

Pupil premium strategy

1. Summary information					
School	Biddick Hall Junior School				
Academic Year	2020/2021	Total PP budget	£172'125	Date of most recent PP Review	
Total number of pupils	198	Number of pupils eligible for PP	128	Date for next internal review of this strategy	Jan 21

2. Current attainment		
	<i>Pupils eligible for PP Year 6 July 2019 (35)</i>	<i>Pupils not eligible for PP Year 6 July 2019 (22)</i>
% achieving Expected Level in reading	97	96
% achieving greater depth standard in reading	46	50
% achieving Expected Level in writing	97	91
% achieving greater depth standard in writing	34	55
% achieving Expected Level in GPS	86	91
% achieving greater depth standard in GPS	32	48
% achieving Expected Level in maths	97	96
% achieving greater depth standard in maths	31	59
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.	Resilience - Low self-esteem – children feel they are not good at many things – need to develop their aspirations and resilience	
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.	High quality teaching across Y3-Y6. Professional development. Smaller classes in Y5/6 – high quality teaching across Y3-Y6.	More focussed learning - %tge of attainment increases at EXS and GDS across the school.
B.	Improve the percentage of disadvantaged children attaining EXS level in EPAS so in line with non-disadvantaged in school	Narrow the gap further
C.	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 for all groups
D.	Behaviour, social and emotional support provided for pupils who need it.	Improved social and emotional outcomes for all.
E.	Targeted academic support - Ensure disadvantaged pupils continue to meet attainment in reading, writing and maths with that of the non-disadvantaged pupils and narrow the gap with their peers in achieving greater depth standard.	Disadvantaged pupils do as well as non-disadvantaged across the school.

5. Planned expenditure					
Academic year		2020-2021			
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 at GDS to 10%</p> <p>Small classes in Year 5 and 6 (extra teacher in each class) TA's deployed effectively supporting and aiding children.</p>	<p>Close tracking of PP children to ensure making good attainment and progress across the school</p>	<p>NFER report supporting the attainment of disadvantaged pupils using paired or small group teaching</p>	<p>Termly tracking Teachers held accountable for PP pupils Early interventions where needed Spelling programme for all to follow Resources bought to develop grammar</p>	<p>HT</p>	<p>Termly</p>

More disadvantaged pupils achieve GDS in writing and maths Narrow the gap to at least 10%	Data tracking meetings termly	NFER report highlights data driven schools which focus on early intervention rather than end of key stage raised attainment more effectively.	Termly data tracking Book Scrutiny	HT	Termly
To ensure quality first teaching for all by increasing the quality and focus of CPD	Performance management SIA teaching reviews Staff training <ul style="list-style-type: none"> • Moderation • Spelling • Grammar and punctuation • Maths 'Power Maths.' 	Lesson observations/book scrutiny Lesson observations The NFER report reiterates that this can lead to an improvement of 18.7%	Regular reviews CPD evaluations and post training expectations (work reflected in books, changes to practise in lesson observations etc) Changes to practise and impact on teaching and learning	HT	Termly Work scrutinies CPD audit
Small group interventions Focussed support via support staff to classes/pupils who require it	Interventions put in place for children not reaching target or EOY	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					£154'721

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 continue 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
Total budgeted cost					£15'404
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?
Attendance initiatives	To encourage improved attendance	Disadvantaged children's attendance not in line with National or non-disadvantaged pupils	Attendance improves	HT	Termly
Total budgeted cost					£2'000
6. Review of expenditure					

Previous Academic Year	2019-2020 - £172'580			
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

<p>Gap narrows between disadvantaged and non-disadvantaged pupils in GPS to 10% maximum</p> <p>More disadvantaged pupils achieve GDS in writing- narrow the gap to 10% maximum</p> <p>Small classes in Year 5 and 6 (extra teacher in each year group)</p> <p>TA's deployed effectively supporting and aiding children.</p>	<p>Close tracking of PP children to ensure making good attainment and progress</p> <p>Data tracking meetings termly</p>	<p>Monitored and pupil progress meetings termly</p> <p>2019 SAT results 86% PP gained EXS in GPS compared to 91% NPP – however national figure was 78% so grammar above national figure.</p> <p>GPS</p> <p>Year 3 Spring 0% PP GDS compared to 0% NPP</p> <p>Year 4 Spring 10% PP GDS compared to 15% NPP</p> <p>Year 5 Spring 34% PP GDS compared to 33% NPP</p> <p>Year 6 Spring 36% PP GDS compared to 43% NPP</p> <p>No gap greater than 10%</p> <p>2019 SAT results writing 97% PP gained EXS in writing compared to 91% NPP in writing – national figure was 78%.</p>	<p>Continue to closely monitor and track the data of PP children in GPS.</p> <p>Continue with 3 small classes in year 5 and Year 6.</p> <p>Continue to deploy TA's across all year groups.</p> <p>Continue with high quality teaching across the school including CPD.</p>	<p>£105'000</p>
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<p>More disadvantaged pupils achieve GDS in writing</p>	<p>Data tracking meetings termly</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><u>GDS in writing</u></p> <p>Year 3 Spring 30% PP GDS compared to 33% NPP</p> <p>Year 4 Spring 16% PP GDS compared to 20% NPP</p> <p>Year 5 Spring 31% PP GDS compared to 17% NPP</p> <p>Year 6 Spring 43% PP GDS compared to 50% NPP</p> <p>No gap greater than 10% for PP doing worse than NPP</p> <p>2019 SAT results 34% of pupils gained GDS in writing compared to 55% NPP children. Year 6 Spring data 2020 indicated this gap was due to decrease from 19 to 7.</p> <p>The national GDS figure was 20% so PP children above national figure. There were more 11 HA at KS1 non-disadvantaged compared to 6HA disadvantaged pupils (2019)</p>	<p>Need to monitor to ensure more disadvantaged pupils gain greater depth standard in writing, maths and GPS.</p>	
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To ensure quality first teaching for all by increasing the quality and focus of CPD	Performance management SIA teaching reviews	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. Y6 progress - Reading 4.9 compared to 4.2 non-disadvantaged; writing 4.1 compared to 5.0 non-disadvantaged and maths 3.2 compared to 4.9 non-disadvantaged. 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 relevant CPD for all staff.	
Increased support staff – small group interventions	TA's deployed effectively	Results evidence impact	Budget restrictions for increased support staff – support staff to be deployed as and where needed most	

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	
CPD Intervention	To ensure certain individuals are targeted	Results evidence impact	Need to focus on GDS moving into next year further but developing across all year groups	

To improve the percentage of children attaining EXS in GPS so that the gap narrows to only maximum of 5%. Disadvantaged 86% compared to non-disadvantaged 91%.(2019)	Quality first teaching Targeted interventions for maths and reading CPD for teaching of inference and deduction skills and reasoning	Results evidence impact 86% of PP children compared to 91% NPP.	Targeted interventions worked	£69'500.
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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

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 excellent quality teaching for all pupils. We provide lots of opportunities for all of our 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.

