



Pupil premium strategy statement

1. Summary information					
School	Billingshurst Primary				
Academic Year	2017/18	Total PP budget 2017/18	£92,820	Date of most recent PP Review	June 2014
Total number of pupils	628	Number of pupils eligible for PP	56	Date for next internal review of this strategy	June 2018

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths KS2	22%	57%
progress in reading KS2	-1.78	-0.41
progress in writing KS2	-4.42	-2.92
progress in maths KS2	-3.40	-1.87

3. Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)		
A.	PP children who have average of higher prior attainment are not achieving as well as all pupils in KS1 and KS2, specifically in writing and maths (2017)	
B.	PP children display lower levels of engagement in reading, writing and mathematics at EYFS and KS1	
C.	PP children in EYFS and KS1 identified as having Speech and Language issues inhibiting their progress in KS1 and KS2	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	Mobility: 21 out of our 56 children have joined the school after Reception, 12 since the start of KS2, 5 in Year 5 and 6 since September 2017. A number of PP children are from our Traveller Community Behaviour: Small number of children eligible for PP display challenging behaviour which impacts on their learning and progress	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Increase rates of progress across KS1 and KS2 for PP children with middle and higher prior attainment	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.	Close the gap between all and PP children in writing and mathematics 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%	Improve the relatively higher levels of persistent absence from a small number of PP children, including GRT children

5. Planned expenditure					
Academic year	2017/18 Total planned expenditure to date: £88,489				
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	Inclusion Project: 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: leading on Locality West Sussex Index for Inclusion project.	Headteacher has taken the lead and an initial Inset day as set out the parameters for the project. Staff engaged in peer coaching and support through action research. Dedicated CPD time allocated for staff development	Head	Summer 2018 No cost
C. Close the gap between all and PP children in writing and mathematics at KS1 and KS2	Partnership with National Literacy Trust and National Centre for Excellence in Teaching Mathematics Mastery Programme	Impact of mastery approach to mathematics from NCETM; conceptual understanding and fluency; NLT locality reading project has had positive impact on reading attainment in KS1 and KS2. Root and branch changes to approaches in teaching mathematics and securing better teacher subject knowledge in writing.	Monitoring of outcomes in mathematics and writing in summer 2018: narrowing of gap between PP and all children: standardised scores in mathematics to support teacher assessment Y1, 3, 4 and 5	Maths Lead English Lead	Summer 2018 £3000
C. Close the gap between all and PP children in writing and mathematics at KS1 and KS2	Numicon for all Reception children to ensure equal access to concept of number	Supportive of all children in developing a sense of number that will support mathematical understanding and concepts throughout and beyond primary education.	A set of Numicon per child with a leaflet that supports parents at home in playing with number with their children	EYFS Lead/Maths Lead	Feedback from parents summer 2018 £500
Total budgeted cost					£3,500
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 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.	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	Inclusion Leader	Summer 2018
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	Speech and Language difficulties are identified prior to entry through NHS screening and then through our own screening. A specifically trained TA, supported by the SALT, is delivering the programme. We believe this will make a significant difference for PP children and those with S and L difficulties and their progress through KS1 specifically	Regular meetings and training from Speech and Language Therapist; monitoring by Inclusion Lead; monitoring of learning outcomes	Inclusion Leader	Summer 2018

Total budgeted cost £77,367

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	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.	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.	Inclusion Lead/ Head	On-going
D. Support for PP children with behaviour issues	Additional TA hours to support transition into EYFS of children displaying challenging behaviour	Supportive and successful transition of children into EYFS supports their learning, integration and inclusion in EYFS and beyond.	EYFS Lead to report regularly to SLT; reduction in behaviour incidents and concerns about behaviour; progression from baseline carefully monitored.	Inclusion Lead/EYFS Lead	Summer 18
B. Improve enjoyment and engagement with reading	Copies of core text to be	Many children eligible for PP have limited	We will survey the parents and	Head	Summer 18

for all PP children	bought for PP children before topic where possible	access to books in the home. By buying book relevant to the children's learning we hope to develop a further love of reading as well as engage the families and carers in sharing the books with them	children at the end of the year to gain feedback. Leaders will monitor to ensure allocation is in line with inclusive principles		
Total budgeted cost					£7,622

6. Review of expenditure				
Previous Academic Year 2016/17		Total expenditure £107,407		
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
D. Improve attendance for the minority of PP children who attend below 95%	Team Teach training for all teaching and some support staff to enable de-escalation and positive handling strategies for small number of children at risk of exclusion: all PP	All staff trained and no permanent exclusions. Reduction in absence for those particularly vulnerable and staff gained confidence in dealing with children with serious behaviour issues;	Staff trained for next three years. Behaviour issues significantly diminished but will reconsider training in 2019 if required.	£2,734
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 for children with specific language and literacy issues eligible for PP.	Progress and attainment increased in EYFS, KS1 and KS2 although gap widened for PP at KS2: this is due to the mobility of the group and that 6 of 18 PP children in Year 6 arrived since the start of KS1 and a different 5 had defined 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.	£100,372
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	This intervention will have long term impact and therefore will be continued throughout 2017/18.	
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>Emotional support for children undergoing trauma or issues at school or at home through school-based therapeutic intervention.</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>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; 2017 showing improving attendance of PP children.</p> <p>PP children are fully integrated and do not suffer discrimination because they are unable to pay for trips, residential, instrument hire etc. This is particularly relevant to those who are joining the school at a time after normal intake who</p>	<p>Continued therapeutic support is essential for children facing a whole range of challenges, some eligible for PP and some not. Therapy to continue</p> <p>Allocation of some PP funding to meet the unique and individual needs of each child will continue.</p>	<p>£4,301</p>
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7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.
Our full strategy document can be found online at: www.aschool.sch.uk