

Bickley Primary Pupil Premium Strategy Statement 2022 - 2023

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Bickley Primary School
Number of pupils in school	415
Proportion (%) of pupil premium eligible pupils	7%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022 - 2025
Date this statement was published	November 2022
Date on which it will be reviewed	October 2023
Statement authorised by	NEST Central Team
Pupil premium lead	Elizabeth Blake
Local Committee lead	Max Fischer

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£41,460
Recovery premium funding allocation this academic year	£3,625
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£45,085

Part A: Pupil premium strategy plan

Statement of intent

All staff must have the highest expectations of all pupils, irrespective of background or barriers to learning. We believe that our disadvantaged pupils do not lack ability, but that they may sometimes lack opportunities that others may have. Our objectives are to:

- Ensure that disadvantaged pupils make good levels of progress and that the attainment gap between disadvantaged and non-disadvantaged pupils lessens year on year
- Support all families to ensure that attendance is good
- Understand the specific needs of all our disadvantaged pupils by carrying out detailed and accurate assessments, the outcomes of which inform our support
- Develop positive and supportive relationships with our families as soon as their children start school to ensure parents feel motivated to support their children, who in turn feel motivated to learn
- Address the specific needs as part of quality first teaching, as well as in bespoke interventions and additional teaching
- Ensure good social and emotional health for all children
- Focus on the impact of disadvantage as soon as children start school, by addressing inequalities in vocabulary and language comprehension and by encouraging the enjoyment of reading
- Improve levels of self-regulated learning in all pupils, by focusing on metacognition
- Ensure equality of opportunity as far as is possible in our role as educators

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Understanding and addressing the individual and specific needs of all disadvantaged pupils
2	Ensuring all pupils feel safe, healthy, happy, nurtured, motivated, successful and included
3	Work to reduce the vocabulary gap between children on entry to school

4	To raise levels of reading and language comprehension
5	Use of accurate and increasingly sophisticated sentence structure in written work
6	To enable pupils to become more self-regulated learners
7	To support equality of opportunity for all
8	Ensure good levels of attendance and low levels of persistent absence

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
All disadvantaged pupils make good progress in reading, writing and maths.	<ul style="list-style-type: none"> -All disadvantaged pupils make at least 3 points progress in reading, writing and maths -The progress of disadvantaged pupils is at least the same as the progress of non-disadvantaged pupils -All KS2 pupils have an embedded understanding of what a sentence is and their increasingly sophisticated and accurate use of grammar reflects this
All class teachers have a detailed understanding of the needs of every disadvantaged pupil in their class and plan how to address them	<ul style="list-style-type: none"> -A range of assessments are used from the time pupils join the school, including Baseline assessment, vocabulary assessment, phonics assessment, speech and language assessment, social and emotional assessment, etc, which all inform QFT -Dyslexia screening tests are carried out for pupils as appropriate to identify specific language difficulties and a programme of support is put in place -Termly reading, writing and maths assessments inform teaching and interventions -Social and emotional needs are addressed in class, by social interaction groups or by 1-2-1 sessions with the FLO
Increased pupil and staff understanding of the science of learning leads to more effective teaching and learning	<ul style="list-style-type: none"> -The introduction of Thinking Frames organises pupils' thinking more effectively and consistently across the school and reduces cognitive load -Whole school CPD and promotion of positive Habits of Mind enables pupils to be more positive and engaged learners

	<ul style="list-style-type: none"> - Pupils are motivated and persistent in the face of difficulties
Vocabulary gaps are identified and closed	<ul style="list-style-type: none"> -Whole school training on the teaching of vocabulary improves staff expertise to teach and develop a wider vocabulary for all -All teaching maximises opportunities to introduce and explain new vocabulary to pupils -All daily reading sessions for disadvantaged pupils introduce and explain new vocabulary as part of the session, impacting on pupils' use of wider vocabulary -Pre-teaching by the TA ensures that new vocabulary is introduced and explained before the lesson to improve access and motivation
Attainment and progress in reading increases and children become more motivated to read for pleasure	<ul style="list-style-type: none"> -Pupil surveys demonstrate high levels of enjoyment of reading for pleasure -CTs, TAs or parent volunteers read with PP pupils every day, including sharing a quality picture book with them to improve motivation and widen vocabulary - Pupils demonstrate increased fluency, comprehension and enjoyment in identified reading gaps for disadvantaged pupils -Parents access video and written guidance on supporting reading with their children on the school website and parent surveys indicate greater success and enjoyment in reading with their children
Disadvantaged pupils are appropriately represented in school clubs and in the number of pupils learning to play a musical instrument.	<ul style="list-style-type: none"> -The school pays for music tuition for all disadvantaged pupils, as well as for residential visits and other clubs. -Disadvantaged pupils are specifically invited to attend school clubs. -Talents and interests of disadvantaged pupils in particular are identified and nurtured in school clubs and workshops
Attendance remains above national average and the level of persistent absence drops	<ul style="list-style-type: none"> -Class teachers are more proactive in terms of speaking with targeted parents at the end of the school day -Class teachers speak with parents as soon as they have concerns re attendance -HT and Admin officer meet weekly to look at attendance data -All disadvantaged pupils invited to before and after school clubs free of charge

Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £1,500 (Cover for Thinking Schools training) + £1,134 (ELS Phonics) + £7,200 (Reading Doctor) + £500 (Storyteller) + £255 (TA overtime to attend PiXL training) + £895 (De-escalation training) = £11,484

Activity	Evidence that supports this approach	Challenge number(s) addressed
'Thinking Schools' CPD for all staff - Trainers attend days 5 - 8 Thinking School training and train rest of staff to embed metacognitive strategies across the school	'EEF Guide to PP' – 3 Tiered approach to PP spending – whole school CPD + 'Thinking Matters' research on impact of Metacognition on pupil progress + 'Addressing Educational Disadvantage in Schools and Colleges The Essex Way' + 'The Metacognition Handbook' + 'Cognitive Science Approaches in the Classroom: A review of the evidence' EEF	2 and 6
Introduction of new whole school phonics programme – ELS (Essential Letters and Sounds), including whole school CPD	'EEF Guide to PP' – 3 Tiered approach to PP spending – whole school CPD + DfE guidance on systematic and synthetic phonics + 'Effective Professional Development Guidance Report' EEF	4, 5
Buy in support from 'The Reading Doctor' to work with reluctant KS2 readers who are reading at below ARE. Timetable and monitor support.	EEF Guide to PP – 3 tiered approach to PP spending – whole school CPD + targeted academic support' + 'Addressing Educational Disadvantage in Schools and Colleges The Essex Way' + 'Closing the Vocabulary Gap' Alex Quigley	1,2,3,4 and 7
Buy in a storyteller to support Reception and Year 1 pupils, including 'pre-teaching' groups of PP pupils to go over key vocabulary	'Closing the Vocabulary Gap' by Alex Quigley + 'Bringing Words To Life' by Beck, McKeown + Kucan + PP training by Marc Rowland	1,2,3,4 and 7
Whole school training on using PiXL therapies more effectively to address specific aspects of writing development –	'EEF Guide to PP – 3 tiered approach to PP spending – whole school CPD + targeted academic support' + 'Addressing Educational Disadvantage in Schools and Colleges The Essex Way' +	5 and 6

especially around sentence structure, proof-reading and editing, to ensure ALL KS2 pupils write in a range of grammatically correct sentences.	'Effective Professional Development Guidance Report' EEF	
Whole school Behaviour training on 'Why children behave in the way that they do + de-escalation'	'EEF Guide to PP – 3 tiered approach to PP spending – whole school CPD + targeted academic support' + 'Addressing Educational Disadvantage in Schools and Colleges The Essex Way' + 'Effective Professional Development Guidance Report' EEF	1,2,4,6 and 8

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £4,300 (HLTAs) + £2,000 (books) + £1,000 (TA overtime for NELI training) + £3664.19 (overtime for before school clubs) + £2,430.79 (Bug Club) + £1,980 (1-2-1 tuition for 6 pupils for 2 terms) + £3,796 (SALT provision for 4 PP pupils) = £19,170.98

Activity	Evidence that supports this approach	Challenge number(s) addressed
CTs, TAs, HLTAs and reading volunteers read to and with all disadvantaged pupils every week. Buy new books for PP pupils to take home.	'EEF Guide to PP – 3 tiered approach to PP spending – targeted academic support' + The Reading Framework 2021 + 'Addressing Educational Disadvantage in Schools and Colleges The Essex Way' + 'Improving Literacy in KS1' and 'KS2' EEF + 'Closing the Vocabulary Gap' Alex Quigley	1,2,3,4, 7 and 8
Nuffield Early Language Intervention Programme in Reception	'EEF Guide to PP – 3 tiered approach to PP spending – targeted academic support' + The Reading Framework 2021 + 'Addressing Educational Disadvantage in Schools and Colleges The Essex Way' + 'NELI Efficacy Trial' EEF + 'Closing the Vocabulary Gap' Alex Quigley	1, 3, 4 and 7
KS1 additional phonics and reading groups before school	'EEF Guide to PP – 3 tiered approach to PP spending – whole school CPD + targeted academic	1,2,3, 4 and 8

	support' + 'Addressing Educational Disadvantage in Schools and Colleges The Essex Way'+ DfE guidance on systematic and synthetic phonics	
1-2-1 tuition before and after school for targeted pupils in reading, arithmetic and grammar	'EEF Guide to PP – 3 tiered approach to PP spending – targeted academic support' + The Reading Framework 2021 + 'Addressing Educational Disadvantage in Schools and Colleges The Essex Way' + EEF Toolkit 'Effective 1-2-1 Tuition'	1, 2, 3,4, 5, 7 and 8
KS2 additional support for writing – especially around sentence structure, proof-reading and editing, to ensure ALL KS2 pupils write in a range of grammatically correct sentences. Review this for all disadvantaged pupils in Pupil Progress Meetings.	'EEF Guide to PP – 3 tiered approach to PP spending – whole school CPD + targeted academic support' + 'Addressing Educational Disadvantage in Schools and Colleges The Essex Way'	3, 5 and 6

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £14,795 (FLO) + £1,040 (music tuition + clubs) + £750 (5 Chrome Books) + £170 (Young Voices tickets and T-shirts) = £16,755

Activity	Evidence that supports this approach	Challenge number(s) addressed
FLO employed 3 days a week to support the social and emotional well-being and mental health of identified vulnerable pupils and their parents	'EEF Guide to PP – 3 tiered approach to PP spending – Wider strategies to include attendance, behaviour and social and emotional support' + 'Addressing Educational Disadvantage in Schools and Colleges The Essex Way'	1, 2, 6, 7 and 8
EDI Champion trained and supports staff and pupils to ensure equality for all. Whole	'EEF Guide to PP – 3 tiered approach to PP spending – Wider strategies to include attendance, behaviour and social and emotional	1, 2, 7 and 8

school CPD on ensuring all pupils feel like they belong to the school community.	support' + 'Addressing Educational Disadvantage in Schools and Colleges The Essex Way'	
The school pays for music tuition for all disadvantaged pupils, as well as for residential visits and other clubs. Disadvantaged pupils are specifically invited to attend school clubs.	'EEF Guide to PP – 3 tiered approach to PP spending – Wider strategies to include attendance, behaviour and social and emotional support'	1, 2, 7 and 8
The school pays for uniform for disadvantaged pupils, as well as giving them tokens to spend at PTA events, paying for school photos, Chrome books and Young Voices T shirts and tickets.	'EEF Guide to PP – 3 tiered approach to PP spending – Wider strategies to include attendance, behaviour and social and emotional support'	1, 2, 7 and 8

Total budgeted cost: £47,409.98

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

Overview

There is still a significant attainment gap between our PP and non-PP pupils, but PP pupils are making good progress and we are expecting the gap to continue to lessen.

During 2021 – 2022, the data across the school from Year 1 – Year 6 showed the following:

94.4% PP pupils made expected progress (3 sub levels) or above in reading

94.4% PP pupils made expected progress or above in writing

100% PP pupils made expected progress or above in maths, which was higher than non-PP pupils

The end of KS2 progress scores based on the Year 6 SATs results in July 2022 were excellent:

Reading – 2.3

Writing – 2.4 (we were moderated by the LA)

Maths – 2.1

All Yr 6 PP pupils made expected progress in all areas (except one pupil in maths) despite many having significant barriers to learning.

Across the school, the gap between the attainment of PP pupils compared with non-PP pupils has slightly widened in reading, but has reduced by 7.3% in writing and by 3.8% in maths.

Reception

78% Reception pupils reached GLD (Good Level of Development) compared with 65% nationally. The Nuffield Early Language intervention was very successful in supporting vocabulary and comprehension for pupils with low baseline scores and early language difficulties. 3 out of the 4 PP pupils in Reception reached age expected levels by the end of Reception.

Year 1 Phonics

92% Year 1 pupils passed the Yr 1 phonics check, compared with 76% nationally.

100% PP pupils passed.

End of Year 2 Assessments

79% Yr 2 pupils reached expected levels or above in reading by the end of KS1, with 76% in writing and 76% in maths. This compares with 67%, 58% and 68% nationally.

All PP pupils responded well with additional support and daily reading and all made expected progress.

The support given by the reading doctor, which was then continued in class for a number of vulnerable pupils, had a big impact on reading progress. During 2021 / 2022, the pupils made the following amounts of progress: 2.5 years, 1 year 10 months, 2.5 years, 2.5 years, 2 years, and 3 years. This accelerated increase in fluency and comprehension has led to increased levels of enjoyment and engagement in lessons and increased access to learning across the curriculum.

Thinking Schools strategies are having a positive impact on teaching and learning across the school. Pupil feedback indicates that they enjoy the structure of the thinking frames to order their thinking and reduce cognitive load, and teachers report that pupils are beginning to reflect more on their learning and use more independent strategies when faced with difficulty.

Vulnerable pupils continue to benefit from the sessions from the Family Liaison Officer, gaining confidence and strategies to support the particular challenges they face. The FLO has developed excellent relationships with pupils and families and this has resulted in improved attendance for some. The FLO sends out regular guidance to support families and accesses additional services for some. Parents contact the FLO to seek support and weekly meetings between the FLO, the SENDCo and the HT also identify pupils and families for her to support.

1-2-1 tuition and PP mentors have impacted positively on a group of PP pupils. There has been an increase in their confidence and motivation, and feedback indicates that they value having a particular adult who 'looks out for them' and looks at their work regularly with them to celebrate success. One PP pupil's attendance has increased from 61.8% in July 2021 to 100% currently (November '22).

All PP pupils are invited to attend before and after school clubs for free and currently, 29% attend at least one. ... PP pupils are currently learning to play a musical instrument and 75% of eligible PP pupils are going to sing at the O2 as members of the Young Voices choir.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
'Bug Club,' 'Grammar and Spelling Bug,' 'Phonics Bug'	Pearson
'Cracking Comprehension'	Rising Stars
PiXL	PiXL
Reading Doctor	Reading Doctor
Nuffield Early Language Intervention	Nuffield
Essential Letters and Sounds	
'Doodle Maths'	
'ReadingMate'	