

Pupil premium strategy statement

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	Billingshurst Primary
Number of pupils in school	611
Proportion (%) of pupil premium eligible pupils	11%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-23
Date this statement was published	20 th October 2021
Date on which it will be reviewed	1 st October 2022
Statement authorised by	Helen Williamson Chris Evans PPG Govs
Pupil premium lead	Helen Williamson
Governor / Trustee lead	Chris Evans

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£95,460
Recovery premium funding allocation this academic year	£9,860
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	£105,320

Part A: Pupil premium strategy plan

Statement of intent

In our broadly affluent community, a significant number of children come from disadvantaged families. In our community, if you are disadvantaged, you may feel this significantly in comparison to your more affluent and advantaged peers. In our fully inclusive school, we know that equality means doing what is equitable – ensuring that we narrow and close the gap by specific interventions and actions that are focused on the disadvantaged. There are two approaches: 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 our Intervention Teaching team, Your Space and ELSA. Our Teaching and Learning Policy, and our inclusive ethos and culture, means we take a ‘first and best’ approach to support our most vulnerable. These are the children we check in with first and most often during a lesson, who are targeted for specific experiences (CfT, clubs, residential) and whom we focus on first in our discussions of progress and in our monitoring.

Despite the lack of national outcomes in 2020 and 2021, our assessment data shows the impact of this work. We are committed to continuing these approaches, through school-wide inclusive strategies and projects, and with a team of highly capable intervention teachers. We know that relationships for all children are the key to success, and this is even more significant for our vulnerable and disadvantaged children. We therefore support our children with our own, known staff and have not bought in tutors through the national programme for post-pandemic recovery. We are able to provide bespoke one-to-one support embedded in the curriculum and with detailed knowledge of each unique child. The details below reflect this ethos and vision for our most disadvantaged children.

Challenges

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

Challenge number	Detail of challenge
1	Emotional regulation – a small number of disadvantaged children display challenging behaviours due to trauma and attachment issues which impacts negatively on their learning and progress. This is particularly evident in EYFS and KS1/early KS2
2	Disadvantaged children in EYFS and KS1 identified as having Speech and Language issues, inhibiting their progress in EYFS and into KS1. Disadvantaged children lack the fluency and vocabulary of their more advantaged peers from their start in EYFS and through KS1 and 2

3	Disadvantaged children entering the school after KS1 are not all progressing to their expected outcomes based on prior attainment: some have attended a number of schools previously and their experience is disjointed
4	Aspirations: our disadvantaged children lack the aspirations for themselves that their peers inherently develop – particularly noticeable for potentially higher attaining disadvantaged children
5	Disadvantaged children can show lower levels of independence and motivation than their more advantaged peers
6	Literature: Many disadvantaged children lack the access to books in the home compared to their more advantaged peers.
7	Life experience: this is more limited for many of our disadvantaged children which impacts on their aspirations and their progress, particularly in writing.
8	Disadvantaged children are a minority group in an affluent community. Their sense of disadvantage can be heightened in comparison to their peers.

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 KS1 and KS2, specifically for middle and higher prior attainers, with a focus on Greater Depth	To narrow the gap further between all children and disadvantaged children at KS1 and KS2. To make greater progress than their more advantaged peers.
Improve enjoyment and engagement with reading for all disadvantaged children	Increased standardised reading scores evident in test (post pandemic across the next 18 months). Increased reading skills impact on attainment and progress in mathematics and writing
Disadvantaged children develop fluency and articulation in the skills of Oracy in line with their more advantaged peers	Assessment in the skills of Oracy show no gap, or the gap is closing for the youngest children, between disadvantaged children and their more advantaged peers. Attainment in writing is narrowing or absent.
Disadvantaged children can express aspirations for themselves and their futures, in line with their peers.	Pupil voice shows improved aspirations and ability to articulate wishes for their own future. They show a greater range of desires for their own careers and achievements

Disadvantaged children are able to regulate their emotions and are better able to learn and make progress	Dysregulated disadvantaged children are showing fewer incidents of behaviour that stops them learning; there continue to be no exclusions; disadvantaged children are able to engage in discussions about their learning and progress; they show good levels of self-esteem
Disadvantaged children show good motivation and independence in their learning	Disadvantaged children are able to talk about their learning, show motivation to persevere and engage with strategies of metacognition in line with 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: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
None from PPG – see below for wider school strategies funded from school revenue		

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

Budgeted cost: £ £79,183 (Teacher costs), £10,000 (Book Trust) = **£89,183**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Intervention teachers, embedded in each year group, to provide specific interventions, delivered at the point of teaching, for disadvantaged and SEND children. Total cost is part funded from PPG and the balance from revenue	The impact of dedicated qualified teacher time in accelerating pupils' progress is made clear by the Education Endowment Toolkit/Sutton Trust and PPG review which highlighted the expertise of these teachers employed at the school and the impact of 'keep up not catch up' and the need to close the gap for disadvantaged children	1, 2, 3 and 5
Book Trust Letterbox scheme providing monthly books and learning resources for disadvantaged children to take home	Many of our disadvantaged children have limited or no access to books at home. By engaging with Book Trust we enable all disadvantaged children to have their own books to keep. No child in our school does not have books in their home. The evidence in increased reading for pleasure is shown in the children's excitement in receiving their monthly packages	6, 2,3,and 4

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

Budgeted cost: £ £6,786 (Play Therapy); £2,380 (residential trips); £1,296 (Pantomime); £2,000 (music lessons/CFT project); £3,000 (clubs); £675 (uniform) = **£16,137**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Emotional and therapeutic support for children with emotional/trauma dysregulation.	Children displaying emotional and behavioural issues often struggle with regulation of their feelings and can often have trauma/attachment issues. Significant therapeutic support can make a significant difference and is provided by Your Space qualified practitioners.	1, 5 and 6
To support the costs of residential trips for disadvantaged children. To provide free places to the annual pantomime visit. To support cost of music lessons for disadvantaged children and targeted work with specific partners – Chichester Festival Theatre 2021-22 PPG project	Disadvantaged children are at risk of not being able to access the same activities as their peers. Our school's residential visits are a key part of developing confidence, independence and accessing activities that they may not otherwise have access to (cultural capital) including the annual visit to the pantomime and the project with Chichester Festival Theatre targeting vulnerable and disadvantaged children	4, 5, 7 and 8
To provide priority access and financial support for one free club per term for disadvantaged children	Cost can be a limiting factor for disadvantaged children. Accessing provision for sports and arts clubs is key in ensuring inclusion. Disadvantaged children get priority booking	4, 5, 7 and 8

Total budgeted cost: £105,320

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.

Due to the pandemic, many of our additional projects were cancelled. However, a significant number of disadvantaged children were attending school throughout the two lockdowns that resulted in school closures. We targeted the vulnerable and disadvantaged children to attend school and, although we did not get to 100%, in the second lockdown the vast majority of disadvantaged children attended school. They benefited from the small groups and targeted teaching. The few that we were unable to get into school have been targeted for intervention support since their return to school.

We have used the catch-up funding to further extend the Intervention Teacher team, ensuring all year groups, including EYFS have support. We have implemented the NELI (Nuffield Early Language Development Intervention) in EYFS. This was delayed until the summer term 2021 and, as a consequence is still running in Year 1. The current EYFS cohort are being screened and the programme will be implemented in January 2022.

Teacher assessments made in June 2021 in Year 6 show that 90% of disadvantaged children achieved ARE in reading (73% all children), 70% achieved ARE in writing (53% all children) and 60% achieved ARE in mathematics (65% all children). In this cohort, no disadvantaged children achieved GDS at KS1. We continue to target disadvantaged writers with prior or potential higher attainment in all year groups.

The impact of the pandemic is shown in writing attainment across the board. Children lost some of the stamina for writing during lockdowns and remote learning. We target this in the focus of the school and English improvement plan.

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
NELI	Nuffield
Read Write Inc	Oxford University Press

Further information (optional)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Development of the school's research-based Teaching and Learning Policy	Our co-created Teaching and Learning Policy is based on Rosenshine's Principles of Quality Instruction and provides a defined set of principles to ensure effective and consistent high Quality First Teaching. The policy explicitly identifies the school's focus on strategies for metacognition and implementing cognitive load theory, as well as Oracy and our explicit approach to independence and motivation through our Flexible Friday. These research-based strategies are defined as highly effective by the EEF and from work with Durrington Research School in 2019	2, 3 and 5
Oracy 21 School 2021-24. 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	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	2 and 5
'Structured Conversation' Training to support communication with parents – postponed due to pandemic. Delivered Nov 21	This training was highlighted in the PPG Review of February 2020 to support teachers' communication with parents. Accessed without charge through West Sussex LA	1, 2 and 3
Relaunch of Emotional Regulation approach to behaviour management and revision of school policy	Post-pandemic, and with a number of new staff who were not with us when we initially developed this approach with Beacon House, we are relaunching with a whole-school Inset day with Louise Bomber on 4 th January. The 'behaviour policy' will have its final revision following this training. There is extensive research that shows a trauma/therapeutic approach to behaviour management is highly effective. This is evidenced in the school by zero exclusions and good attendance for those who may, in other settings, be vulnerable to exclusion	1

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	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.	4, 5, 6, 7 and 8
Further enhancement of Flexible Friday approach to develop as a vehicle for explicit teaching of metacognitive strategies	Metacognitive strategies are one of the most effective strategies to enhance pupil progress (EEF). Our Flexible Friday EYFS approach across the school each week is to be further enhanced as a vehicle for explicit teaching of metacognition – planning, monitoring and evaluating their own learning	1, 2, 3, 4 and 5
Employment and support for ELSA to provide specific emotional support in school for vulnerable children, alongside Your Space therapeutic provision	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.	1