



Pupil premium strategy statement

1. Summary information					
School	Billingshurst Primary				
Academic Year	2019-20	Total PP budget 2019/20	£79,160	Date of most recent PP Review	June 2014
Total number of pupils	601	Number of pupils eligible for PP	59	Date for next internal review of this strategy	June 2020
2. Current attainment					
			Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)	
% achieving in reading, writing and maths KS2			56%	71%	
progress in reading KS2			-0.45 (Ever6 1.19)	0.32	
progress in writing KS2			-2.40 (Ever6 -1.15)	0.27	
progress in maths KS2			--1.05 (Ever6 1.07)	0.37	
3. Barriers to future attainment (for pupils eligible for PP, including high ability)					
In-school barriers (issues to be addressed in school, such as poor oral language skills)					
A.	PP children who have higher attainment are not all progressing to greater depth at KS2 (2019)				
B.	PP children in EYFS and KS1 identified as having Speech and Language issues inhibiting their progress in KS1 and KS2				
C.	PP children joining after KS1 are not all progressing to expected outcome based on prior attainment				
External barriers (issues which also require action outside school, such as low attendance rates)					
D.	Behaviour: Small number of children eligible for PP display challenging behaviour which impacts on their learning and progress				
4. Desired outcomes					
	Desired outcomes and how they will be measured			Success criteria	
A.	Increase rates of progress across KS1 and KS2 for PP children with middle and higher prior attainment in reading, writing and mathematics			Narrow the gap between all children and PP children at KS1 and KS2	
B.	Improve enjoyment and engagement with reading for all PP children			Increased standardised reading scores evident in summer tests: increased progress in reading impacts on maths and writing attainment	
C.	Further improve progress of all PP children in writing at KS1 and KS2			PP children are attaining in line with all children	
D.	Improve attendance for the minority of PP children who attend below 95%			Further reduction in the persistent absence from a small number of PP children, including GRT children	

5. Planned expenditure					
Academic year	2019/20 Total planned expenditure to date: £88,050				
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A. Increase rates of progress across KS1 and KS2 for PP children with middle and higher prior attainment in reading, writing and mathematics	Further improve Quality First teaching and Inclusive practice to ensure all pupils with vulnerabilities are fully included and learning outcomes improve for all	We firmly believe that by developing our strengths in inclusion further to ensure all teaching and learning practices reflect our principles, that we will impact positively on learning outcomes for all children but specifically for our disadvantaged children. Quality First Teaching combined with intervention at the point of learning is showing impact over time.	Developing on the work of the last academic year, Inset and CPD to ensure consistently good teaching across the school and highly effective Quality First Teaching. Dedicated CPD time allocated for staff development	Head	June 2020
C. Further improve progress of all PP children in writing at KS1 and KS2	Partnership with Voice 21 Oracy Pioneer programme	NLT oracy and writing projects have had a positive impact on reading outcomes outcome but not yet complete in terms of sustained outcomes for higher attainers, including PPG children, in writing. National research shows importance of vocabulary and oracy as drivers for improved outcomes, reflected in school's analysis of 2018 KS2 outcomes. Pioneer programme will sustain improved Oracy skills, vital to all but especially disadvantaged, and impact on writing outcomes	Monitoring of outcomes in mathematics and writing i: narrowing of gap between PP and all children: standardised scores in mathematics to support teacher assessment Y1, 3, 4 and 5	Head English Lead	June 2020
Total budgeted cost					£1088
ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

A. Increase rates of progress across KS1 and KS2 for PP children with middle and higher prior attainment in reading, writing and mathematics C. Further improve progress of all PP children in writing at KS1 and KS2	Intervention teachers in upper KS2 and with focused support in KS1: early intervention.	Impact of qualified teacher time for accelerating progress: Sutton Trust. Our model of intervention is based in class, intervening at the point of learning with follow up intervention as further support. Interventions focused on PP children requiring accelerated progress and also on any other child not on track.	Intervention teaching fully integrated into year planning: monitoring of interventions by Inclusion Leader: progress of children linked to appraisal targets. Monitoring of outcomes through standardised testing and end of KS outcomes	Inclusion Leader	Summer 2020
Total budgeted cost					£64,140 (proportion of costs charged to PPG)
iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
D. Improve attendance for the minority of PP children who attend below 95%	Support for PP children with attendance at clubs, residential visits, uniform and equipment (book bags) to ensure full inclusion and that the barriers to good attendance are reduced	Children who are PP are at risk of lower attendance and they cannot progress if they are not in school. We provide equipment, support with school expenses and the cost of one club per term to encourage inclusion and good attendance £4,100	Headteacher monitors attendance half termly and intervenes with parents termly: strong links with Traveller Support Team means attendance of Traveller families is generally good	Head	Termly
D. Improve attendance for the minority of PP children who attend below 95%	Emotional support for children undergoing trauma or issues at school or at home through school-based therapeutic intervention.	Children eligible for PP have required therapeutic support to deal with emotional, anxiety issues linked to issues in and out of school. We have seen the impact of professional therapeutic intervention and therefore provide quality therapy to PP children as a priority. £4,716	Liaison with Our Space, providers of therapeutic support though individual issues are entirely confidential; Half termly Child concerns meeting to monitor the children and then analysis of attendance and learning outcomes.	Inclusion Lead/ Head	On-going
B. Improve enjoyment and engagement with reading for all PP children	Book Trust letterbox	Many children eligible for PP have limited access to books in the home. By engaging with Book trust Letterbox campaign we can provide books for children to keep at home and generate a love of reading £7,750 for 57 children	We will survey the children at the end of the year to gain feedback. Leaders will monitor to ensure allocation is in line with inclusive principles	Head	Summer 20
Total budgeted cost					£16,566

6. Review of expenditure				
Previous Academic Year 2018/19		Total expenditure £88,050		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
A. Increase rates of progress across KS1 and KS2 for PP children with middle and higher prior attainment	Further improve Quality First teaching and Inclusive practice to ensure all pupils with vulnerabilities are fully included and learning outcomes improve for all	Significant improvement in outcomes and progress in reading and writing at ARE in reading and mathematics. Outcomes still need to be targeted at Greater Depth for PPG in reading and mathematics, and for overall progress in writing. IN all subjects, PPG Ever6 children achieved significantly higher progress than other children at BPS and above other Ever6 children nationally in reading and mathematics. In writing they achieved better progress than non PPG at BPS but less than that expected nationally.	There have been no exclusions for any pupils including PPG. Evidence of significantly improved outcomes from 2018 would indicate impact. In writing, too many children in the 2018 cohort who attained L3 in Year 2 did not progress to Greater Depth, including two PPG pupils: this will be an area for focus in 2019-20	None
C. Close the gap between all and PP children in reading, writing and mathematics at KS1 and KS2	Partnership with National Literacy Trust – Oracy Project	Significant improvement in outcomes and progress in reading and writing at ARE in reading and mathematics. Outcomes still need to be targeted at Greater Depth for PPG in reading and mathematics, and for overall progress in writing. IN all subjects, PPG Ever6 children achieved significantly higher progress than other children at BPS and above other Ever6 children nationally in reading and mathematics. In writing they achieved better progress than non PPG at BPS but less than that expected nationally. Evidence that improvements supported by Oracy work, vocabulary development and impact of writing work from NLT in previous year being more embedded	Evidence of significantly improved outcomes from 2018 would indicate impact. In writing, too many children in the 2018 cohort who attained L3 in Year 2 did not progress to Greater Depth, including two PPG pupils: this will be an area for focus in 2019-20. Not enough PPG pupils are making expected or accelerated progress to GD in reading, writing and mathematics	£4,250
ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

A. Increase rates of progress across KS1 and KS2 for PP children with middle and higher prior attainment C. Close the gap between all and PP children in writing and mathematics at KS1 and KS2	Intervention teachers in upper KS2 and with focused support in KS1: early intervention.	Standardised scores and improvements in outcomes at the end of KS2 are indicating impact of the work this intervention. In the phonics screening 87.5% of PPG were working at the expected level – above non PPG at BPS and nationally. . KS1 2019 outcomes are not reflective as there were only 4 PPG children and 2 were SEND	Focused early intervention in Year 1 and EYFS to be extended; The approach will continue as there are successes for children we had since KS1 and the inclusive approach to intervention is having a positive impact on children's engagement and attitudes.	£74,624
B. Improve enjoyment and engagement with reading for all PP children C. Close the gap between all and PP children in writing and mathematics at KS1 and KS2	Trained Teaching Assistant to deliver Speech and Language programme in EYFS	SALT monitoring reports positive impact and children are on track to make better progress in Year 1 having had S and L intervention. Will be tracked through Y1 and through phonics screening and standardised testing. KS1 2019 outcomes are not reflective as there were only 4 PPG children and 2 were SEND	Following the resignation of the SALT Ta, training has been given to a number of TAs to provide this intervention and this will continue. Unable to appoint appropriately qualified replacement	

iii. Other approaches

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
D. Improve attendance for the minority of PP children who attend below 95%	Emotional support for children undergoing trauma or issues at school or at home through school-based therapeutic intervention	Although not directly attributable, children who received therapeutic support are thriving and attend regularly; continuing attendance issues for small minority and one past exclusion legacy that reflects in data; 2019 showing improving attendance of PP children.	Continued therapeutic support is essential for children facing a whole range of challenges, some eligible for PP and some not. Therapy to continue. No exclusion in past three years. All year group PPG groups are showing improved average attendance. All groups above 90%, with 65% of the children achieving above 90% attendance. Where attendance is low, a clear focused strategy is in place to ensure improvement,	£3,276
D. Improve attendance for the minority of PP children who attend below 95%	Support for PP children with attendance at clubs, residential visits, uniform and equipment (book bags) to ensure full inclusion and that the barriers to good attendance are reduced	PP children are fully integrated and do not suffer discrimination because they are unable to pay for trips, residential visits, instrument hire etc. This is particularly relevant to those who are joining the school at a time after normal intake who	Allocation of some PP funding to meet the unique and individual needs of each child will continue. The funding helps ensure the full inclusion of all PPG children in all activities: that they have the same uniform as others and are able to access paying clubs – they are given pre-access to these clubs before other children and one club per term is free. Analysis is underway on the take up for these clubs.	£2,409

B. Improve enjoyment and engagement with reading for all PP children	Book Trust Letter Box Campaign	Many children eligible for PP have limited access to books in the home. By engaging with Book Trust Letterbox campaign we can provide books for children to keep at home and generate a love of reading. Evidenced in improving outcomes in reading at KS2 2019 and in standardised score improvement e.g. Year 6 2018-19 PPG children improved reading score from average 101.2 to 109.9	Feedback from children extremely positive, mainly evidenced in the glee shown when the packages arrive and in the comments made to staff about the books. They clearly enjoy receiving them. Also supported by improvements in reading scores both at the end of KS2 and in standardised score improvement. Will continue in 2020-21 if funding allows	£7,751
			Total budgeted cost	£13,436

7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.

Documents used to support the statement include:

Assessing Schools' Performance Data (DfE)

Educational Endowment Toolkit

School's own standardised score data