

Pupil premium strategy statement: Biddick Hall Infant and Nursery School 2018-2019

| 1. Summary information | | | | | |
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| School | Biddick Hall Infant and Nursery School | | | | |
| Academic Year | 2018/2019 | Total PP budget | £129,060.00 | Date of most recent PP Review | Nov 2018 |
| Total number of pupils | 165 YR-Y2 | Number of pupils eligible for PP | 72 43.6% | Date for next internal review of this strategy | Feb 2019 |

| 2. Current attainment | | |
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| | <i>Pupils eligible for PP (your school)</i> | <i>Pupils not eligible for PP (national average)2017</i> |
| % achieving in reading, writing and maths | 66.7% | |
| % making progress in reading | 84.8% | 79% |
| % making progress in writing | 75.8% | 72% |
| % making progress in maths | 78.8% | 79% |

| 3. Barriers to future attainment (for pupils eligible for PP, including high ability) | |
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| 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 and/or SEND support in the area of communication and language and personal, social and emotional development. 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 support often requiring 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. |
| 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 % (below the target for all children of 96%). This reduces their school hours and causes them to fall behind on average. |
| 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 | | |
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| | <i>Desired outcomes and how they will be measured</i> | <i>Success criteria</i> |
| A. | Improve oral language skills for pupils eligible for PP in Reception class. | Pupils eligible for PP in Reception class are supported make rapid progress in thr area of communication by the end of the year so that increased numbers of pupils eligible for PP meet age related expectations. GLD |
| B. | Higher rates of progress across KS1 for pupils with complex SEND and disadvantaged. | Pupils eligible for PP identified as complex SEND make improved progress in maths, reading and writing. Measured by teacher assessments and successful moderation practices established within and across schools |
| C. | SEMH needs of the disadvantaged cohort receive swift and timely intervention., | Fewer behaviour incidents recorded for these pupils and progress is at least consistent with non disadvantaged at the end of EYFS and 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 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

2018/19

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? |
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| Improved oral language skills in Reception | <p>Commission the services of a speech and language therapist with a remit of assessment, 1-1 intensive work and advice to staff.</p> <p>Investment in a phonics programme and phonics tracker are implemented in YR early in the Autumn term building on the phase 1 sessions taught in YN. An informative meeting for parents ensures they are equipped to support their children at home with phonics.</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 catch up with their peers.</p> <p>We want to invest some of the PP in longer term change which will help all pupils. The evidence suggests that phonics can be an important component in supporting the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> | <p>Planning meetings between SENCO and SALT therapist to plan the programme of work. Planned support sessions between therapist and staff</p> <p>Clear plan of children receiving 1-1 and remedial therapy with entry and exit data</p> | <p>SENCO</p> <p>Head Teacher</p> <p>English lead</p> | Feb 2019 |
| To increase opportunities to work with parents and ensure they are fully informed about the work of the school. | To run a series of parent workshops which focus on reading, comprehension and talk for writing approaches. | | Sessions delivered by English lead, LA moderator and Talk 4writing specialist. HLTA will provide after school care to allow parents to attend the sessions and achieve maximum attendance | English lead | February 2019 |
| Higher rates of progress across KS1 for pupils with complex SEND and disadvantaged. | Pupil progress meetings termly analyse the performance of groups and focuses appropriate intervention. | NFER reports that data driven schools which focus on early intervention rather than end of KS outcomes raised attainment more effectively. | | Head Teacher | December 2018 |

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| Increase adult to pupil ratio to ensure strong relationships underpin improved outcomes in personal social and emotional development in the EYFS. | Increase adult to pupil ratio in the EYFS.Effective use of teaching assistants. YN 1:9/10 | . EEF toolkit | Two additional members of staff works in nursery providing additional support and 1-1 support for specific pupils. There is a full time TA in each YR class and two additional staff members provide part time 1-1 support 6 hours in one reception class and 9 hours in the other. | Head Teacher | Feb 2019 |
| .Limited opportunity for enrichment beyond school may limit aspiration for both parents and pupils | Reducing the cost of educational visits to inspire the work on the curriculum 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 inspiration on learning. Discussions with pupils. | Head Teacher | Jan 2019 |
| To use curriculum drivers to develop a philosophy which supports resilience, respect and a strong recognition of a can do approach in our children. | CPD for all staff around promoting strong behaviours for learning. A professional partnership with a behaviour for learning consultant | There is strong evidence that teaching children strategies of self motivation and ensuring there is support for them 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 CPD Reflective practitioner programme | SLT | |
| | | | | | £ 57,723.87 |
| 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? |
| Pupils who enter KS1 with SEND support often have complex SEMH barriers to learning and require specialist and often 1-1 support to access learning | Staff training to ensure that staff have the specialist skills to support these pupils. | The EEF Toolkit suggests that targeted interventions matched to specific pupils with particular needs or behavioural issues can be effective, especially for older pupils. | Services of Educational Psychology to deliver training and theraplay sessions with staff for our most challenging pupils. Attachment training for all staff and solution focused meetings half termly to ensure there is a strong dialogue between the professionals who are supporting these pupils. | Head Teacher | Feb 2018 |

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| <p>To ensure children have a rich and broad vocabulary to support expressive use of language</p> | <p>Following assessment children are targeted for additional time to read to and with adults</p> | <p>Providing 1-1 intensive support for short regular periods over a set period of time can enable children to catch up with their peers</p> | <p>Lunch time supervisors are provided with training from our English lead provide 1-1 reading support with targeted pupils.</p> <p>A Beanstalk worker visits school to read with our LAC pupils 2x weekly</p> | | |
| <p>To narrow the gender gap in phonics especially for those boys who are SEND and disadvantaged</p> | <p>Daily 1-1 phonics intervention</p> | | | | |
| <p>Improve attainment in writing across the school so those pupils who are sen and disadvantaged make progress in line with the non disadvantaged.</p> | <p>Targeted support through 1:6 ratio supported in small groups in all classes.</p> | | | | |
| <p>Total budgeted cost</p> | | | | | <p>£ 43,209.36</p> |
| <p>iii. Other approaches</p> | | | | | |

| 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? |
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| Improve attendance so that SEN and disadvantaged is in line with non SEN and disadvantaged. | Attendance and relationships manager employed to monitor pupils and follow up quickly on absences. First day response provision. | 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. | Strengthen the dialogue between family support worker, HT about existing absence issues. PP coordinator, support worker. Systems will now ensure a coordinated and consistent response to absence. | Head Teacher and Attendance and relationship manager. | Feb 2019 |
| Total budgeted cost | | | | | £34,860 |
| Total Pupil Premium Spend 2018-2019 | | | | | £129,060 Budget supplement £6733.23 Total spend £135,793.23 |

| 6. Review of expenditure | | | | |
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| Previous Academic Year | | 2017-2018 | | |
| 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) | Total Cost £ 89.694 |
| Increase the % of children achieving expected in the area of communication and language and subsequently raise the % achieving the ELG at the end of reception. | Metis provision- Speech and Language Therapists deliver targeted sessions in school weekly. Staffing ration in the reception classes is now 1:15 | The % of children achieving the GLD at the end of Reception is on a three year upward trend. 2018 70% of pupils met the GLD. Outcomes improved in all aspects of communication and language: Listening and attention 73% achieved EXP Understanding 71% met EXP Speaking 75% met EXP Our FSM gap is 11.6% against non FSM 16.6%. This is significantly lower than national at 16.6% Outcomes in the area of receptive language improved by 8% in 2017 to 69% FSM outcomes 2017 improved on 2016 with 62% achieving GLD | Intervention sessions are most effective when delivered by skilled staff with specialist training. 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. | |
| Increase opportunity for enrichment beyond school to promote aspiration both parents and pupils | Promote sport and the arts through the curriculum and after school provision. Enrichment visits out of school and visitors into school to inspire curriculum topics. Family learning group, parent workshops and stay and play days. | Increased opportunity for more pupils to access after school provision. To provide a hook and high levels of engagement fro which children further develop their ideas and interests. To ensure parents are supported to be able to help their children to fulfil their potential. | To broaden opportunities for more clubs which support the curriculum as well as maintaining those which promote sport and the performing arts. To ensure that visits and visitors inspire the learning,subject leaers now coordinate the inspiration activities to ensure they are planned to promote high levels of learning. 2017-2018 parents learning group was highly successful. This approach will be continued and YR parents will be targeted to further support school readiness. | |

| <p>To use curriculum drivers to develop a philosophy which supports resilience, respect and strong recognition of a can do approach in our children</p> | <p>CPD on promoting strong behaviours for learning though taking part in the reflective practitioner programme.</p> | <p>The impact of CPD has had an impact on the revision of our whole school curriculum and the design which now promotes a curriculum accessible to all with language at its heart. Staff have an increased knowledge of the work of John Hattie around what has the biggest impact on learning. This is beginning to be reflected in the philosophy of the school and in curriculum planning.</p> | <p>A senior teacher now has taken responsibility for leading the resilience curriculum across school. The partnership with the consultant delivering the programme will continue to support staff reflection and next steps.</p> | |
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| <p>ii. Targeted support</p> | | | | |
| <p>Desired outcome</p> | <p>Chosen action/approach</p> | <p>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p> | <p>Lessons learned (and whether you will continue with this approach)</p> | <p>Total Cost £16,807</p> |
| <p>Pupils who enter KS1 with SEND support often have complex barriers to learning and require specialist 1-1</p> | <p>Staff training on early identification of social communication needs primarily in the EYFS</p> | <p>Staff have established strong links with other early years providers and are currently working with other professionals around a shared transition document and coordinated early intervention.</p> | <p>The impact of early identification of need and appropriate intervention. This is crucial not only in school but between all professionals who work with young children and their families. A need for a greater coordinated approach with a shared understanding and need and intervention.</p> <p>Rigorous data analysis</p> <p>Progress of vulnerable groups are a focus of the termly pupil progress meetings.</p> | |

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| Behaviour issues for a small group of SEND pupils with complex barriers to learning (mostly eligible for pupil premium) are having a detrimental effect on their academic progress and that of their peers. | Identify a targeted behaviour strategy for identified pupils. Develop restorative approaches and focus on positive behaviours | <p>All staff received training on the crisis development model and de-escalation which is now implemented as part of our behaviour strategy.</p> <p>Staff meeting time to revise behaviour strategy and coordinated approach across school is now having a positive impact on the whole school population with particular focus on privacy and certainty provide a consistent approach to manage more challenging behaviours.</p> <p>Pupils are identified for mental health counselling 1x weekly.</p> | <p>A consistent approach is used by all staff</p> <p>A senior member of staff now leads the behaviour strategy across school and attends training annually and delivers training to the whole staff to ensure the behaviour strategy is central to the work of the school.</p> <p>Impact of the counselling shows</p> | |
| To ensure children have a rich and broad vocabulary to support expressive use of language | Following assessment children are targeted for additional reading with adults | Pupils are targeted to read 1-1 daily for a 6 week block. | <p>There needs to be a continued 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. Children are selected for further opportunities to read based on phonics outcomes</p> <p>Children who are LAC or previously LAC benefit from the beanstalk programme.</p> | |
| 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) | Total Cost £24.964 |

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| To Increase attendance rates | Family support worker employed to monitor pupils and follow up quickly on absences | Overall attendance However persistant absenteeism is still inconsistent | A revision of roles and responsibilities has created an attendance manager. A pattern of poor attendance is addressed immediately with in school meetings and brokering the support of the SYP team to support with home visits and meetings. | |
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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