

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Biggin Hill Primary School
Number of pupils in school	465
Proportion (%) of pupil premium eligible pupils	14%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-24
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Hannah Freeman, Headteacher
Pupil premium lead	Andrew Devlin, Assistant Headteacher
Governor / Trustee lead	Phil Ridgewell

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£91,935
Recovery premium funding allocation this academic year	145 x 61 £8,845
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£100,780

Part A: Pupil premium strategy plan

Statement of intent

Biggin Hill Primary School is an inclusive school. We pride ourselves on providing opportunities for all children to achieve their full potential, whilst recognising that there may be factors that result in barriers to learning. These, in turn, may affect the progress and outcomes for some children. Our intention is that all pupils, irrespective of any challenges they face, make good progress and achieve or surpass their expected outcomes.

We have identified the following areas that present challenges for some pupils:

- attendance
- emotional health and wellbeing
- progress and outcomes
- access to cultural capital.

Our Pupil Premium strategy seeks to redress these concerns through a combination of early intervention, high-quality teaching and targeted support.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit all pupils in our school. We aim to ensure that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

The pupil premium strategy is written alongside the school development plan to ensure a consistent approach to addressing the educational needs of all pupils. Current development plans, including the Pupil Premium Strategy, take account of the recovery needs stemming from the disruption to education brought about from the pandemic.

Through our pupil premium strategy we aim to ensure disadvantaged pupils:

- attend school regularly and are emotionally ready to learn
- achieve educational outcomes in line with their peers
- have the same access to educational and extracurricular activities as their peers.

Challenges

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

Challenge number	Detail of challenge
1	Attendance Our attendance data last year (2022-23) indicates that overall attendance among disadvantaged pupils was 3% lower than for non-disadvantaged pupils. During the 2022-23 academic year 38.5% of disadvantaged pupils were persistently absent: although this is an improvement on the previous academic

	<p>year (43.5%), it is still significantly behind the PA figure for pupils who were not disadvantaged which has stayed inline with the previous year (16.1%).</p> <p>Our assessments, observations and discussion at pupil progress meetings indicate that absenteeism is negatively impacting the progress and achievement of some disadvantaged pupils.</p>
2	<p>Emotional Health and Wellbeing</p> <p>Our assessments, observations and discussions have identified a significant number of disadvantaged pupils requiring a higher level of support with emotional regulation.</p> <p>Our assessments, observations and discussions have identified a high number of disadvantaged pupils (>50%) who have or will need to access support with the Family Liaison and Mental Health Lead.</p>
3	<p>Progress and Outcomes</p> <p>Analysis of demographic groups shows that a high proportion of disadvantaged pupils are also identified as having additional needs: 25% of all DA children are on the SEND register.</p> <p>Our internal assessments indicate that a number of disadvantaged pupils are working below age related expectations.</p> <p>Internal and external assessments indicate that attainment among disadvantaged pupils is below that of non-disadvantaged pupils in some subject areas.</p> <p>Internal and external assessments indicate that the progress made by disadvantaged pupils falls behind that of non-disadvantaged pupils at the end of KS2.</p>
4	<p>Cultural Capital</p> <p>Not all children are able to attend residential trips due to financial constraints.</p> <p>Disadvantaged pupils do not always have access to experiences outside of the curriculum.</p> <p>Our records show that a lower proportion of disadvantaged pupils take musical instrument lessons or attend extra curricular clubs than their peers.</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
<p>To raise standards in Reading, Writing and Maths across all year groups.</p>	<ul style="list-style-type: none"> ● Daily reading following a new approach setup for KS1. ● HL/HF/AD to complete training for Destination Reader. ● DR training delivered to all staff in the Autumn term. ● Evidence of consistent approach to reading through lesson observations, learning walks and work scrutinies. ● Outcomes at the end of KS2 are in line or above national, including GDS. ● Progress at the end of KS2 is in line or above national. ● Increased number of children meeting the expected standard in Reading, Writing and Maths. ● Evidence from books that the Mastery approach is being implemented in Years 1-3.
<p>To ensure that a robust curriculum is in place that closes the gap between the most and least disadvantaged pupils.</p>	<ul style="list-style-type: none"> ● The outcomes of disadvantaged pupils form a regular part of all monitoring activities in school. ● Targeted evidence based interventions identified through pupil progress reviews held each half term. ● Increase in the number of disadvantaged pupils achieving expected outcomes in PiRA and PUMA assessments. ● Increase in the number of disadvantaged pupils achieving EXS and GDS in the end of key stage assessments. ● Maintain a high number of disadvantaged pupils passing the Phonics Screening Check (PSC) in KS1. ● Increase in the progress measure for disadvantaged pupils ● Gaps between the most and least disadvantaged pupils are closed.
<p>Develop retention and recall of knowledge in maths so that the progress of the lowest attainers in maths improves.</p>	<ul style="list-style-type: none"> ● Embed Mastering Number in EYFS and KS1. ● Introduce The NCETM Teaching for Mastery Curriculum from Years 1-3. ● Maths boosters in place for DA and those who need daily additional maths intervention and the declarative knowledge of these pupils improves. ● Children make good progress from baseline assessments at the start of intervention. ● Analysis of PUMA assessments shows improved retention and recall of facts through the year. ● Analysis of the “Aspire” group shows improved retention and recall of key number facts. ● Quality of daily additional maths lessons (15 mins KS1 and 30 mins KS2) is judged to be good or better and as a result declarative knowledge of lowest attainers improves. ● Basic skills homework in place to target retention and recall.

<p>To reduce the number of children whose communication and language skills are below age expected and address gaps in communication and language skills for all younger learners.</p>	<ul style="list-style-type: none"> ● Children make better than expected progress from the Reception Baseline Assessment (RBA) starting points in language and communication. ● Talk Boost early language intervention programme in place and having positive impact - monitored and recorded on EDUkey. ● Talk Boost assessments show improvements in children's word and sentence understanding, ability to talk in sentences and hold conversations. ● Regular SALT assessments and interventions in place for targeted individuals and children make progress on their individual plans/starting points. ● Word Aware programme launched across the whole school, with intervention in place for identified groups. ● Oracy Project training completed and action plan agreed.
<p>To increase the proportion of pupils achieving the expected standard in reading</p>	<ul style="list-style-type: none"> ● Proportion of pupils achieving expected standard is in line or above National averages in KS1 and 70% in KS2 in 2023. ● Audit of reading for pleasure and pupil voice reveals that children are regularly choosing to read at an EXS standard. ● In EYFS and KS1 children read books that are decodable for them at their stage of learning, every day, both at home and at school. ● Reading is planned for and observed by subject leaders in a range of subjects eg history and science ● Reading for pleasure is planned for and observed on a daily basis, inc. class story time
<p>To reduce the number of persistent absentees to be in line with or lower than national averages and to ensure that disadvantaged pupils are not disproportionately represented within this group.</p>	<ul style="list-style-type: none"> ● Disadvantaged pupils identified as part of attendance monitoring. ● Support packages put in place to meet the individual needs of disadvantaged children and their families. ● Persistent absenteeism is in line with national averages, especially for disadvantaged pupils and pupil groups - 2021-2023.
<p>To ensure DA pupils are able to attend school residential trips.</p>	<ul style="list-style-type: none"> ● Access to residential trips for DA children monitored by the Educational Visits Coordinator (EVC). ● Number of DA children attending residential trips is inline with the numbers for all children.
<p>To ensure support with wellbeing is available for children experiencing difficulties in their home life or with ongoing medical issues.</p>	<ul style="list-style-type: none"> ● All staff aware of which children are identified as DA. ● Prompt referral of any child experiencing difficulties to the inclusion team. ● Designated member of staff in place with responsibility for monitoring ongoing medical issues and providing support when required.
<p>To ensure that adequate opportunities are made available to children during play and lunch</p>	<ul style="list-style-type: none"> ● Lunch clubs are made available to all children. ● All children have access to safe spaces during play and lunch times as required.

<p>times and that incidents of negative behaviour remain low.</p>	<ul style="list-style-type: none"> ● Maintain a low number of negative incidents on the playground. ● Maintain a low number of children who require access to the reflection room during lunch.
<p>To ensure increased opportunities for all children to engage in extracurricular activities and ensure DA pupils are not prevented from accessing these.</p>	<ul style="list-style-type: none"> ● Attendance during extra curricular activities and clubs monitored by relevant subject leaders show that these are accessed by all children including those who are disadvantaged.

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: **£22,500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
PPRs to monitor the progress of DA children and other groups (half termly).	This will help ensure that early intervention can be planned for, and its effectiveness regularly evaluated and reviewed.	3
Assessments completed termly and gap analysis completed.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: https://educationendowmentfoundation.org.uk/tools/assessing-and-monitoring-pupil-progress/testing/standardised-tests/	3
Moderation activities completed every half term.	To validate teacher assessments and ensure consistency across the school.	3
All staff have access to training provided as part of the National College subscription.	This will support CPD for all staff, giving access to high quality training linked to current best practice and research.	1-3
Release time for the subject lead for computing to support the training of an HLTA to teach the new computing curriculum.	This will help ensure that all children have access to high quality computing teaching across the school.	3
Utilise coaches from Sporty Stars to continue to develop the PE curriculum	To support teacher knowledge of PE skills and pedagogy within the subject. .	1-4

and access to sport at lunchtimes.		
SEND Group Subscription.	This will support CPD for all staff, giving access to high quality training linked to current best practice and research.	1-3
Destination Reader training and subscription with Hackney Education	CPD for English Lead, HT and AHT and subscription to support development and implementation of Destination Reader across the school.	1-3
Invest in reading books across the school	To ensure DR lessons can be delivered effectively in KS2 and that more able readers have access to appropriate reading books in years 1 and 2.	3

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

Budgeted cost: **£11,185**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted evidence based interventions in place to support pupils with basic skills in phonics, reading and maths.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics Interventions will take the form of small group tuition as evidence suggests that this approach is effective to support sustained engagement and to help ensure individual needs are met. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	3
“Aspire” teaching programme in place for bottom 10% in KS2.	This will help ensure there are opportunities for both small group tuition and individualised instruction as required. Small group approaches have been shown to be very effective in supporting good progress.	3

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction	
Identify disadvantaged pupils requiring SALT intervention.	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	3
Identify disadvantaged pupils requiring TalkBoost intervention.	<p>'TalkBoost is a targeted and evidence-based intervention, which supports language delayed children in Reception and KS1 to make significant progress with their language and communication skills. Vocabulary at age 5 is a very strong predictor of the qualifications achieved at school leaving age and beyond (Feinstein and Duckworth, 2006).</p> <p>The gap in reading age of children with poor language skills widens significantly with age – from a few months at five years old to a gap of five years difference by the time they are 14.</p> <p>Vocabulary at age 5 has been found to be the best predictor (from a range of measures at age 5 and 10) of whether children who experienced social deprivation in childhood were able to 'buck the trend' and escape poverty in later adult life (Blanden, 2006).'</p> <p>https://ican.org.uk/training-licensing/ican-programmes/talk-boost-ks1/</p>	3
Engaging with the National Tutoring Programme to provide school-led tutoring for pupils whose education has been most impacted by the pandemic. A	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:	2 and 3

<p>significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p>	<p>One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	
<p>Top up for tutoring covered from PP grant (if this is financially viable given the reduction of NTP funding this year).</p>	<p>See above.</p>	<p>2 and 3</p>

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £67,095

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Identify disadvantaged pupils as part of attendance monitoring.</p> <p>Work with parents and carers of PAs to improve attendance.</p> <p>Individual plans in place for children with emotion based school refusal.</p>	<p>To ensure support is targeted to the children and families with the most need.</p> <p>Parental engagement has been shown to have a moderate impact on outcomes.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	1
<p>Use of Studybugs to support monitoring of attendance.</p>	<p>To ensure concerning patterns of attendance in a timely manner.</p>	1
<p>Identify concerns for disadvantaged pupils at wellbeing, Safeguarding and SEND meetings.</p> <p>Families requiring support referred to the Family Liaison and Mental Health Lead.</p> <p>Emotional support offered through the Inclusion Team.</p> <p>Counselling provided in school for children.</p>	<p>To ensure support is tailored to meet individual needs and to support parental engagement.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	3
<p>Lunchtime club set up daily to ensure reduced negative instances of behaviour.</p>	<p>Based on our experiences this helps reduce the number of incidents happening during lunch times.</p>	1 and 2
<p>Provide support when needed towards educational visit contributions for DA children.</p>	<p>To ensure access to these is available to all disadvantaged children.</p>	4

Provide support when needed towards extra curricular clubs for DA children.	To ensure access to these is available to all disadvantaged children.	4
Cover provided for the music lead to deliver music groups for DA children.	Based on our experiences children who are disadvantaged have fewer opportunities to engage in activities to support cultural capital.	4
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £100,780

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 2022 to 2023 academic year.

Attendance

Based on 395 enrolments (children at CSA at the end of the academic year), overall attendance for the Autumn and Spring Term was 94% 2022-23 academic year. The most recent national data puts overall absence for primary schools during the Autumn and Spring term at 6%. This means that overall attendance for the Autumn and Spring term was inline with national.

Persistent absence during these terms was 19.2%: this is higher than the national figure of 17.3% for the same period. For the whole of the 2022/23 academic year persistent absenteeism was 21.2%. This represents 84 out of 396 children. This figure rises to 38.5% of disadvantaged pupils compared to 16.1% of children not known to be disadvantaged. Although overall persistent absence has improved, the disadvantaged gap has remained at 22%.

Further analysis of our persistent absence group has shown that although the number of children who are persistently absent has remained the same, there has been an improvement in the overall attendance for these children. As a result more children are closer to 90% attendance and close to no longer being classed as persistently absent.

Changes to our attendance policy, in response to updated guidance, will focus on support for children who are disadvantaged.

Pupil outcomes

2022-23

Analysis of data for DA groups still to be added.

2021-22

Following two years of disruption due to the COVID pandemic, statutory assessments were resumed at the end of the 2021-22 academic year. Our results show that in some areas disadvantaged pupils have not achieved inline with their peers.

At the end of KS2, 8 children out of a cohort of 59 (13.6%) were identified as disadvantaged. Children achieving expected: 7 in maths (80.5%); 5 in reading (62.5%); 6 in writing (75%). Combined results however were lower with only 3 achieving RWM.

KS2 cohort - 1 LAC, 1 EHCP, 2 joined during Y6.

At the end of KS1, 10 out of a cohort of 54 (18.5%) were identified as disadvantaged. Children achieving expected: 7 in maths (70%); 6 in reading and writing (60%). 6 children also achieved the expected standard in RWM (60%).

Year 1 Phonics - 8/10 passed the PSC.

EYFS - 5/7 achieved GLD.

School-led tutoring

2022-23

Summary of NTP impact still to be added.

2021-22

At the start of the 2021-22 academic year, we received funding towards 390 hours of tutoring for 26 children. This increased to 495 hours for 33 children during the summer term. The grant was based on 60% of pupil numbers in years 1-6, as recorded on the October 2020 school census, increasing to 76% in the summer term.

The total grant received was £6682.50, intended to cover 75% of the cost of tutoring with the remaining £2227.50 coming from the PP contingency. Actual costs for tutoring were higher with the shortfall being made up from the school budget.

Due to the limited timeframe to implement the requirements of the national tutoring programme, we made the decision to target children in years 1, 2 and 6. In total 33 children received tutoring totaling 495 hours.

Wellbeing

PSHE continued to be delivered through the SCARF curriculum in the 2021-22 academic year. This was supplemented by assemblies and work on emotional regulation for targeted groups as well as whole school initiatives.

Responses to the pupil wellbeing survey were very positive with only a small number of specific issues raised.

2021-22/ 2022-23

During the last academic year we implemented each of the actions from the pupil premium strategy. Although these were largely successful, we have not yet seen the impact reflected in pupil outcomes and attendance data.

2023-24

We will continue with our pupil premium strategy this academic year with the following adjustments:

Attendance

- Continue to access the Attendance Hub and develop systems to support the most vulnerable children and families
- Use of DfE attendance data to compare data and identify areas for improvement
- Additional measures to target children at risk of PA.

Progress

- Develop systems for whole school reading using Destination Reader
- Further develop systems for tracking reading data across the school
- Refining the assessment process using Sonar tracker
- Analysis of summative judgements against test data using pivot tables as part of pupil progress reviews.

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
Talk Boost	I CAN Charity
Read Write Inc. Phonics	Ruth Miskin
Oracy Project	Voice 21
Word Aware	Routledge
Destion Reader	Hackney Education

Service pupil premium funding (optional)

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

Measure	Details
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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.