

Billingshurst Primary Academy

Pupil premium strategy statement

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 for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	613
Proportion (%) of pupil premium eligible pupils	(82) 13%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024-27
Date this statement was published	31 st December 2024
Date on which it will be reviewed	November 2025
Statement authorised by	Marion Ley Headteacher
Pupil premium lead	Marion Ley Headteacher
Governor / Trustee lead	Nicola Waters

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£116,920
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£116,920

Part A: Pupil premium strategy plan

Statement of intent

Staff and governors have responsibility for “socially disadvantaged” children and are committed to meeting their social and academic needs within the school environment. The pupil premium strategy plan is integral to our commitment to close the gap between disadvantaged and non-disadvantaged pupils. The funding helps to remove barriers to learning so pupils can fulfil their potential, flourish, and fully engage in school life.

At our academy, a significant number of children come from disadvantaged families and so it is 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:

- High quality first quality teaching is proven to have the greatest impact on closing the disadvantaged attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Quality first teaching is integral to our school improvement plan and a focus for inset, staff meetings and training for all staff.
- 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).

Our approach is 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	Slow progress made by pupil premium children with additional needs. Gaps in learning and difficulty in retention of knowledge.
2	Poor language skills, limited range of vocabulary, linked with limited life experiences and availability of quality texts and experiences. This is evident from EYFS to year 6. Disadvantaged pupils lack the fluency in maths and reading and vocabulary of their more advantaged peers from their start in early years and throughout key stages 1 and 2.
3	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.
4	Aspirations – our disadvantaged pupils at times lack the aspirations that their peers inherently develop. This can be affected by attitudes towards school and low attendance.
5	Pupils have limited experiences beyond their home life and immediate community.
6	Encouraging involvement with learning at home and ensuring all families feel welcome in school

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 outcomes																											
<p>The gap between disadvantaged and non-disadvantaged learners will be reduced. Those who have fallen behind will make accelerated progress</p> <p>2024 KS2 Data (% of pupils achieving ARE):</p> <table border="1"> <thead> <tr> <th></th> <th>National (all pupils)</th> <th>BHPA (all pupils)</th> <th>BHPA (PP pupils)</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>74%</td> <td>71%</td> <td>36%</td> </tr> <tr> <td>Writing</td> <td>72%</td> <td>77%</td> <td>43%</td> </tr> <tr> <td>Maths</td> <td>73%</td> <td>69%</td> <td>29%</td> </tr> <tr> <td>GPS</td> <td>72%</td> <td>63%</td> <td>36%</td> </tr> <tr> <td>RWM</td> <td>61%</td> <td>60%</td> <td>21%</td> </tr> </tbody> </table>					National (all pupils)	BHPA (all pupils)	BHPA (PP pupils)	Reading	74%	71%	36%	Writing	72%	77%	43%	Maths	73%	69%	29%	GPS	72%	63%	36%	RWM	61%	60%	21%
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<ul style="list-style-type: none"> ● Increase in the number of pupils entitled to PP funding reaching and exceeding the expected age-related standard. ● Pupils will have regular opportunities for pre teaching and over learning, rehearsal and consolidation of skills and knowledge. ● Support staff and teaching staff will support learning effectively. ● Pupils are given the chance to consolidate basic skills. ● Staff will have received training and feel comfortable delivering quality writing, reading and maths lessons. ● Pupils will have access to high quality, diverse texts. ● Children will receive monitored and assessed intervention and make progress from their starting points. <p>Impact will be measured through end of year attainment reflecting the increase in number of children entitled to PPg funding reaching the expected standard</p>																											
<p>Improved oral language skills</p> <ul style="list-style-type: none"> ● Improved oral language skills. ● Assessments and observations indicate significantly improved oral language skills among disadvantaged pupils. "Every lesson is a language lesson." <p>Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</p>																											
<p>To achieve improved well-being for all pupils in school, particularly our disadvantaged pupils.</p> <p>Sustained high levels of well-being demonstrated by:</p> <ul style="list-style-type: none"> ● Staff will have training on therapeutic support strategies, and they will be evident in class practice. ● Children will have developed self-regulation strategies. ● SENDCo / pastoral team / headteacher will have identified and supported families and pupils. Barriers will be reduced. ● Parents will feel involved in school life. Parents will understand how to support their child or where to seek help. <p>Impact will be measured qualitative data obtained from pupil voice, pupil and parent surveys and teacher observations.</p> <p>There will be an increase in participation in enrichment activities, particularly among disadvantaged pupils. Currently 33 children attend clubs - this is 40% of our PP cohort.</p>																											
<p>Improved resilience and regulation</p> <ul style="list-style-type: none"> ● As a result of self-regulation, behaviour incidents will be reduced. ● Pastoral staff will work with identified children. ● Whole staff will have received training on therapeutic thinking and approaches. <p>Impact will be measured through reduced behaviour</p>																											

	incidents that have been escalated due to lack of appropriate provision for regulation.
Identified and supported speech difficulties and language delays	<ul style="list-style-type: none"> • Liaison with nurseries will take place. • EYFS children will be screened. • Intervention for speech will be in place. • Intervention for language will be in place Impact will be measured through an increased number of children identified early and support in place.
Attendance improves and is sustained for all our pupils, particularly our disadvantaged pupils Attendance Data for 2023-2024 All Pupils: 94.5% PP Pupils: 87.4% Gap of 7.1%	<ul style="list-style-type: none"> • Attendance is improving term on term, year on year for all pupils and also for disadvantaged pupils Impact will be measured by routinely monitoring attendance data: The attendance gap between disadvantaged pupils and their non disadvantaged peers will be reduced by 5%. The percentage of all pupils who are persistently absent will be below 10% and the figure among disadvantaged pupils being no more than 3% below that of their peers.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £18,920

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will purchase resources and fund ongoing teacher training and release time.	There is a strong evidence base that suggests oral language interventions EEF , including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading.	1, 2
Purchase of standardised diagnostic assessments and their related specific and targeted intervention Training for staff to ensure assessments are interpreted and administered correctly.	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.	1, 2
Maths mastery focus with an emphasis on fluency.	Maths mastery introduction of NCETM materials. The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches. DfE Mathematics Guidance Key Stages 1 and 2 The Improving Mathematics in Key Stages 2 and 3 EEF research is based on a range of the best available evidence.	1

Phonics training for new staff and refresher for existing staff	Phonics training for new staff and refresher training for existing staff. CPD leading to quality first teaching of phonics has an impact of +5 months on progress. Phonics approaches EEF have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils.	1, 2
Clicker CPD for quality first teaching.	Assistive technology to support specific difficulties.	1
Sound Start and School Start	Language and sound screening for all children in EYFS. The EEF research shows that oral language interventions EEF can impact progress by +6 months.	1, 2

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

Budgeted cost: £90,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Precision teaching	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 and in small groups. One to One Tuition EEF Small Group Tuition EEF	1, 2
Additional phonics	Additional phonics intervention sessions and resources targeted at disadvantaged pupils who require further phonics support. 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: Phonics Toolkit Strand Education Endowment Foundation EEF	1, 2
Pre teaching	Pre-teaching and individualised instruction can impact progress by +4 months. 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 and in small groups. One to One Tuition EEF Small Group Tuition EEF	1, 2

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

Budgeted cost: £8,000

Activity	Evidence that supports this approach	Challenge number (s)

		address ed
To support the cost of residential visits and experiences for disadvantaged children	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 – this includes the annual visit to the pantomime, and supporting, on a case-by-case basis requests for children to take individual music lessons. Ofsted: How schools are spending the PP funding effectively	4, 5
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. Ofsted: How schools are spending the PP funding effectively Arts Participation EEF	4, 5
Embedding principles of good practice set out in the DfE's Improving School Attendance advice.	This will involve close liaison between the school's DSL lead and families. DfE Working together to improve school attendance	1, 2, 3, 4, 5, 6
Thought -Full schools	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers). Research by the EEF states that social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. Social and Emotional Learning EEF	3
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 and Thoughtful schools. Behaviour Interventions EEF can help to build resilience and positive relationships and reduce disruption, leading to better outcomes (EEF +4 months). Social and Emotional Learning EEF	3, 4
Widen the choice of community events, workshops and information sessions	An increased involvement of parents and carers to support children in their learning and wellbeing. The crucial role of parent involvement in the learning process of students Parental Engagement EEF	6

Total budgeted cost: £116,920

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils 2023 - 2024

	BHPA 2022-23	BHPA 2023-24
Reading	33%	36%
Writing	50%	43%
Maths	17%	29%
GPS	42%	36%
RWM	8%	21%

- **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**

Children with additional needs and in receipt of PPg do not always reach expected standard, but do make good progress from their starting points. Many of these children were disapplied for their Key stage 2 SATs due to working below key stage expectations and having significant additional needs.

- **Disadvantaged pupils develop fluency and articulation in the skills of oracy in line with their more advantaged peers**

This initiative was aimed at the whole school to increase levels of oracy and active engagement. Vocabulary was pre-taught which enabled children with low levels of language acquisition to access the learning. Tier 3 vocabulary was used to support subjects cross curricular. This objective is continuing this year.

- **Disadvantaged pupils can express aspirations for themselves and their futures, in line with their peers**

Science week enabled children to develop an understanding of the different careers possible with science. Children were able to talk about their aspirations confidently. Pupil groups e.g. school council enabled children to speak in different contexts and meet with external adults from different sectors of employment and the Arts.

- **Disadvantaged pupils are able to regulate their emotions and are better able to learn and make progress**

Pastoral support systems and planned environments have better enabled children to regulate. Staff received training and are receiving ongoing training around regulation and inclusion.

- **Disadvantaged pupils show good motivation and increasing independence in their learning.**

Regular monitoring including learning walks, pupil voice and book looks demonstrated an increased level of motivation and engagement. This continues to be a focus as the PPg is monitored as a group x3 times a year.

- **Attendance improves and is sustained for all our pupils, particularly our disadvantaged pupils**

School worked with outside agencies and families to improve the attendance of children. Clear referral processes in place to seek help for example Early help and enabling families. The school's designated safeguarding lead works closely with families and develops positive relationships and therefore engagement. This is an ongoing

target. SAdditional funding to PPg is sought from different charities and faith groups to ensure basic needs are met and the children are ready and able to attend school.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
Read write inc	Ruth Miskin / Oxford press

Further information (optional)

Billingshurst Primary Academy's pupil premium strategy will be supplemented by additional activity not funded by pupil premium money. This will include:

- Utilising a DFE grant to train a senior mental health lead.
- Developing the inclusive classroom with excellent quality first teaching.
- Encouraging and supporting disadvantaged children to access a wide range of cross curricular activities.
- Accessing charity and church funding to supplement support given to disadvantaged children
- Working with Thought-Full schools
- Regular visits to the village library for pupils in receipt of PPg

Billingshurst is following the tiered approach to planning and reviewing which is detailed below.

- In planning our new pupil premium strategy, we evaluated why interventions and support had not had the desired impact we had planned and adjusted accordingly.
- Evidence and data is taken from a variety of places, including internal assessments, book scrutinies, planning, pupil interviews and teacher discussions. Parents are also met with.
- Meetings are held x5 yearly to discuss impact and progress with teachers. Interventions are then planned and adapted accordingly.
- We used the EEF implementation guidance and associated reports and research paper about effective use of pupil premium funding to help us deliver our strategy and will continue to use this to help us plan and evaluate.
- The PPG governor, Nicola Waters, attends meetings, conducts pupil conferencing, samples work and meets with SLT to monitor and challenge plans, spending and impact.

Billingshurst has an open-door policy with PPg parents. [Parental Engagement | EEF](#) has a positive impact on average of 4 months' additional progress.