

Pupil premium strategy statement



This statement details our school's use of pupil premium (and recovery 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	416
Proportion (%) of pupil premium eligible pupils	13%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2024/2024-2025/2025-2026
Date this statement was published	27 th September 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Mrs Hue Hamilton (HT)
Pupil premium lead	Mrs K. Conday (DHT) Mrs Hue Hamilton (HT)
Governor / Trustee lead	Mrs Wendy Round

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£82,340
Recovery premium funding allocation this academic year	£6,235
Pupil premium (and recovery premium*) funding carried forward from previous years (enter £0 if not applicable) *Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.	£0
Total budget for this academic year	£88,595
Total budgeted cost	£90,978

Part A: Pupil premium strategy plan

Statement of intent

Through our Christian vision of 'spurring each other on with love', we acknowledge our responsibility to all, to enrich lives and show love and respect within our school family. We believe in lifelong learning, aiming to equip our children to live life today and for tomorrow, rooted in our Christian values of Love, Aspiration, Forgiveness, Hope and Spirit.

At Bickleigh Down, we have high ambition, through our school value of aspiration, for all pupils, including disadvantaged pupils and those with SEND. We want all of our pupils to learn the intended curriculum and have carefully considered the way in which we use pupil premium funding so that all pupils at Bickleigh Down can achieve success. High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.

At Bickleigh Down, learning to read is a priority from the start of each pupil's time at school. We recognise that, if a child is unable to read, they will not be able to access the wider curriculum and succeed in all areas. We have high expectations of phonics achievement, and our phonics curriculum is carefully planned so that the end points are clear for all. Therefore, reading is a key principle in our strategy plan.

The academic curriculum is just one element in the education of every child. Therefore, we have ensured that pupils from disadvantaged backgrounds have opportunities for personal development and wider opportunities.

Our strategy is also integral to our whole school improvement plan. Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils succeed and prepare them for the next steps of their education. To ensure they are effective we will:

- Ensure we have high ambition for all pupils, including those who are disadvantaged.*
- Use assessment precisely so that we can act early to intervene at the point need is identified.*
- Ensure that 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	Baseline assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils on entry into Reception.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
3	A lack of parental engagement for some pupil groups impacts on attendance, achievement, behaviour for learning and wider opportunities for these groups.
4	Our assessments, observations and discussions with pupils and families indicate that the education and wellbeing of many of our disadvantaged pupils continues to be affected by the impact of the partial school closures during the COVID-19 pandemic, and to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in writing and particularly in the spelling aspects of writing.
5	Internal and external assessments and moderation activity has identified deficits in spelling knowledge, including for our disadvantaged pupils. This has resulted in lower attainment in writing.
6	Fluency in reading when moving onto the higher bands of the Read Write Inc (RWI) books and also into Accelerated Reader (AR).

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
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils by the end of YR. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
All pupils achieve well in Reading.	Achievement in Y1 Phonics Screening Check is high and in line for non-disadvantaged and disadvantaged pupils. All pupils leave Y2 reading age-appropriate books. Gap between Pupil Premium (PP) in 2023-2024 Y4 cohort disadvantaged and not disadvantaged narrow for Reading attainment.
Parental engagement will increase. Fewer teachers will report a lack of engagement in reading at home with their children.	Pupils will read regularly and widely. This will result in narrowing the gap between disadvantaged and not disadvantaged pupils in reading.

Attainment in writing will increase so that high percentages of pupils can write at age related expectations.	<p>Writing at the end of KS2 will be at least 90% for disadvantaged and not disadvantaged pupils.</p> <p>Writing attainment across the school will be significantly higher.</p> <p>Gaps in spelling will be eradicated.</p> <p>Gap between PP in 2023-2024 Y4 cohort disadvantaged and not disadvantaged narrow for Writing attainment.</p>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance through 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> · The overall unauthorised absence rate for all pupils being no more than 3%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced (currently 94%/96%) · The percentage of all pupils who are persistently absent being below 4% and the figure among disadvantaged pupils being no more than 1% 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: £39,398

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Quality first teaching a priority.</p> <p>PM targets to reflect curriculum leadership and development of the curriculum.</p> <p>Teaching of the curriculum is strong and class teachers have the knowledge, skills, understanding and resources to enable high quality and progressive teaching of the curriculum across the school.</p> <p>Curriculum planning and monitoring time for subject leaders</p> <p>Continued Professional Development</p>	<p>Education Endowment Foundation (EEF):</p> <p>Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.</p>	<p>4</p> <p>5</p>
<p>Purchase a spelling curriculum, 'No Nonsense Spelling' to be used from Y2 to Y6. This is a research-based programme, sequenced from Y2 to Y6 which matches the ambition of the NC.</p>	<p>English Ofsted Research Review: Spelling should be taught explicitly. [footnote 187] The national curriculum outlines that pupils should know the alphabetic code and 'the role of morphology and etymology'. [footnote 188] Once they have mastered the alphabetic code, usually in key stage 1, they need to apply this knowledge in their own writing.</p>	<p>4</p>
<p>Purchase Fresh Start phonics for catching up gaps in phonics at KS2.</p>	<p>EEF: Fluent reading supports reading comprehension. When pupils</p>	<p>2</p>

<p>Purchase Accelerated Reader Programme for when pupils move from RWI phonics matched books.</p> <p>Purchase Library Service from Devon to enable a wide range of reading books to be available and develop a love of reading.</p>	<p>read fluently, their cognitive resources can be redirected from focusing on decoding and onto comprehending the text. For this reason, fluency is sometimes described as a bridge from word recognition to comprehension.</p> <p>DfE Research findings: There is a growing body of evidence which illustrates the importance of reading for pleasure for both educational purposes as well as personal development (cited in Clark and Rumbold, 2006).</p> <p>Evidence suggests that there is a positive relationship between reading frequency, reading enjoyment and attainment (Clark 2011; Clark and Douglas 2011).</p> <p>Reading enjoyment has been reported as more important for children's educational success than their family's socio-economic status (OECD, 2002).</p> <p>There is a positive link between positive attitudes towards reading and scoring well on reading assessments (Twist et al, 2007)</p>	<p>4</p> <p>6</p>
<p>Continued coaching and monitoring and professional development for all support staff in phonics and writing.</p>	<p>EEF: Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.</p>	<p>2</p> <p>4</p> <p>5</p>
<p>Purchase annual subscription to RWI videos, Oxford Owl and external monitoring/training for phonics provision.</p> <p>Subscription to RWI videos for training staff</p> <p>Subscription to Oxford Owl – training and tracking</p> <p>Intervention and extra practice led by teachers/Teaching Assistants through the school day</p> <p>RWI training for support staff on teaching phonics so that teaching and intervention are high quality and children make accelerated progress</p>	<p>EEF: Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p>	<p>2</p> <p>5</p> <p>6</p>
<p>Moderation and planning for class teachers with Devon English Adviser</p> <p>English Subject Leader meetings</p>	<p>EEF: Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.</p>	<p>4</p> <p>5</p>

Assessment of all Reception children using language and speech link programmes to identify children who need intervention early. Programme TA costs	EEF: Overall, studies of communication and language approaches consistently show positive benefits for young children's learning, including their spoken language skills, their expressive vocabulary and their early reading skills. On average, children who are involved in communication and language approaches make seven months' additional progress over the course of a year. All children appear to benefit from such approaches, but some studies show slightly larger effects for children from disadvantaged backgrounds. EEF: On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress.	1
Nelli programme used to support pupils with language development in the early years.		1
Training for staff in EYFS on developing language.		1

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

Budgeted cost: £28,020

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional teacher allocated to KS1 and Reception phonics groups so that teaching can be more precisely matched to ongoing assessment.	EEF: Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. The teaching of phonics should be explicit and systematic to support children in making connections between the sound patterns they hear in words and the way that these words are written. The teaching of phonics should be matched to children's current level of skill in terms of their phonemic awareness and their knowledge of letter sounds and patterns (graphemes).	2 6
Additional phonics sessions 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:	2

	Phonics Toolkit Strand Education Endowment Foundation EEF	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 23,560

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>This will involve training and time for staff to develop and implement new procedures and meet with attendance/support officers to improve attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	3
<p>Whole staff, parent, pupil and governor review of behaviour policy with the aim of maintaining consistent behaviour across school.</p>	<p>EEF: Both targeted interventions and universal approaches have positive overall effects (+ 4 months). Schools should consider the appropriate combination of behaviour approaches to reduce overall disruption and provide tailored support where required.</p>	3
<p>PP children can experience enrichment opportunities.</p> <p>Budget to support families with costs of enrichment activities</p>	<p>DfE Character Education Framework:</p> <p>Education for character is already integral to the work of excellent schools. In these schools there is no tension between a rigorous and stretching academic education on the one hand and outstanding wider personal development on the other. Indeed, these and other aspects of the school's work all contribute to forming well-educated and rounded young adults ready to take their place in the world.</p>	3
<p>Increase opportunities for parental engagement so that parents understand and support the learning from school at home.</p> <p>Include: Transition from Pre-school to Reception workshops for parents on Phonics and Maths</p> <p>Phonics workshops in September for YR parents.</p> <p>Getting your child ready for Y1...Y2...Y3 workshops in Summer Term.</p> <p>Parent reading workshop</p> <p>Transition materials</p> <p>Pastoral support</p>	<p>EEF: Parent Engagement</p> <p>Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.</p>	3

Total budgeted cost: £ 90,978

Part B: Review of the previous academic year
Outcomes for disadvantaged pupils

All children in Year 3 and above can read age-appropriate books

90% of pupils in Y3 were reading age-appropriate books by July 2023. Of the PP pupils, 5 out of 7 were reading at ARE.

Progress in writing is accelerated to that the % of children working at the expected standard and above is in line with FFT5 estimates:

Y2 (88%), Y4 (90%), Y5 (91%), Y6 (94%) all children, SEND and disadvantaged groups.

	Total pupils	July 2023
Y5	55	93%
D	6	100%
Y4	59	85%
D	7	88%
Y2	60	93%
D	6	100%

In the identified year groups, PP pupils made better progress than non-PP pupils. In Y6, disadvantaged pupils did not make as much progress as not disadvantaged pupils and attainment was lower. Attainment in writing in all year groups is lower than expected due to gaps in spelling knowledge as a result of Covid. This will therefore remain a target in the PP strategy with the implementation of a new spelling curriculum.

End of Key Stage attainment is in line with FFT Band 5 estimates.

100% of disadvantaged children make at least expected progress so that the gap is narrowed between non-disadvantaged groups.

Target Y6 disadvantaged.

KS1:

M: 91%

KS2:

M: 94%

Maths attainment at KS1 was 80%

At KS2, FSM6 pupils' APS was 104.1, Not FSM6 was 106.5. The percentage of pupils at expected and above was 89%.

In Year One, attainment in phonics will be in line with not disadvantaged children.

Y1 – phonics

Y2 - phonics

100% of disadvantaged pupils met the expected standard in the Y1 and Y2 phonics check.

To ensure that children continue to make progress whilst working from home.

All children are engaged in home learning.

Provision in place; no incidences of school closure.

Externally provided programmes

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

Programme	Provider
NELI	Nuffield Early Language Institute
Read Write Inc	Oxford University Press
Accelerated Reader	Renaissance Reading
White Rose Maths	White Rose