

Bickley Primary Pupil Premium Strategy Statement 2021 - 2022

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	406
Proportion (%) of pupil premium eligible pupils	6%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 - 2022
Date this statement was published	October 2021
Date on which it will be reviewed	July 2021
Statement authorised by	NEST Central Team
Pupil premium lead	Elizabeth Blake
Local Committee lead	Jill Ludbrook

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£38,410
Recovery premium funding allocation this academic year	£3,770
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£16,459
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	£58,639

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 assessment
- 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	Vocabulary gap between children on entry to school

4	Low levels of reading and language comprehension
5	Use of accurate and increasingly sophisticated sentence structure in written work
6	The need for pupils to become more self-regulated learners
7	Lack of equality of opportunity

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 on 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 -Social and emotional needs are addressed in class, by social interaction groups or by 1-2-1 sessions with the FLO
Vocabulary gaps are identified and closed	<ul style="list-style-type: none"> -2 HLTAs read with PP pupils twice a week and 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"> -HLTAs and parent volunteers read with PP pupils every week, including sharing a quality picture book with them

	<ul style="list-style-type: none"> -CTs and TAs lead small reading groups with disadvantaged pupils to increase fluency, comprehension and enjoyment -Video and written guidance for parents on supporting reading with their children is placed on the school website
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.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £2,800 + £2,400 x 3 + £1,000 + £6,732 = £17,732

Activity	Evidence that supports this approach	Challenge number(s) addressed
'Thinking Schools' CPD for all staff - Trainers attend days 1 – 4 Thinking School training and train rest of staff	'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'	2 and 6
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'	1,2,3,4 and 7
Whole school training for writing – especially around sentence structure, proof-reading and editing, to ensure ALL KS2 pupils write in a range of	'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

grammatically correct sentences.		
Employ a teacher to work 1-2-1 and with small groups of pupils with specific literacy and maths difficulties	'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'	1,2,3,4,5

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

Budgeted cost: £2,000 (books) + £1,000 (release) + £3664.19 (overtime for before school clubs) + £2,364 (Bug Club) + £975 (1-2-1 tuition for 3 pupils) = £10,003.19

Activity	Evidence that supports this approach	Challenge number(s) addressed
HLTAs and reading volunteers read to and with all disadvantaged pupils twice a 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'	1,2,3,4 and 7
Introduction of the 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'	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 support' + 'Addressing Educational Disadvantage in Schools and Colleges The Essex Way'+ DfE guidance on systematic and synthetic phonics	1,2,3 and 4
1-2-1 tuition after school for 3 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	1,2,4 and 5

	Schools and Colleges The Essex Way'	
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: £13,260 + £3000 (FLO resources) + £1000 (EDI release) + £1,734 + £3,458 = £22,452

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 and 7
EDI Champion trained and supports staff and pupils to ensure equality for all	'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 and 7
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 and 7

Total budgeted cost: £50,187.19

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 2020 to 2021 academic year.

PP pupils made good progress in reading and the same or better progress than non-PP pupils.

Covid restrictions meant that parent volunteers were not able to come in to school to hear readers, so not all PP pupils were read with as much as we had planned for. Pupil questionnaires concluded that PP pupils enjoy reading but were not reading much for pleasure. Catch-up support during the autumn term 2020 and summer term 2021 focused on blending for Reception, blending and segmenting for KS1 pupils and reading comprehension skills and sentence construction for KS2 pupils. 93% pupils passed the Year 1 phonics test taken by Yr 2 pupils in December 2020. July 2021 data showed there is still a wide gap between the attainment of PP pupils and non-PP pupils in reading and writing.

Vulnerable pupils enjoy the sessions from the Family Liaison Officer, gaining confidence and strategies to support difficulties, and the FLO has developed excellent relationships with pupils and families. FLO sends out regular guidance to support families and parents contact her regularly to seek support.

The introduction of the Bickley Learning Skills went well, with improvements seen in the areas of resilience and taking safe risks. Teachers are beginning to build the teaching and demonstrating of skills more into their teaching but children still need a lot more input and support to become more confident and independent learners. More consideration needs to be given during planning sessions to build in the development of learning skills into lessons, as well as time for pupils to reflect on how they are using them.

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
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'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	