

Pupil premium strategy statement for Billingshurst Primary School

This statement details our school's use of pupil premium 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 outcomes from our strategy last academic year.

School overview

Detail	Data
Number of pupils in school	604
Proportion (%) of pupil premium eligible pupils	12%
Academic year/years that our current pupil premium strategy plan covers	2023/24
Date this statement was published	31 December 2023
Date on which it will be reviewed	October 2024
Statement authorised by	Brian Ball, Interim Headteacher
Pupil premium leads	Jane Footer (EYFS/KS1) Jo Mujik (KS2)
Governor / Trustee lead	Nicola Waters & Sue Samson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£120,165
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£ 1,655
Total budget for this academic year	£121,790

Part A: Pupil premium strategy plan

Statement of intent

At our school, a significant number of children come from disadvantaged families and so it our intention that all pupils, regardless of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including helping those who are already high attainers to make further progress.

There are two approaches we use in the main:

- the school-wide interventions such as our Teaching and Learning policy and Oracy strategies, which will benefit all but specifically help close the gap for these children, and
- our targeted approaches such as those provided by our Intervention Teaching team, our and Emotional Literacy Support Assistant and externally sourced support from Your Space Therapies

Additionally, we use the grant to increase our pupils' cultural capital by targeting them for specific experiences (e.g. priority access to clubs, support with costs of residential visits).

Finally, our approach will be responsive to the common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted are intended to complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work they are set
- act early to intervene
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	Emotional regulation – some of our disadvantaged pupils display challenging behaviours due to trauma and attachment issues which impacts negatively on their learning and progress. This is particularly evident in the early years' foundation stage and key stage 1 into early key stage 2.
2	Disadvantaged pupils in the early years' foundation stage and key stage 1 are identified as having speech and language issues, inhibiting their progress in early years and into key stage 1. Disadvantaged pupils lack the fluency and vocabulary of their more advantaged peers from their start in early years and throughout key stages 1 and 2.
3	Better outcomes - not enough disadvantaged pupils entering the school after key stage 1 are progressing to their expected outcomes based on their prior attainment: some may have attended a number of schools and their experience is disjointed or was negatively impacted by the pandemic.

4	Aspirations – our disadvantaged pupils at times lack the aspirations that their peers inherently develop. This is particularly noticeable for our potentially higher attaining disadvantaged pupils.
5	Disadvantaged pupils at times show lower levels of independence and motivation that their peers.
6	Life experience – this is more limited for many of our pupils which impacts on their aspirations and their progress, particularly in writing.

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
Increase further the rates of progress for disadvantaged children across key stages 1 and 2, specifically for middle and higher prior attainment, with a focus on greater depth	<ul style="list-style-type: none"> <input type="checkbox"/> The gap between all children's outcomes and that of disadvantaged children narrows. <input type="checkbox"/> Attainment for disadvantaged pupils in reading, writing and maths is close to or above the national figures for disadvantaged pupils <input type="checkbox"/> Progress rates for disadvantaged pupils begins to exceed that of other pupils, as evidenced by internal cohorts' assessments
Disadvantaged pupils develop fluency and articulation in the skills of oracy in line with their more advantaged peers	<ul style="list-style-type: none"> <input type="checkbox"/> Assessment in the skills of oracy show little or no gap between disadvantaged pupils and their peers <input type="checkbox"/> The gap is closing for the youngest children when compared to their peers <input type="checkbox"/> Attainment in writing for disadvantaged pupils is quickly improving and moving towards national outcomes for disadvantaged pupils
Disadvantaged pupils can express aspirations for themselves and their futures, in line with their peers	<ul style="list-style-type: none"> <input type="checkbox"/> Pupil voice and anecdotal evidence from teachers in class shows improved aspirations and ability to articulate wishes for their futures. <input type="checkbox"/> They show a greater range of desires for their (school) careers and can talk about their key achievements
Disadvantaged pupils are able to regulate their emotions and are better able to learn and make progress	<ul style="list-style-type: none"> <input type="checkbox"/> Dysregulated disadvantaged children are showing fewer incidents of behaviour that stops them from learning, there continue to be a low annual number of exclusions per pupil. <input type="checkbox"/> Disadvantaged pupils are able to engage in discussions about their learning and progress <input type="checkbox"/> They show good and improving levels of self-esteem
Disadvantaged pupils show good motivation and increasing independence in their learning	<ul style="list-style-type: none"> <input type="checkbox"/> Disadvantaged pupils are able to talk about their learning, show motivation to persevere and are developing greater independence in

	their learning (as evidenced by teachers and support staff)
Attendance improves and is sustained for all our pupils, particularly our disadvantaged pupils	<ul style="list-style-type: none"> <input type="checkbox"/> Attendance is improving term on term, year on year for all pupils and also for disadvantaged pupils <input type="checkbox"/> The overall absence rate for all pupils being no more than 8-9%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 5%. <input type="checkbox"/> The percentage of all pupils who are persistently absent is below 10% and the figure among disadvantaged pupils being no more than 3% lower than their peers.

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: £9,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will purchase resources and fund ongoing teacher training and release time.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	2, 5
<p>Purchase of standardised diagnostic assessments and their related specific and targeted intervention</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>https://blogs.ucl.ac.uk/ioe/2018/05/23/what-can-short-standardised-tests-tell-us-about-the-attainment-and-progress-of-individual-pupils-and-of-schools/</p>	2, 3, 4

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

Budgeted cost: £ 95,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Intervention teachers supporting each year group to provide specific interventions, often delivered at the point of teaching for disadvantaged pupils and those with SEND</p>	<p>Impact of a dedicated qualified teacher in accelerating pupils' progress is made clear by the EEF toolkit. It highlights the expertise of these teachers and how this can be used to narrow the gap for disadvantaged pupils. This work can also be extended to provide support for teaching assistants to carry out one to one and small group interventions.</p> <p>https://educationendowmentfoundation.org.uk/courses/making-best-use-of-teaching-assistants-online-course/structured-interventions/recommendations-5-and-6-unpacking-the-evidence</p>	<p>1, 2, 3</p>
<p>Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>3</p>
<p>Additional phonics intervention sessions and resources targeted at disadvantaged pupils who require further phonics support.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>2, 3</p>

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

Budgeted cost: £ 17,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
To support the cost of residential visits for disadvantaged children, to provide free or subsidised places to the pantomime each December and to support the cost of individual music lessons for disadvantaged pupils	Disadvantaged pupils are at risk of not being able to access the same activities as their peers. Our residential visits are a key part of developing confidence, independence and accessing activities not normally available and so help to develop their cultural capital – including the includes the annual visit to the pantomime, and supporting, on a case by case basis requests for children to take individual music lessons	4, 5, 6
To provide priority access and financial support for one free club per term for disadvantaged children	Costs can be a limiting factor in disadvantaged children accessing clubs. Accessing provision for sports and arts clubs is key in ensuring inclusion. Disadvantaged children get priority booking and financial support and, if appropriate, access to a club specific to their individual needs.	4, 5, 6
Embedding principles of good practice set out in the DfE's Improving School Attendance advice.	This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.	3, 5, 6
Emotional and therapeutic support for children with emotional/trauma and dysregulation	Pupils displaying emotional and behavioural issues often struggle with the regulation of their feelings and some may also have trauma or attachment issues. Significant therapeutic support can make a real difference and is provided by Your Space qualified practitioners.	1, 5
Contingency fund for acute issues	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £121,500

Part B: Review of the previous academic year

Pupil premium strategy outcomes

Our internal assessments still show that improvements in outcomes for disadvantaged pupils this are taking more time to fully develop than we might have liked in some year groups. This will remain a key focus in 2023-24.

Our assessment of the reasons for these outcomes points primarily to lingering Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, despite returning to school the covid school closure was most detrimental to our disadvantaged pupils. The impact is being mitigated in part by our resolution to continue to review and revamp our curriculum to ensure it suits each year's cohort. This continues to have a positive impact for our pupils.

Although overall attendance in 2022/23 was lower than in the before the pandemic, it was still above the national average for schools of 94%. At times when all pupils were expected to attend school, absence among disadvantaged pupils was still 5-6% higher than their peers and persistent absence was higher too. These gaps are larger than in previous years, and whilst work has already started to improve these figures, attendance remains a focus of our current plan.

Our assessments and observations indicated that wellbeing and mental health were significantly impacted last year and have been slower to improve, there is a greater need for this support. The impact has remained particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils including check-ins with pupils, and targeted interventions where required. We are continuing to build on that approach with the activities detailed in this plan.

Externally provided programmes

Programme	Provider
NELI	Nuffield
Read, Write Inc	Oxford University Press

Service pupil premium funding

How our service pupil premium allocation was spent last academic year
There are currently no pupils in receipt of the service pupil premium.
The impact of that spending on service pupil premium eligible pupils
Not applicable

Further information

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Oracy 21 School 2021-2024.</p> <p>Post pandemic, and to build on successes so far. We have signed up to a three-year CPD project with Voice 21 to ensure consistent high - quality teaching of oracy across the school</p>	<p>Extensive research (EEF, DfE, Ofsted, Voice 21) identifies the importance of Oracy in closing the gap for disadvantaged children. This school-wide approach will increase this for all children – our focus on ‘first and best’ for disadvantaged children means they are specifically targeted, alongside Speech and language interventions in EYFS</p>	<p>2, 3, 5</p>
<p>Revision of curriculum to consider cultural capital and enhancing this for children who are disadvantaged and have a wider gap in their gain of cultural capital</p>	<p>Life experiences can be limited for children who are disadvantaged. Our curriculum needs to reflect all our communities and to fill the gap for this for our disadvantaged children. This is focused on two main areas; the environment around us and the arts. Our curriculum needs to provide opportunities for all children, but especially our most disadvantaged.</p>	<p>3, 4, 5, 6</p>
<p>Employment and support for ELSA to provide specific emotional support in school for vulnerable children, alongside Your Space therapeutic provision</p>	<p>In addition to the Your Space provision, our ELSA provides in-school, flexible and one-to one support for our most vulnerable children and their teachers. Her intervention has prevented a crisis in specific children’s educational experience and potential for levels of behaviour that limit their learning considerably and put them in a category where exclusion would be considered in other settings. This school has a practice of never excluding any pupil.</p>	<p>1, 4</p>