

Pupil Premium Strategy Statement



‘Spurring each other on with love’

School overview

Metric	Data
School name	Bickleigh Down CE Primary School
Pupils in school	412
Proportion of disadvantaged pupils	10%
Pupil premium allocation this academic year	£70,415 in this financial year £34,625 for 25 x FSM>6 £26,510 for 14 x AFC £9,280 for 29 x Service
Recovery Premium	£5220
Tutoring	£5670
Academic year or years covered by statement	2022-2023
Publish date	October 2022
Review date	July 2023
Statement authorised by	Teaching and Learning Committee
Pupil premium lead	Tameka Hue Hamilton and Kerri Conday
Governor lead	Wendy Round

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	0.87
Writing	1.54
Maths	-1.01

Strategy aims for disadvantaged pupils

Measure	Activity	Cost
Priority 1	Ensure that all staff have the skills and resources for high quality teaching in writing and for planning/directing teaching interventions that are evidence-based and high impact.	£3500
Priority 2	Ensure all staff (including support staff) have received high quality RWI training in order that phonics can be delivered effectively for whole class, group and 1:1 targeted teaching. Resources are appropriate for targeting precisely gaps in phonics knowledge.	£1500 (resources) £28,000 (teacher x 4 x mornings)
Barriers to learning these priorities address	Ensuring staff use evidence based whole class teaching interventions.	£3800 (PPM)

Projected spending		£36,800
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Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	All children in Year 3 and above can read age-appropriate books	July 2023
Progress in Writing	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	July 2023
Progress in Mathematics	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 <u>KS1:</u> M: 91% <u>KS2:</u> M: 94%	July 2023
Phonics	In Year One, attainment in phonics will be in line with not disadvantaged children. Y1 – phonics Y2 - phonics	July 2023
COVID19 Home Learning Provision	To ensure that children continue to make progress whilst working from home. All children are engaged in home learning.	Ongoing

Measure	Activity
<p>Priority 1 Writing</p> <p>Progress in writing is accelerated to that the % of disadvantaged children working at ARE and above is in line with FFT5 estimates</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>	<ul style="list-style-type: none"> • PM targets to reflect curriculum leadership and development of the curriculum. (£4560) • Quality first teaching a priority • Professional development for all support staff in phonics, writing and bar modelling (£1150) • Moderation and planning for all class teachers with Devon English Adviser (£2700). • EYFS review (1/2 day £231 consultancy + £160 supply) • Curriculum planning and monitoring time for subject leaders (£2800)
<p>Priority 2 Phonics and Reading</p> <p>In Year One, attainment in phonics will be in line with not disadvantaged children. 100% will meet the expected standard in the phonics screening check. 100% of children in Y2 will pass the phonics screening check. All children in Year 3 and above can read age-appropriate books</p>	<ul style="list-style-type: none"> • Quality first daily, direct, focused phonics teaching. • RWI book bag books and guided reading books are matched to the phonics stage with the sounds the children know (£2655) • Subscription to RWI videos for training staff (£2350) • Subscription to Oxford Owl – training and tracking (£210) • Intervention and extra practice led by teachers/Teaching Assistants through the school day • RWI training for support staff on teaching phonics so that teaching and intervention are high quality and children make accelerated progress (£640) • Additional teacher allocated to intervention groups in Y1 (costed above)
Barriers to learning these priorities address	Ensuring staff use evidence based whole class teaching interventions.
Projected spending	£17,456

Targeted academic support for current academic year

Measure	Activity
Priority 1	Use Accelerated Reader across all year groups for children who have been assessed as working above the Grey RWI book band books and have acquired all the necessary phonic skills.
Priority 2	Writing CPD for all class teachers led by Devon Adviser and purchase teaching sequences to support planning process for accelerated progress.

Barriers to learning these priorities address	COVID19 – school closure and home learning requirements.
Projected spending	Costed above + £1500

Wider strategies for current academic year

Measure	Activity
Priority 1	To continue our core purpose of teaching and learning as effectively as possible during periods of absence linked to COVID To ensure that children continue to make progress whilst working from home and that all children are engaged in home learning.
Priority 2	Improved oral language skills for disadvantaged children in Foundation. Early Intervention: Transition materials for Pre-school to FS; FS2 to Y1 transition and Y1 to Y2 transition (£500) Transition packs created to include areas identified as low and advice for parents so that children can catch up. Packs sent home in July. SENCo support and assessments with Language and Speech links (£5505) Participation in the Nuffield Early Language Intervention (NELI) programme funded by DfE. Cost of specialist TA 1 x PM per week (£1200)
Priority 3	Reduced number of children reaching Child Protection thresholds and increased stability at home leads to all children reaching their full potential Pastoral support for parents (£12,084) Working with parents to support them so they can support their children educationally and emotionally in order to access learning.
Priority 4	PP children can experience enrichment opportunities Budget to support families with costs of enrichment activities (£500)
Barriers to learning these priorities address	COVID19 affecting attendance.
Projected spending	£19,789

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Staff professional development – time needs to be given to allow for this to be successful and gain maximum impact.	Budgeted for time
Targeted support	Covid – individuals in isolation	Enable quizzes to be taken at home on AR. Use of online books.
Wider strategies	Ensuring families have a good understanding of ways to support their child's learning at home	Regular contact with parents Phonics workshop for FS/Y1 parents. .

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.