: Biddick Hall Infant and Nursery School 2019-2020

1. Summary information					
School	Biddick Hall Infant and Nursery School				
Academic Year	2019/2020	Total PP budget	£ 134,000	Date of most recent PP Review	Nov 2019
Total number of pupils	171 YR- Y2	Number of pupils eligible for PP	102 59.6%	Date for next internal review of this strategy	Feb 2020

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths	65.4%	65.0%
% making progress in reading	84.6%	75%
% making progress in writing	76.9%	70%
% making progress in maths	80.8%	80%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A.	On entry many pupils require further assessment in the area of communication and language. These are the key areas where our pupils do less well than similar pupils in the local authority at the end of EYFS.
B.	Pupils who enter KS1 with SEND support often have complex barriers to learning and require specialist and often require 1-1 support to access learning
C.	SEMH issues for a small group of SEND pupils with complex barriers to learning (mostly eligible for PP) are having detrimental effect on their academic progress and that of their peers.
D.	Disadvantaged pupils do not achieve as well as pupils locally and nationally in the Y1 phonics screen.
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
D.	Attendance rates for pupils eligible for PP are 93.9% (below the target for all children of 96%) this is showing a slight improvement on the previous year when attendance rates for this group were 93.09% Attendance for pupils who are disadvantaged is a barrier to their learning reducing their school hours and causing them to fall behind.
E.	Limited opportunity for enrichment beyond school may limit aspiration for both parents and pupils

F.	The need to have a shared vision around commitment and expectation both at home and school.	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improve oral language skills in EYFS for the lowest 20% with a targeted focus on the disadvantaged group.	Pupils eligible for PP in Reception class make rapid progress by the end of the year so that there is a 10% point increase in outcomes in communication and language.
B.	To increase outcomes for the disadvantaged group in the y1 phonics screen	Pupils eligible for PP identified make improved progress phonics and there a 10%point increase in outcomes in the Y1 phonic screen.. Measured by teacher assessments and successful implementation of the Sounds write programme with an emphasis on pre teaching and intervention for the disadvantaged group
C.	SEMH needs of the disadvantaged cohort receive swift and timely intervention. Effective deployment of the teaching assistants matching skill set to need	Fewer behaviour incidents recorded for these pupils and progress is at least consistent with non disadvantaged at the end of KS1
D.	Increased attendance rates for pupils eligible for PP.	Reduce the number of persistent absentees among pupils eligible for PP to 10% or below. Overall PP attendance improves from to 96% in line with non disadvantaged pupils.
E.	To increase opportunities to work with parents and ensure they are fully informed about the work of the school.	Parents are informed and understand what their children are learning. Parents feel empowered and confident about supporting their children at home. A consistent approach will improve outcomes for the disadvantaged group.

5. Planned expenditure

Academic year

2019/20

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>A. Improved outcomes in communication and language in Reception</p>	<p>To train all staff in Sounds-write as our primary reading strategy.</p> <p>To implement an approach of pre/post teaching and intervention from trained staff to support sounds write-our primary reading strategy.</p> <p>Pupil progress meetings termly analyse the performance of groups and focuses appropriate intervention.</p>	<p>There is good evidence that providing intensive 1:1 remedial tuition, for short, regular sessions over a set period of time can enable children to keep up with their peers.</p> <p>NFER reports that data driven school which focus on early intervention rather than end of KS outcomes raised attainment more effectively.</p>	<p>Continued professional dialogue and joint monitoring with literacy specialist from the English Hub.</p> <p>Planning meetings between HT, SENCO and curriculum lead to ensure there is a clear plan of children receiving 1-1 intervention and pre and post teaching with entry and exit data</p>	<p>Head Teacher /English Lead andSENCO</p>	<p>January 2020</p>
<p>To ensure quality first teaching for all pupils</p>	<p>To implement a new approach to teaching phonics and that teaching in YR quickly builds on strong teaching in the nursery.</p> <p>To ensure staff confidence in the planning and teaching of talk for writing</p>	<p>We want to invest some of the PP in longer term change which will help all pupils. The evidence suggests that phonics(Sounds Write) can be an important component in supporting the development of early reading skills, particularly for children from disadvantaged backgrounds. Talk for writing is an effective way to improve attainment, and it is suitable as an approach that we can embed across the school.</p>	<p>Lesson Study approaches to ensure consistency and reflective practice. Training from English lead- Talk 4writing specialist.</p> <p>Key points from training from training embedded in school's curriculum intent</p>	<p>Head Teacher</p> <p>English lead</p>	<p>January 2020</p>

	Increase adult to pupil ratio in all classes through full time effective deployment of teaching assistants creating a ratio of 1:15 in classes of up to 30.	Reducing primary school class size only in Reception and Y1 with class size reduced to below 15. EFF toolkit	An additional member of staff(full time teaching assistant) in each class.	Head Teacher	September 2019
Limited opportunity for enrichment beyond school may limit aspiration for both parents and pupils	Reducing the cost of educational visits and after school clubs especially those focused on minority sport or activity that children may not get the opportunity to experience.	Extended schools have been found to make a difference through breakfast clubs, after school programmes, multi-agency teams in schools and parenting support. They help create the conditions under which improved teaching and learning approaches can work.	Termly monitoring through book scrutiny and drop ins of the impact of enrichment on learning. Pupil Voice	Head Teacher	
To use curriculum drivers to develop a philosophy which supports resilience, respect and a strong recognition of a can do approach in our children.	ACE'S training for all staff, and the development of a parent's group to enable our school to become a trauma informed school. A professional partnership with a consultant from CEL&T.	There is strong evidence that teaching children strategies of self motivation and ensuring there is support for children to plan, monitor and evaluate their own learning will promote strong outcomes(EEF)	Lesson observations with a focus on behaviours for learning. Termly staff meetings to reflect on current practice and impact	SLT	October 2019 November 2019 January 2020
Total budgeted cost					£ 83,412.00
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?

Improve outcomes in the year 1 phonics screen for the disadvantaged group	1:1 tuition and pre teaching sessions for those disadvantaged who are assessed as being in the lowest 20% of the cohort	Pre teaching exposes pupils to content prior to the next lesson giving them the confidence and knowledge to access quality first teaching . Carefully planned intervention does not replace quality first teaching but addresses gaps in knowledge and accelerates learning ensuring pupils keep up and not catch up.	Pupils carefully targeted through Sounds-write diagnostic assessment. Half termly monitoring of progress. Drop ins and lesson visits	Head teacher Curriculum Lead Literacy Specialist from the English Hub.	January 2020
Behaviour issues for a small group of SEND pupils with complex barriers to learning (mostly eligible for PP) are having detrimental effect on their academic progress and that of their peers.	An HLTA with responsibility for inclusion can offer intensive sessions with a PSED focus for those pupils experiencing trauma and anxiety. Establish nurture groups led by Teaching assistants	The EEF Toolkit suggests that targeted interventions matched to specific pupils with particular needs or behavioural issues can be effective, especially for older pupils.	Ensure identification of target pupils is fair, transparent and properly recorded. Monitor behaviour but also monitor whether improvements in behaviour translate into improved attainment. Observation by relevant staff of the approaches which have been previously successful Also staff to be consistent in their approaches in line with school behaviour policy	Head Teacher SENCO	February 2020
To ensure children have a rich and broad vocabulary to support expressive use of language	Following assessment children are targeted for additional time to read to and with adults	Providing 1-1 intensive support for short regular periods over a set period of time can enable children to catch up with their peers	Lunch time supervisors are provided with training from our English lead provide 1-1 reading support with targeted pupils. A Beanstalk worker visits school to read with our LAC pupils 2x weekly	Head Teacher Curriculum Lead	February 2020
Total budgeted cost					£ 22,899.00
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?

Ensure Increased attendance rates so attendance for the disadvantaged group is in line with non disadvantaged and above 95%	Relationships and attendance manager employed to monitor pupils and follow up quickly on absences. First day response. Liaise with LA attendance team regarding fines and enforcement.	We can't improve attainment for children if they aren't actually attending school. NfER briefing for school leaders identifies addressing attendance as a key step.	Weekly attendance monitoring meetings between relationships manager and HT about existing absence issues. Systems will now ensure a coordinated and consistent response to absence.	Head Teacher	December 2019
Total budgeted cost					£ 27899.00
Total Pupil Premium Spend 2019-2020					£134,210.00

6. Review of expenditure				
Previous Academic Year		2018-2019		
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
Improve oral language skills of pupils in reception.	Metis provision-Speech and Language Therapists deliver targeted sessions in school weekly.	<p>The % of children achieving the GLD at the end of Reception is on a three year upward trend. 2019 71.2% of pupils met the GLD.</p> <p>Outcomes in all aspects of communication and language remained fairly static at the expected standard although below national outcomes. Improvements were made in all aspects of this area at the exceeding level</p> <p>Listening and attention 10.2% achieved EXC Understanding 11.9% met EXC Speaking 3.4% met EXC</p> <p>Our FSM gap is 19.9% against non FSM .This is slightly higher than LA outcomes at 17.5.</p>	<p>Intervention sessions are most effective when delivered by skilled staff with specialist training. SENCO has identified a need to train staff in Launchpad to literacy and also EYFS lead will attend sounds-write training to ensure a child's early learning supports their on going learning through the programme.</p> <p>The most effective interventions occur when teachers work collaboratively with the practitioners delivering the interventions to plan and teach personalised lessons which meet the needs of the children.</p> <p>There needs to be a targeted focus around reading ensuring opportunities for children to read with adults and listen to stories daily to ensure high quality provision to broaden and enrich vocabulary.</p>	£60,500
To increase opportunity for enrichment and inspiration beyond school	<p>Visits out and visitors into school are carefully planned by middle leader subject coordinators to bring to life and contextualise learning for pupils.</p> <p>Increase in the after school curriculum offer which now includes performing arts and engineering.</p>	<p>High quality planning written by subject leads and evidence of pupils developing the knowledge and skills will support aspirational outcomes evidenced in books.</p> <p>Increased opportunity for pupils to attend after school provision.</p>	<p>The responsibility of coordinating inspiration will continue to sit within the remit of subject specific middle leaders. This will ensure there is evidence of impact on teaching and learning as well as motivating and informing pupils and their families of opportunity beyond their immediate experience.</p> <p>After school clubs are provided at a significantly reduced cost. The development of what is on offer is planned to further broaden the knowledge and skills of the pupils.</p>	

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
Pupils who enter KS1 with SEND support often have complex barriers to learning and require specialist and often 1-1 support to access learning	Staff training on developing early identification of social and communication needs primarily in the EYFS	<p>CPD Strengthened approaches for observational assessment to support early identification. Strong partnerships with other professionals and specialist dual placements to support early intervention.</p> <p>HLTA leads inclusion provision which gives a primary focus to PSED and supports access to the mainstream curriculum.</p>	Pupils with SEMH needs often have complex backgrounds and vulnerability and/or SEND. To continue with the inclusion provision but commission some training for all staff around adverse childhood experiences to ensure a consistent approach for all pupils and support for staff in managing challenging pupils in the most effective way for both staff and pupils.	£61,000

<p>Personalised programmes of support for those PP children with additional complex barriers to learning. Vulnerable groups do not perform as well in phonics, this is a key priority for vulnerable boys.</p>	<p>Bespoke CPD to train key staff in delivering the programmes both 1-1 and in small groups.</p>	<p>69% of boys achieved the standard against 79% the gender gap has closed against the previous year outcomes but remains a priority for the school.</p> <p>66.7% of PP pupils met the achieved the expected standard in the screen in 2019 which is an increase on the previous year.</p> <p>The average score for the disadvantaged group in school is 26.7 against the average score for all pupils in school of 29.3</p> <p>67% of the disadvantaged group in Y2 passed the re screen.</p> <p>By the end of Y2 the school have closed the gap significantly against national averages with 85% achieving the standard against 91% nationally.</p>	<p>The impact of early identification of need and appropriate intervention.</p> <p>Rigorous data analysis</p> <p>Analysis of areas for development following practise phonics screen termly to identify gaps for targeted work.</p> <p>Progress of vulnerable groups are a focus of the termly pupil progress meetings.</p>	
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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
The attendance of PP children improves	To fund a full time post for a relationships and attendance manager	Attendance for the disadvantaged group was 93.9%	Approach to be continued .The strategies is place are showing impact which is improving over time.	£27,000

	<p>as part of a job structure.</p>	<p>Raising the profile of attendance and improving monitoring approaches has ensured immediate intervention reducing the risk of persistent absenteeism. 10 fines for holidays in term time were issued along with 4 fines for persistent absenteeism. The school issued 7 penalty notice warnings and SYP made 2 home visits to address poor attendance.</p> <p>The use of external agencies to support persistent absenteeism Rewards for continued high levels of attendance including 100% badges and attendance awards ceremony.</p>		
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7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.
Our full strategy document can be found online at: www.aschool.sch.uk