

Pupil premium strategy statement – Billingham Primary School

This statement details our school’s use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	122
Proportion (%) of pupil premium eligible pupils	27%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-23 2023-24 2024-25
Date this statement was published	January 2025
Date on which it will be reviewed	January 2026
Statement authorised by	Tom Thorpe (Head teacher)
Pupil premium lead	Tom Thorpe
Governor / Trustee lead	Helen Trower (Chair of governors)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£17,460
Recovery premium funding allocation this academic year	£1,378
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£24,859 (Pupil premium) £410 (Recovery)
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£44,107

Part A: Pupil premium strategy plan

Statement of intent

Unlocking Potential, Embracing Diversity: Billingborough Primary School is dedicated to nurturing the boundless potential of every child, regardless of background or hurdles. We strive to ignite a spark of learning within each student, understanding their unique strengths and needs.

Rooted in Diversity: Our diverse community, rich in its tapestry of cultures, ethnicities, and socioeconomic backgrounds, inspires our vibrant and inclusive curriculum. It's ambitious, packed with practical skills and rich knowledge, empowering all children, in particular those from disadvantaged backgrounds, to flourish.

Broad Horizons, Strong Foundations: We offer a comprehensive curriculum that sets high aspirations while ensuring excellence across all subjects, from core academics to enriching foundation areas.

Teaching at its Finest: Exceptional teaching lies at the heart of our approach. We focus on areas where disadvantaged students require the most support, utilising proven methods to bridge the attainment gap while simultaneously benefiting all our learners.

Empowering Every Child: At Billingborough, we cultivate:

- **Soaring Aspirations:** We open children's eyes to the endless possibilities that await them, nurturing their dreams and ambitions.
- **Independent Learners:** We foster pupils who are actively engaged in their learning, equipped with the skills and confidence to navigate their educational journey.
- **Healthy Bodies, Healthy Minds:** We provide ample opportunities for physical activity throughout the school day, instilling a lifelong appreciation for well-being and an active lifestyle.

Investing in Success: Our dedicated Pupil Premium strategy tackles the specific challenges our students face. Through rigorous monitoring, meticulous planning, and targeted support, we create a springboard for academic success for all. We recognise that not all disadvantaged students qualify for free school meals, and our support extends beyond that label.

Challenges

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

Challenge number	Detail of challenge
1	Poor communication and oral language skills

2	Limited prior knowledge and low pupil aspirations due to restricted life experiences
3	Low self-esteem and lack of resilience
4	Low parent/carer engagement, including low attendance rates

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
To improve the quality of teaching across the school	75% of teaching observed will be good or better. Staff have had access to high quality Professional Development. This will be seen through performance management outcomes.
To close the attainment gap between non-pupil premium and pupil premium pupils in reading	Achieve national average progress scores in Reading End of KS1 – 70 % at Age Related Expectation (75% National) End of KS2 – 80 % at Age Related Expectation (73% National) Disadvantaged pupils' progress will be the same or better than non-disadvantaged pupils
Attendance – To sustain high levels of attendance for all pupils, particularly those who are disadvantaged and persistently absent.	Improve attendance of disadvantaged pupils to LA average Improve attendance of persistent absentees – 17% all pupils PA.
Pupils eligible for pupil premium grant have the same access to extra-Curricular engagement experiences and opportunities as non-pupil premium pupils	All pupil premium pupils will have represented the school in at least one sporting event as part of CGS Outreach. All pupil premium pupils will have taken part in educational visits, visitors or residential as planned as part of the enrichment of the curriculum.
Improved well-being and access to well-being support.	Children are able to talk about mental health and wellbeing. ELSA trained Teaching Assistant to support children's emotional needs in school. Emotional Support Plans show improvements in well-being and confidence through pupil voice. PP children, who have a social worker (or have had historic involvement) can name

	<p>three safe adults in school and are not negatively impacted by their experiences (demonstrated via the pupil survey).</p> <p>Early identification and help for families that are experiencing incidents that have potential to become Adverse Childhood Experiences (ACEs)</p> <p>Research into training for staff to support children when this is already the case e.g. long term impact</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: £10,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Teaching and Learning</p> <p>To ensure high quality teaching and learning in the classroom.</p> <p>To ensure staff have access to high quality CPD. (Staff meetings/INSET Days)</p>	<p>EEF: Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium. While the Pupil Premium is provided as a different grant from core funding, this financial split shouldn't create an artificial separation from whole class teaching</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching</p>	1, 2, 3
<p>Teaching and Learning</p> <p>To ensure a consistent approach to assessment across the school</p>	<p>We must ensure that teaching builds on what children already know. It is important to assess what children do, and do not, know in order to extend learning for all children. EEF "Improving Mathematics in the Early Years and Key Stage 1"</p> <p>Standardised test to continue to be administered from Y2-6 (NFER & White Rose maths and reading).</p> <p>EEF states in "Assessment and Feedback" that standardised tests can provide reliable insights into pupils strengths and weaknesses to ensure they receive timely and appropriate intervention.</p>	1, 2, 3

<p>Reading Embed Little Wandle across the school. Embed use of Whole Class Reading approach across KS2 year groups to increase reading for pleasure. Teaching reading comprehension through modelling and supported practice.</p>	<p>Children from YR to Y2 will have reading books matched to their phonic ability. Children from Years 3- 6 have books which are matched to their reading ability and their reading habits and comprehension can be monitored effectively to support with intervention. Good reading habits and a love of reading can also be effectively developed effectively. Implementation of a reading curriculum based on guidance produced by the EEF. EEF: Oral language interventions emphasise the importance of spoken language and verbal interaction in the classroom. They are based on the idea that comprehension and reading skills benefit from explicit discussion of either the content or processes of learning, or both. Oral language approaches include:</p> <ul style="list-style-type: none"> • targeted reading aloud and book discussion with young children; • explicitly extending pupils' spoken vocabulary; • the use of structured questioning to develop reading comprehension; and the use of purposeful, curriculum-focused, dialogue and interaction. 	<p>2, 3</p>
<p>Reading Buy books and training for whole class sessions to ensure all children have access to high quality texts and teaching</p>	<p>EEF "Literacy KS1 Guidance" EEF "Literacy KS2 Guidance" The DfE highlights the importance of reading in the following publication: DFE Reading Framework</p>	
<p>Reading Fund external professionals/ consultants to work with the school and to support with teacher development and curriculum design</p>		
<p>Reading Fund teacher release time to attend CPD and to engage in monitoring and scrutiny activities with external professionals/ consultants (e.g. LEAD Teaching Hub)</p>		
<p>Phonics Understanding and Teaching</p>	<p>Research shows that to get every child reading and spelling we need to teach phonics with a systematic and explicit approach. Little Wandle Phonics is a</p>	<p>2</p>

Phonics Training Buy books to compliment the phonics scheme LEAD Audit for phonics support	validated systematic synthetic phonics (SSP) programme approved by the DfE	
Mathematics: Enlist and engagement of KS1/EYFS staff into the Teaching for Maths mastery. Funded teacher release time for maths lead to embed key elements of guidance in school and to access White Rose Maths resources and CPD.	EEF “Improving Mathematics in the Early Years and Key Stage 1” by investing in CPD for teachers, practitioners should be aware that developing a secure grasp of early mathematical ideas takes time, and specific skills may emerge in different orders. EEF “Improving Mathematics in Key Stages 2 and 3”	3

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

Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading TA Training – rapid catch up reading intervention	EEF: Extensive evidence from 8 meta-analyses has consistently demonstrated the impact of teaching metacognitive strategies for reading comprehension (much of research pupils 7-11)	2
Phonics TA support in delivery of phonics TA to carry out “keep up” sessions	Continue to update trained Tas and new staff to the school in the SSP Little Wandle Phonics revised to allow smaller working groups and accurate assessments of pupils at data points	2
Phonics One-to-one/small group phonics sessions	Little Wandle Phonics revised strategy has built in “Keep up” sessions for pupils falling behind. Little Wandle Phonics is a validated systematic synthetic phonics (SSP) programme approved by the DfE. EEF “Small group tuition” states this practice has an average of	2

	4 months additional progress over a year	
Mathematics One-to-one/small group maths intervention sessions – including multiplication recall Y3/4	EEF “Small group tuition” states this practice has an average of 4 months additional progress over a year. EEF supports the use of high-quality targeted support to help all children learn mathematics. EEF “Improving Mathematics in the Early Years and Key Stage 1” EEF “Improving Mathematics in Key stages 2 and 3”	3
Well-Being Improve children mental health and so they are ready to learn. Ensure children have access to high quality Emotional Literacy Support (ELSA) Having an ELSA trained member of staff to support pupil’s Social emotional mental health	EEF (Social and Emotional Learning): On average, Social and Emotional Learning (SLE) interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an overall impact of four months’ additional progress on attainment. Improvements appear to more likely when SLE approaches are embedded into routine educational practices and supported by professional development and training for staff. In addition, then implementation of the programme and the degree to which teachers are committed to the approach appears important. Both targeted interventions and universal approaches can have positive overall effects. EEF “Improving Behaviour in school”	6

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

Budgeted cost: £10,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance Embedding principles of good practice set out in the DfE’s Improving School Attendance advice	CPD to have a better understanding of Lincolnshire attendance and absence procedures and strategies to improve engagement and attendance. The DfE guidance “Improving School Attendance” has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence	4
Attendance Breakfast Club	Offer breakfast club for pupils to ensure they arrive on time, have breakfast and are ready for learning. Having a	4

	nutritious breakfast enables pupils to be more engaged in their learning and more likely to attend school. EEF “Improving Behaviour in school”	
Attendance Ensure Inclusion Lead has time to support families with attendance and acute need Improving attendance and readiness to learn for the most disadvantaged pupils	The Department for Education (DfE) published research in 2016 which found that: The higher the overall absence rate across Key Stage (KS) 2 and KS4, the lower the likely level of attainment at the end of KS2 and KS4 Pupils with no absence are 1.3 times more likely to achieve level 4 or above, and 3.1 times more likely to achieve level 5 or above, than pupils that missed 10-15% of all sessions	4
Extra-Curricular Taking part in educational visits, residential. CGS Outreach opportunities for all pupils within the year.	Attending educational trips, visits and having visitors in the school make learning more memorable and increase participation and engagement in lessons, learning and school life	5, 6
Well-Being Develop and embed well-being policy for both staff and pupils. SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff. ELSA (Emotional Learning Support Assistant)	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g. improved academic performance, attitudes, behaviour and relationships with peers) Improving Social and Emotional Learning in Primary Schools The Emotional Literacy Support Assistant (ELSA) programme is an evidence-informed, nationally recognised approach to supporting children and young people with a range of social and emotional needs.	6

Total budgeted cost: £33,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Aims	Outcomes		
<p>Academic</p> <p>To improve the quality of teaching across the school</p>	<p>75% of teaching in maths, English and foundations subjects (lesson, books and pupil voice) observed was good or better.</p> <p>Quality of phonics and reading sessions observed were judged to be improved compared with Autumn and Spring term 2022-23.</p>		
<p>Academic</p> <p>To close the attainment gap between non-pupil premium and pupil premium pupils in reading, writing and maths.</p>	<p>KS2 results</p>	<p>Pupil Premium achieving expected standard</p>	<p>Average scaled score</p>
	<p>Reading</p>	<p>SUPP</p>	<p>105</p>
	<p>Writing</p>	<p>SUPP</p>	
	<p>Maths</p>	<p>SUPP</p>	<p>102</p>
<p>Academic</p> <p>To close the attainment gap between non-pupil premium and pupil premium pupils in phonics</p>	<p>Year 1 phonics</p>	<p>Pupil Premium Pass</p>	<p>Non-Pupil Premium Pass</p>
	<p>Year 1</p>	<p>40%</p>	<p>86%</p>
<p>Attendance – all pupils come to school.</p>	<p>Whole school –</p> <p>17.4% Persistent absence of which 3/36 were PP – 8%</p> <p>91.7% of pupil premium >90% attendance</p>		
<p>Enrichment and Engagement Pupils eligible for pupil premium grant have the same access to extra-Curricular engagement experiences and opportunities as non-pupil premium pupils</p>	<p>100% Pupil premium attended an event representing the school in 2023-24.</p> <p>All pupils took part in sports day and school games day.</p> <p>2 pupil premium accessed breakfast club provision to support family in ensuring they arrived at school on time and had a substantial breakfast to prepare them for learning. This also</p>		

	<p>boosted their confidence and social interaction with other children.</p> <p>Educational Visits and residential opportunities – 100% Pupil premium pupils attended events.</p>
<p>Well-being</p> <p>Improved well-being and access to well-being support</p>	<p>One staff member ELSA trained and continues to have ELSA supervision.</p> <p>All pupils had access to daily emotions check in.</p> <p>All pupils had access to PSHE well-being curriculum.</p> <p>100% participation in School Games day and Sports Day</p> <p>100% of KS2 PP entitled pupils represented the school in at least two sporting events.</p> <p>Active lunchtime provision ensures 100% of PP children take part in active physical activity each day</p> <p>TAs support pupil's emotional well-being as needed.</p> <p>2 pupils on PP register were under a TAC plan 2022-23</p> <p>9 PP pupils received ELSA sessions 2023-24.</p>

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Complete sports package, including Active Schools coordinator to deliver curriculum PE, sports interventions and clubs. Additionally, access to a range of sporting opportunities and events, for a range of abilities and ages. Provides pathways for children to attend external sporting clubs	Carres Outreach Services (CGS)
A carefully sequenced programme of daily times tables practice. To improve recall of times table facts	Times Table Rock Stars

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
Spend was on TA's to support individual children as required eg. 1:1 support when parents were on detachment, emotional support.
The impact of that spending on service pupil premium eligible pupils
Individuals benefited from the 1:1 support and have been settled and secure in school allowing them to achieve well.

