

Pupil premium strategy statement

Before completing this template, you should read the guidance on [using pupil premium](#).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

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	Billingham South CP School
Number of pupils in school	397
Proportion (%) of pupil premium eligible pupils	33.75%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-22 to 2024-25
Date this statement was published	17 th December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Edwin Squire (HT)
Pupil premium lead	Edwin Squire (HT)
Governor / Trustee lead	Rhiannon Walker

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 153,260
Recovery premium funding allocation this academic year	£ 13,821
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 12,124
Total budget for this academic year	£179,205

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
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Part A: Pupil premium strategy plan

Statement of intent

At Billingham South Community Primary School 33.75% of our pupils attract extra funding through pupil premium. This means we are able to make additional investments in a range of areas to achieve the aims set out below. Due to the percentage of pupils who attract additional funding; in many cases our projects benefit all children. So the pupil premium may sometimes be used as a fair proportion of funding. In view of this, when reviewing projects funded by pupil premium the impact is measured using case studies, our new Rising Stars progress measures, our in year pupil tracker and local and national data. We also use pupil profiles and specific information from the agencies we have worked with. Pupil premium funding helps us when making strategic plans for our pupils who attract that funding. However as 29% of our pupils attract pupil premium funding many projects aimed towards the areas outlined below do not require funding or may be funded from other parts of the school budget.

At Billingham South we use pupil premium funding for five main aims:

- accelerating pupil progress*
- raising aspirations*
- developing resilience in our pupils for the next steps in their learning*
- improving attendance*
- identifying and providing services for disadvantaged families*

Pupil premium investment is used to whole or part fund; short, medium and long term projects.

Challenges

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

Challenge number	Detail of challenge
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1	<p><u>Accelerating Pupil Progress</u></p> <p>We fund extra teaching staff to deliver intervention programmes and support teachers' strategies across school. These staff are used strategically for the teaching of phonics, English and maths. The deployment of these staff is overseen by class teachers in order to narrow the gap in achievement by accelerating pupil progress in children identified in our school improvement plan.</p> <p>We fund two extra teaching assistants to lower staff pupil ratios in targeted year groups.</p> <p>We have also undertaken CPD to ensure all staff understand the principles of Metacognition. Metacognition strategies will be used throughout school, systematically and methodically.</p> <p>We also fund Reading Plus, a reading initiative proven to accelerate attainment across the ability range. In addition 10 pupils per term benefit from 1:1 tuition using Third Space Maths.</p>
2	<p><u>Raising Aspirations</u></p> <p>We believe in raising pupils aspirations through enhancing our curriculum with visits and programmes to improve cultural capital. Therefore pupil premium is used to whole or part fund, outdoor learning, specialist ICT provision, Enhanced Learning Programmes for pupils from disadvantaged backgrounds but potential to attain greater depth.</p> <p>We also seek to enhance pupil's cultural capital through projects such as Shakespeare Schools Festival and Brilliant Club.</p> <p>We provide pupils with greater access to concerts, theatre and the chance to participate in local, regional and national events.</p> <p>Pupil premium is also used to fund ambitious clubs, projects, trips and residential visits which would otherwise not be possible. Examples of this include; Derwent Hill, Shakespeare Club, the hiring of a theatre and other equipment for theatrical performances and one term of free educational visits for all children.</p> <p>We hope to resume our programme of resilience trips (Y2-Y5) and residential trips in the academic year 2021-22 following the COVID crisis.</p> <p>We believe that access to high quality ICT hardware in conjunction with excellent ICT teaching will improve resilience and independence in pupils across all subjects as they progress through their whole educational experience. In addition, many individual learning programmes such as Reading Plus and My Maths require up to date ICT resources. Therefore significant pupil premium funding will be used to ensure the best possible ICT equipment is available to all pupils.</p>
3	<p><u>Developing Resilience in our Pupils</u></p> <p>Many of our children who attract pupil premium funding encounter significant emotional problems or have difficulty in processing and dealing with a particularly difficult issue. Pupil premium money is used to fund counselling services and transition club. We have now put together a mental health offer that makes clear all the practices and services that are available to all our pupils.</p> <p>Our school is well known for encouraging excellent behaviour. We want our children to understand the need to take responsibility for their own actions. Pupil premium funding is sometimes used to support our successful behaviour system. For example, part funding of our CPOMs system to enable the analysis of behaviour trends, peer on peer bullying or disputes</p>

	<p>and the part funding of rewards or incentives within our attendance, behavioural and values systems. It has been identified that our EYFS and EMS are particularly successful in encouraging resilience and independence. Pupil premium will be used to part fund the use of EMS staff and techniques for mainstream pupils in year 2- 6.</p> <p>Pupil Premium is used to fund mentoring programmes that take place in our garden, through pony therapy and Theraplay across school.</p> <p>When we became the world's first "Outstandingly Happy School" in 2017, it had a positive effect on the whole school community. Happy children, take greater risks with their learning. Where greater risks are taken by pupils and staff progress is greater. So we will be seeking re-accreditation of our "Outstandingly Happy School" accreditation.</p>
4	<p><u>Improving attendance and providing support and services for families of disadvantaged children</u></p> <p>Our persistent absence and punctuality rate have, in the past, adversely affected the prospects and outcomes for disadvantaged children. Following the COVID period we want to ensure a rapid return to the positive persistent absence situation we had been seeing results with beforehand. Our school attendance policy reflects the proactive measures we take as a school to improve pupil attendance. Many rewards, services or assistance with individual circumstances are funded using pupil premium. This approach has led to a significant rise in prospects and outcomes for individual children. We use Pupil Premium to part fund a partnership with Education5 to ensure attendance by disadvantaged pupils who are persistently absent.</p> <p>Our Parent Support Advisor is part funded by Pupil Premium so she can help families (particularly of disadvantaged pupils) improve academic attainment but also access services and assistance that they may require.</p>

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
<i>Improved academic outcomes in all curricular subject areas but particularly English and Maths.</i>	<p>Improved standardised scores for targeted pupils in English and Maths.</p> <p>Growing number of targeted pupils achieving expected outcomes in foundation subjects and science.</p>
<i>Improved learning behaviours across the entire curriculum.</i>	<p>A growing number of pupils exhibiting school values during lessons.</p> <p>Metacognition observed to be an integral part of lessons across school.</p>
<i>PE lessons which match PE subject leaders statement of intent.</i>	<p>Pupil voice demonstrates the desired impact during PE lessons.</p>

<p><i>Pupil emotional health and wellbeing clearly addressed to enable greater resilience and happiness.</i></p> <p><i>Vulnerable pupils to be better prepared for the next steps in their learning.</i></p>	<p>Case studies produced by ABC counselling and therapy solutions.</p> <p>Pupil voice following participation in outdoor learning, chess clubs and Shakespeare events.</p>
<p><i>A rich reading culture is evident throughout school particularly from pupils from deprived backgrounds.</i></p>	<p>Pupil voice</p> <p>Professional dialogue evidencing pupils reading and enjoying a wide variety of literature.</p>
<p><i>Pupils' cultural capital is progressively built through a rich curriculum complimented by appropriate visits and experiences.</i></p>	<p>Growing number of targeted pupils achieving expected outcomes in foundation subjects and science.</p> <p>Exhibition/ showcase events pupils can demonstrate their rich knowledge of the topics studied.</p>
<p><i>Achieve attendance above the National average and positively impact pupils who have persistent absence.</i></p>	<p>Improved attendance data for key groups and individuals.</p>
<p><i>Address a range of pastoral issues with proactive and re-active support packages.</i></p>	<p>Case studies to show improvement in pastoral circumstances and the consequent effect on academic achievement.</p>

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: £ [77,291]

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Enhancement of our Curriculum (primarily Maths and English) through metacognition skills and pre-teach.</i>	EEF guidance and DfE guidance Internal data shows improved performance by pupils that have access to pre-teach and metacognition skills.	1
<i>Improved pupil resilience and happiness in their approach to work as part of our mental health offer.</i>	Growth Mindset Building pupil resilience (growth mind set is evidenced to improve outcomes in all curriculum area) Carol Dweck	1 3 4
<i>Excellent PE coaching</i>	Specialist teachers at Billingham South have been shown to deliver excellent outcomes for children (computing teaching).	1 2 3

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

Budgeted cost: £ [23,015]

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Group tuition in a targeted academic area for groups of high ability children.</i>	Evidence available if required - This is through Brilliant Club who have provided data evidencing accelerated progress in key learning behaviours.	1 2 3
<i>Enhanced Speech and Language offer through the purchase of additional Speech and Language hours.</i>	EEF Guidance Speech and Language is a barrier to learning among a number of children at our school. Ensuring full assessments and programmes helps to remove those barriers.	1
<i>Targeted Tuition in key areas: individual</i>	1:1 and small group tuition - EEF	1

<p><i>tutoring to fill gaps in learning in Y5 and Y6 children (3rd space learning), individual, paired and group learning by a qualified teacher in Y6 (preparation for next stage in learning) and Y1 (most affected year group by COVID lockdown) for one term in English and Maths, academic tutor in writing for Y6, Y5, Y4 for 2 terms.</i></p>	<p>Targeted tuition using EEF methodology has been shown to enhance progress.</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ [57,774]

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>1:1 Play therapy and Transition Club for vulnerable pupils.</i></p>	<p>Case studies available on request. Case studies provided by ABC counselling and therapy solutions.</p>	<p>3 4</p>
<p><i>Outdoor learning</i></p>	<p>Case studies from lockdown period showed hugely positive affect on emotional wellbeing and social skills.</p>	<p>1 3 4</p>
<p><i>Chess Club and competitive chess tournaments.</i></p>	<p>Pupil voice demonstrates raised self-esteem and a positive effect on problem solving ability.</p>	<p>2 3</p>
<p><i>Participation in a Shakespeare Performance event</i></p>	<p>Evidence over time through pupil voice shows positive impact on pupil aspiration, academic skills, social skills and resilience.</p>	<p>1 2 3</p>
<p><i>Ensuring quality reading material is available to all pupils through a reading reward scheme and a £1 book shop.</i></p>	<p>Building a reading culture in our community (which has lost its local library) is vital to improve Literacy skills, raise academic achievement and raise aspirations.</p>	<p>1 2</p>
<p><i>Raising pupils' cultural capital and resilience with targeted experiences through the academic year.</i></p>	<p>Cultural Capital is 'the essential knowledge that children need to be educated citizens' Ofsted Raising cultural capital and resilience has been demonstrated to raise</p>	<p>1 2 3</p>

	aspiration, develop resilience and improve life outcomes (case studies).	
<i>Part funding of key members of staff (PSA) and SLAs (attendance service) to provide bespoke services to families.</i>	Lost days at school through none attendance or poor engagement result in lost potential and lowered outcomes. Our pastoral team have successfully impacted a number of children in these areas.	1 2 3 4

Total budgeted cost: £158,080

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.

Staffing Spend (PSA, TA, Temp T)

- PSA particularly huge impact to COVID hit disadvantaged families eg. Free school meals deliveries, sign posting services, ensuring ability to access home learning
- TAs particularly used to enable pre-teach in KS2 classes. The positive impact of this is measured in pre and post topic testing. Pre-teach has become the key strategic intervention in Maths and English- the impact of COVID absences in Reading and Maths was minimised due to excellent online learning and pre-teach/support in year groups when school returned (internal data)
- A temporary teacher was used to create smaller group sizes in Y6 resulting in accelerated progress, post lockdown in all core subjects (internal data)

Arts/Trips/ Cultural Capital

- School trips are planned strategically as part of our values based curriculum. Some could not go ahead due to COVID. School has collected pupil voice to evidence impact.
- A major project prior to lockdown was plotting all our cultural capital initiatives (particularly enhancing the future cultural leverage of disadvantaged pupils). This has been completed.

Counselling Services

- ABC therapy solutions have provided a thorough evidence portfolio for all play therapy sessions and transition club. Although these are confidential they provide evidence of huge impact for children from disadvantaged backgrounds.

ICT Expert Teaching

- Monitoring shows that our computing curriculum is modern, relevant and prepares pupils thoroughly for the next phase in their education.
- Our Computing expert teacher provides a 'digital leaders' extra-curricular club which targets disadvantaged pupils for an enhanced ICT programme.

Forest School Teaching/ Garden Resources and Therapy

- Pupil voice consistently shows the inherent benefits to our disadvantaged pupils of outdoor learning.
- Advantages include; improved behaviour, improved mental health and well-being, improved physical health, greater understanding of our school rules and values, greater familiarity with and appreciation for our local environment.

Brilliant Club

- Brilliant Club specifically targets gifted and talented children from disadvantaged backgrounds. A complete breakdown of its impact is provided at the end of the programme.
- Benefits highlighted in the breakdown include; greater resilience, improved learning behaviours, raised aspirations, improved knowledge of further education.

Additional Speech and Language Support

- The impact of this can be seen in and has been evidenced in reports from LA monitoring.

School Council/ Anti Bullying

- Continues to be an integral part of school practice allowing pupils to; influence curriculum content and opportunity.
- For example school council highlighted a wish for more outdoor learning which has been delivered, school council highlighted a wish for more animals in school - a school pony started coming and other possibilities will be looked at post COVID
- School council lead any Parliamentary activities that we take part in.

SSF

- Specifically targets children from disadvantaged backgrounds to take part in a Shakespeare Festival.
- Benefits include; greater resilience, raised aspirations, raised self-esteem, challenge, improved learning behaviours, increased social and cultural capital.

- It is a wonderful opportunity for children to perform at a high level

£1 Book Shop

- A huge variety of books are made available to all children for £1 and for reading rewards upon completion of a reading stamp card.
- Pre COVID this resulted in a huge increase in book ownership in the school population.
- Benefits include; improved amount of reading, greater enjoyment in reading, greater knowledge and development of genres and authors, development of excellent reading habits regardless of family income.

3rd Space Learning

- A tutoring programme that has been proved successful at Billingham South in raising Maths attainment particularly amongst disadvantaged pupils.
- This year there is no National data as evidence but internal data supports in Y5 and Y6.

Future Steps

- Future Steps provide the assessments for pupils who are struggling with motor skills, sensory ability and the ability to regulate their mood.
- These assessments provide the programmes for pupils which are then delivered regularly by an OT teaching assistant.
- Pupil premium funding of this programme is specifically for disadvantaged pupils.

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

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.