



## Pupil premium strategy statement

1. Summary information					
<b>School</b>	Billingshurst Primary				
<b>Academic Year</b>	2020-21	<b>Total PP budget 2020/21</b>	£82,217	<b>Date of most recent PP Review</b>	Jan 2020
<b>Total number of pupils</b>	614	<b>Number of pupils eligible for PP</b>	69	<b>Date for next internal review of this strategy</b>	Feb 2021
2. Current attainment (2019 outcomes as 2020 statutory tests were cancelled due to the COVID pandemic)					
		<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>		
<b>% achieving in reading, writing and maths KS2</b>		56%	71%		
<b>progress in reading KS2</b>		-0.45 (Ever 6: 1.19)	0.32		
<b>progress in writing KS2</b>		-2.40 (Ever 6: 1.15)	0.27		
<b>progress in maths KS2</b>		--1.05 (Ever 6: 1.07)	0.37		
3. Barriers to future attainment (for pupils eligible for PP, including high ability)					
<b>In-school barriers</b> (issues to be addressed in school, such as poor oral language skills)					
<b>A.</b>	Behaviour: Small number of disadvantaged display challenging behaviour due to trauma and attachment issues which impacts on their learning and progress				
<b>B.</b>	Disadvantaged children in EYFS and KS1 identified as having Speech and Language issues inhibiting their progress in KS1 and KS2: Disadvantaged children lack the fluency and vocabulary of their advantaged peers from EYFS and throughout the two key stages				
<b>C.</b>	Disadvantaged children joining after KS1 are not all progressing to expected outcome based on prior attainment: some have attended a number of previous schools and their experience is disjointed				
<b>D.</b>	Aspirations: our disadvantaged children lack the aspirations for themselves that their peers inherently develop – particularly noticeable for potentially higher attaining disadvantaged children				
<b>E.</b>	Disadvantaged children can show lower levels of independence and motivation in their learning				
<b>External barriers</b> (issues which also require action outside school, such as low attendance rates)					
<b>E.</b>	Literature: Many disadvantaged children lack the access to books in the home because families cannot afford them in the manner their peers do. Life Experience: this is more limited for many of our disadvantaged children which impacts on their aspirations and their progress in writing Social cohesion: Disadvantage children are a minority group within the community, a community with good levels of higher advantage: a sense of disadvantage compared to peers is heightened				
4. Desired outcomes					
	<i>Desired outcomes and how they will be measured</i>			<i>Success criteria</i>	
<b>A.</b>	Increase further the rates of progress across KS1 and KS2 for disadvantaged children with middle and higher prior attainment in reading, writing and mathematics, particularly at Greater Depth			Narrow the gap between all children and disadvantaged children at KS1 and KS2	

<b>B.</b>	Improve enjoyment and engagement with reading for all disadvantaged children	Increased standardised reading scores evident in summer tests: increased progress in reading impacts on maths and writing attainment; children express a love of reading and books
<b>C.</b>	Disadvantaged children develop fluency and articulation in the skills of Oracy	Assessment in the skills of Oracy show no gap between disadvantaged children and more advantaged peers; attainment gap in writing is narrowed or absent
<b>D.</b>	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 futures. They show a greater range of desires for their own careers and achievements
<b>E.</b>	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 are no exclusions; disadvantaged children are able to engage in discussions about their learning and progress; they show levels of higher self-esteem
<b>F.</b>	Disadvantaged children show greater motivation and independence in their learning	Disadvantaged children are able to talk about their learning, show motivation to persevere and engage with strategies to improve their learning in line with their peers

## 5. Planned expenditure

### Academic year

**2020/21** Total planned expenditure to date: £82,217 (PPG grant) plus additional £44,699 from revenue and **additional £49,120 from COVID catch-up funding**

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 further the rates of progress across KS1 and KS2 for disadvantaged children with middle and higher prior attainment in reading, writing and mathematics, particularly at Greater Depth	To ensure consistently high Quality First Teaching through the implementation of our Learning Policy, based on Rosenshine's Principles of Quality Instruction and including a focus on metacognitive strategies, in all teaching. The principle of 'First and Best' is integral to ensuring disadvantaged children close the gap on their peers	The Education Endowment Foundation's Toolkit highlights the importance of metacognition, quality feedback and teacher time. The principle of 'first and best' for disadvantaged children was highlighted in the school's PPG Review in January 2020 as a strategy to ensure that equitable approaches enable disadvantaged children to close the gap on their more advantaged peers. Rosenshine's Principles of Quality Instruction identifies effective teaching strategies and these form the basis of the school's revised Learning Policy, ensuring greater consistency in approaches to teaching and learning, with metacognition, the understanding of Cognitive Load theory and Oracy at the heart of pedagogical approaches to teaching and learning at BPS.	The policy was implemented September 2020 following extensive Inset and CPD with staff. Performance Management targets highlight progress for disadvantaged children in the progress target and implementation of school's learning policy through the teaching and learning target. Monitoring of this by SLT and leaders underway though currently limited by pandemic restrictions.	Headteacher	June 2021
	Staff to undertake 'Structured Conversation' training to support communication with parents	Structure Conversation training was highlighted in the PPG Review as a strategy to support teachers' communication with parents – accessed through West Sussex.	Training online January 2021.	Headteacher	January 2021
	Consider 'Maximising the Impact Of TAs' training once the pandemic has passed and face-to-face training available,	Current pandemic restrictions limits opportunities for training but will identify costs and access to training once this is available	Spring 2021	Headteacher	Post-pandemic

<p>C. Disadvantaged children develop fluency and articulation in the skills of Oracy</p>	<p>To support Oracy as a key pedagogical approach to QFT and the development of Oracy skills in all children but especially in disadvantaged children, the Oracy Pioneer training will be further embedded through a BPS Oracy policy to support the Learning Policy and to support staff in consistently high quality Oracy teaching and learning</p> <p>Implement specific Speech and Language interventions in Early Years</p>	<p>Our evidence shows that disadvantaged children start school with lower levels of Speech and Language and that this gap continues through the primary phase, and has a significant impact on the under achievement of disadvantaged children. National Research (Voice 21, 'Crossing the Rubicon of Educational Disadvantage' Marc Rowland etc.) highlights this gap as a determiner of continued disadvantage. This is evident in the children's ability to articulate their emotions, learning, aspirations and specifically in their writing attainment. This is a key strategy in closing the gap and ensuring better life chances for disadvantaged children.</p> <p>Early Years screening and interventions informed by Speech and Language Therapist ensures readiness for school improved and better long term outcomes for disadvantaged children. Also implementing Reception Year Early Language Programme.</p>	<p>This will be monitored by Senior Leaders and English Lead to assess the quality of Oracy as a pedagogical approach to teaching. Specific assessment of Communication Skills through the national curriculum as well as specific projects with disadvantaged children (see below) will allow assessment of the children's ability to articulate in a range of areas including their learning (metacognition), emotionally and in their aspirations, hopes and experiences.</p> <p>Assessment at baseline and after implementation of both SALT and RELP</p>	<p>English lead</p> <p>SALT EYFS Lead</p>	<p>June 2021</p> <p>End of programme and EYFS outcomes 2021</p>
<p>F. Disadvantaged children show greater motivation and independence in their learning</p>	<p>To continue to develop school's 'Flexible Friday' approach to learning; children undertake independent learning projects allowing the focus on the unique child, developing their own interests within the curriculum. This approach is highly motivating and allows children to focus on developing the school's identified learning skills. 'First and best' approach applies to supporting disadvantaged children with feedback and appropriate support to develop these skills</p>	<p>The success of our approaches in Early Years, with disadvantaged children making accelerated progress, is extended to KS1 and KS2 through a different approach to teaching and learning on Fridays. Supported by the PPG review and additional time teachers can spend intervening with disadvantaged children to develop their own projects, allowing children to gain independence and show greater motivation. Allows us to support opportunities for children with more limited life experiences.</p>	<p>Where Flexible Friday works well it is transformative for children but especially those who are disadvantaged. This year our focus will be on supporting staff to ensure this is consistent across the school. The new learning policy highlights the importance of this approach for all our children but also supports with strategies and approaches. Senior leaders will monitor and support staff.</p>	<p>Headteacher</p>	<p>June 2021</p>
<b>Total budgeted cost</b>					<p>No cost</p>

## 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 further the rates of progress across KS1 and KS2 for disadvantaged children with middle and higher prior attainment in reading, writing and mathematics, particularly at Greater Depth	Intervention Teachers in all Y1-6 year groups. Intervention teachers support disadvantaged and SEND children – part funded by PPG and part by school revenue.	Impact of qualified teacher time in accelerating progress – Education Endowment Toolkit/Sutton Trust and PPG Review which highlighted the expertise of these teachers and the impact of 'keep up not catch up' principle of embedding teachers in year group so intervention is at the point of teaching	Intervention teaching fully integrated into year planning; monitoring of interventions by SENDCo and Senior Team; progress of children linked to PM targets for Intervention and class teachers. Monitoring outcomes in terms of attitudes to learning as well as KS outcomes and test data	Inclusion Leader/ Headteacher	£66,301 (from PPG plus additional revenue and COVID Catch-up funding)
B .Improve enjoyment and engagement with reading for all disadvantaged children	Book Trust Letterbox scheme providing monthly books and learning resources for disadvantaged children to take home.  Specific projects/mentors for disadvantaged children	Many 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 their own books at home. All children should have their own books to keep. Throughout the year, senior leaders will work with specific groups on specific projects: reading, writing, aspirations. Developing the relationship and interest in a child that makes such a difference.	We know the reaction when children receive these books and how much they look forward to them. Will also monitor for reading outcomes in test and impact on writing.  Discussion with disadvantaged children to gain their views on projects and to involve them in planning specific work	Headteacher	£8,500  No cost
E. Disadvantaged children are able to regulate their emotions and are better able to learn and make progress	Emotional and therapeutic support for children undergoing trauma/emotional deregulation	Children displaying emotional and behavioural issues struggle with regulation of their feelings and can often have trauma/attachment issues. Significant therapeutic support can make a real difference – Your Space Therapeutic support. The school also employs an ELSA trained TA and is developing therapeutic approaches to behaviour management following work with Beacon House.	Reports from Your Space practitioners, monitoring of children's well-being in regular child concerns/safeguarding meetings, continued zero exclusion rate and better attainment and progress for children able to regulate emotions and learn		£5,616
<b>Total budgeted cost</b>					£ 80,417(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?
<p>D. Disadvantaged children can express aspirations for themselves and their futures, in line with their peers</p> <p>F. Disadvantaged children show greater motivation and independence in their learning</p>	<p>Targeted projects for disadvantaged children: careers (meeting people who inspire), learning groups, reading, writing and other specific projects such as the project with Chichester Festival Theatre in 2019 – not running currently because of the pandemic. Support for disadvantaged children with attendance at clubs, residential visits, uniform and equipment (book bags) to ensure full inclusion and minimise the perceived visible difference in advantage within our school</p>	<p>Inclusion is at the heart of the school. We actively work to remove the barriers to inclusion for all groups. Disadvantaged children do not have the resources to always have the same uniform, access to clubs, trips and visits. All school activities are analysed for possible exclusion and lack of access. School provides first choice for access to clubs and one free per term for disadvantaged children. Uniform, panto tickets, book bags, trips and visits are all funded to support families. No child is ever 'left behind'. Equal engagement through equitable approaches provide our disadvantaged children with life experiences they might not otherwise have and reduces the gap with their more advantaged peers.</p>	<p>Regular checks to ensure take up is good and apply strategies where parents might be reluctant. Regular monitoring of children's well-being, presentation and emotional state through Child Concern meetings with all safeguarding leads. Active intervention for individuals</p>	<p>Head</p>	<p>Termly £1,800</p>
<b>Total budgeted cost</b>					<p>£1,800</p>

6. Review of expenditure				
Previous Academic Year 2019/20		Total expenditure £76,520		
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 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. PPG Review identified the strengths of this approach and indicated further improvements	Although the outcomes for disadvantaged children were not available due to the COVID pandemic and the cancelling of all assessments, we are committed to ensuring that our teaching and learning consistently supports the progress of all children but especially those who are disadvantaged. This work will continue in 2020/21 with the implementation of our new learning policy and a focus on proven strategies to support disadvantaged children	None
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 and the cancellation of tests in 2020 means we have no data to further support this. National research shows importance of vocabulary and oracy as drivers for improved outcomes, reflected in school's analysis of 2019 KS2 outcomes. Pioneer programme will sustain improved Oracy skills, vital to all but especially disadvantaged, and impact on writing outcomes	The Oracy Pioneer programme was completed virtually due to the pandemic and the closure of the school to the majority of pupils impacted on the implementation but this is now back underway with the introduction of an Oracy Policy to support the new Learning Policy in January 2021. School will sign up to be a Voice 21 school in September 2021.	£600 (from revenue – school training fund)
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

<p>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</p>	<p>Intervention teachers in upper KS2 and with focused support in KS1: early intervention.</p>	<p>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. PPG review supported the excellence of Intervention Teachers and supported the approach, informed by the Education Endowment Toolkit. Unfortunately the absence of data in 2020 means the impact cannot be fully evaluated this year</p>	<p>The success of this approach on improved outcomes for disadvantaged children in 2019 and the supportive evaluation of the approach in the PPG review of January 2020 means this approach will continue and be extended to ensure support in all year groups – catch-up funding will allow employment of a further intervention teacher to ensure all have access to targeted catch up and intervention support</p>	<p>60,434</p>
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### 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
<p>D. Improve attendance for the minority of PP children who attend below 95%</p>	<p>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</p>	<p>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</p>	<p>Closure of schools due to the pandemic means attendance data is void. Support given for disadvantaged children during closure from food parcels to support with access to curriculum and encouragement to attend school. This was not consistent or all families during the pandemic (see West Sussex Safeguarding Reflection Toolkit)</p>	<p>£3,963</p>
<p>D. Improve attendance for the minority of PP children who attend below 95%</p> <p>B. Improve enjoyment and engagement with reading for all PP children</p>	<p>Emotional support for children undergoing trauma or issues at school or at home through school-based therapeutic intervention. Book Trust letterbox</p>	<p>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</p> <p>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</p>	<p>Liaison with Our Space, providers of therapeutic support though individual issues are entirely confidential; Half termly Child concerns meeting to monitor the children an then analysis of attendance and learning outcomes. To continue.</p> <p>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</p>	<p>£3, 996</p> <p>£8,397</p>
			<p><b>Total budgeted cost</b></p>	<p>16,086</p>



## 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

BPS Pupil Premium Review January 2020

West Sussex Safeguarding Reflection Toolkit