

Pupil Premium Strategy Statement

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	Timothy Hackworth Primary School
Number of pupils in school	390
Proportion (%) of pupil premium eligible pupils	54% 210 PP pupils
Academic year/years that our current pupil premium strategy plan covers	2021-2022
Date this statement was published	December 2021
Date on which it will be reviewed	April 2022 July 2022
Statement authorised by	Lynn Boulton – Head Teacher
Pupil Premium Lead	Lynn Boulton – Head Teacher
Governor Lead	Pauline Crook – Chair of Governors

Funding Overview

Detail	Amount
Pupil Premium funding allocation this academic year	£294,685
Recovery Premium funding allocation this academic year	£31,202
School-Led Tutoring Grant	£23,220
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£349,107

Part A: Pupil Premium Strategy Plan

Statement of Intent

RRS – our school ethos. We are a RRS Gold Level School

Our School Intent, embracing RRS

We would like our school, which reflects British Values, to be at the heart of the community, sharing, supporting and learning together with everyone as equals. Our children have the right to high quality learning experiences to help them to be the best that they can be.

We encourage our children to be creative, unique, open-minded and independent individuals, respectful of themselves and of others in our school, our local community and the wider world.

We aim to nurture our children on their journey through life so they can grow into safe, caring, democratic, responsible and tolerant adults who make a positive difference to British Society and to the world.

Our School Vision, embracing RRS

‘May our Rights Respecting School be a happy place for us all to learn; where every one of us is valued and safe in our Timothy Hackworth School Family. May we all be the best that we can be by making a positive difference to each other, our community in Shildon and the wider world in which we all live.’

We want our children:

- to be the best that they can be – to have high aspirations of themselves;
- to enjoy coming to school every day, so that they have their right to enjoy learning;
- to make a positive contribution to society;
- to know how to stay safe, to look after themselves and each other;
- to have a positive mindset, to be resilient, to believe in themselves.

In direct relation to our Pupil Premium Strategy Plan, and as part of our whole school Intent as detailed above, all of the children at Timothy Hackworth Primary School have the right to make good progress and achieve the best that they can, irrespective of their background or the challenges that they encounter.

The focus of our Pupil Premium Strategy is to support disadvantaged pupils to achieve the very best that they can, and to have the resilience, confidence and resourcefulness to believe in themselves, to achieve the very best that they possibly can.

We will take into account the challenges faced by our vulnerable pupils, some of which who have involvement with a social worker, those who experience difficulties and challenges in a range of contexts, for example, those pupils who are young carers, those who have SEND, and those who have recently moved into care.

Quality first teaching is always at the centre of our approach, helping pupils have their right to a good quality education, focusing on those areas which our disadvantaged pupils require the most support, for example, prioritising the closing of their learning gaps. This focus will also benefit our non-disadvantaged pupils also. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and also improved, alongside the improved progress of their disadvantaged peers.

Our Pupil Premium Strategy also incorporates our approach to education recovery, notably through our targeted support from the Recovery Premium and the School-Led Tutoring Grant, targeted at identified pupils whose education has been the worst affected, which includes non-disadvantaged pupils.

Our approach will be responsive to the challenges that arise and the individual needs of our pupils, strongly rooted in robust and systematic data collection and analysis, and the collective knowledge that we have of our pupils, both disadvantaged and non-disadvantaged. All of our targeted approaches and strategies are adopted to ensure that our pupils have their right to the best possible quality of education, with the intention of achieving improved outcomes for all. To ensure that our targeted strategies and support offer are effective, we will ensure that our disadvantaged pupils:

- receive consistent quality first teaching which identifies and closes their learning gaps;
- receive targeted support to help to address their learning gaps;
- access intervention which is tailored to meet their learning needs;
- succeed and thrive within our positive and respectful school culture, where our staff take responsibility for disadvantaged pupils' outcomes seriously, and have high expectations of what our pupils can achieve.

Challenges

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

Challenge number	Detail of challenge
1	Closing the Gap - RWM Assessments, data analysis and observations indicate that pupils require targeted support to address learning gaps in RWM to accelerate pupil progress so that they are in line with national expectations. This is evident in KS1 and KS2 particularly, and is more prevalent amongst SEND and disadvantaged pupils.

	<p>Internal and external data indicate that the reading attainment of disadvantaged and SEND pupils is below that of non-disadvantaged and non-SEND pupils.</p> <p>Of RWM, Reading is a key priority area where pupils perform less well in comparison to Writing and Maths, and where disadvantaged and SEND pupils perform less well than non-disadvantaged and non-SEND pupils.</p>
2	<p>Early Reading – Phonics</p> <p>Assessments, data analysis and observations indicate that pupils require targeted support to address learning gaps in phonics to accelerate pupil progress. This is more prevalent amongst SEND, disadvantaged pupils and boys.</p>
3	<p>SEND</p> <p>Assessments, data analysis and SEND reviews indicate that the progress of SEND pupils make slower rates of progress than non-SEND pupils. Disadvantaged SEND pupils make slower rates of progress than non-disadvantaged SEND pupils.</p>
4	<p>Curriculum Development</p> <p>Our school aspires for our curriculum to be meaningful, enjoyable, relevant and accessible to all pupils. A range of resources across the curriculum have been purchased, and have been identified for purchasing, so that pupils benefit from our planned learning opportunities and have access to a range of enriched learning experiences.</p>
5	<p>Attendance</p> <p>Our attendance data over the last three years indicates that attendance amongst disadvantaged and non-disadvantaged pupils, and between SEND and non-SEND has widened. Our attendance data over the last three years also indicates that the number of persistent absentees is also increasing. The recent lockdowns have had a significant impact on the attendance of pupils.</p>
6	<p>Pupil Mental Health and Wellbeing</p> <p>Our assessments, observations and discussions with pupils, parents and carers indicate that our pupils' mental health and wellbeing continues to require significant support.</p> <p>This has also been exacerbated by the recent partial school closures due to CV19.</p> <p>Our observations also indicate that the mental health and wellbeing of pupils' families has been negatively impacted by CV19, which, in turn, has an impact on individual pupils.</p>
7	<p>Early Language and Vocabulary Development</p> <p>Assessments, data analysis and discussions with pupils, parents and carers indicate that pupils' oral language skills and vocabulary development is significantly under-developed in comparison with child development milestones.</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.

Challenge number	Intended outcome	Success criteria
1	<p><u>Closing the Gap - RWM</u></p> <p>Improved outcomes in RWM demonstrated in EKS data and internal tracking systems which result in standards are closer to national averages.</p>	<p><u>EYFS GLD</u></p> <p>GLD Target July 2022: 82%. (National 2019 – 72%).</p> <p>The gap between disadvantaged pupils' and non-DP attainment continues to narrow to -5% based on EOY 2019 data.</p> <p><u>EKS1</u></p> <p>EKS1 Reading increases to 77%</p> <p>EKS1 Writing increases to 79%</p> <p>EKS1 Mathematics increases to 82%</p> <p>The performance gap between DP/Non-DP pupils continues to remain closed: Data set 2019 DP without SEND data: R+2% W+2% M0%.</p> <p><u>EKS2</u></p> <p>EKS2 Reading increases to 73%</p> <p>EKS2 Writing increases to 73%</p> <p>EKS2 Mathematics increases to 78%</p> <p>EKS2 GPS increases to 76%</p> <p>The performance gap between DP/Non-DP is within -10%. Data set 2019 DP without SEND data: R0% W0% M0%.</p> <p>Standards in Reading at the end of Key Stage 2 in 2022 are at least in line with national averages. (NA 2019 73%)</p> <p>Standards in Reading at the end of Key Stage 1 in 2022 increase to 77% and are at least in line with national averages.</p> <p>1. Reading is actively celebrated and valued in school.</p>

		<p>2.To improve pupils' reading stamina and reading speed.</p> <p>3.Lexia is targeted at the identified lowest 20% pupils in each class and thereby makes a positive impact on our weakest readers.</p> <p>4.Teachers have a clear understanding of the lowest 20% of readers in their classes and actively implement identified strategies to support their reading progression.</p> <p>5.Identified pupils are provided with high quality, targeted and precise intervention to address gaps in their learning.</p> <p>6.The learning environment reflects a high-quality reading ethos which incorporates tidy, well-stocked and appealing reading areas.</p> <p>7.Pupils' vocabulary is improved by broadening vocabulary range through exposure to quality texts and through effective modelling.</p> <p>8.Reading tasks planned and delivered reflect appropriate pace, urgency and independence and are matched to learning needs.</p> <p>9.Specific comprehension strategies are taught. Pupils are able to use these with increasing independence.</p> <p>10.Exposure to real authors is evident.</p> <p>11.Pupil Support Plans which link to reading are addressed and incorporated fully into relevant curriculum areas, thereby supporting the closing of the gap between SEND/non-SEND pupils.</p> <p>12.The LA Reading Deep Dive takes place and actions identified from this are implemented as appropriate.</p> <p>13.To purchase further reading resources to support the teaching of reading in English and across the curriculum.</p>
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		<p>14. A school 'Reading Ambassador' is appointed who promotes an enjoyment of reading across the school, and to parents and carers.</p>
2	<p><u>Early Reading - Phonics</u></p> <p>Attainment in Phonics for SEND, disadvantaged pupils and boys, improves.</p> <p>The introduction, implementation and embedding of the recently adopted Essential Letters and Sounds Programme has a positive impact on pupil outcomes in Phonics.</p>	<p><u>Year 1 Phonics</u></p> <p>National 2019 82% National 2019 DP 71% National 2019 Boys 78%</p> <p>Spr 22 Target: 66% DP61% Boys62%</p> <p>Sum22 Target: 84% DP81% Boys83%</p> <p><u>Year 2 Phonics</u></p> <p>National 2019 - 91% National 2019 tbc National 2019 tbc</p> <p>Sum22 Target: 90% children resitting in December 2021 achieve the threshold score. 90% actual achievement.</p> <p>86% DP resitting in December 2021 achieve the threshold score. 86% actual achievement.</p> <p>84% boys resitting in December 2021 achieve the threshold score. 90% actual achievement.</p>
3	<p><u>SEND</u></p> <p>The gap between outcomes for non-SEND pupils and SEND pupils reduces.</p>	<p><u>EYFS GLD</u></p> <p>The gap between SEND and non-SEND pupils is reduced, to at least - 20% based on EOY 2019 data.</p> <p><u>EKS1</u></p> <p>The performance gap between SEND/Non-SEND pupils reduces in Reading and Writing so that it is within - 20%. Data set 2019 SEND data: R- 27% W-27% M0%.</p> <p><u>EKS2</u></p> <p>The performance gap between SEND/Non-SEND is within -15%. Data set 2019 SEND data: R0% W0% M0%.</p> <p>Identified SEND pupils access Support Plans which are precisely matched to their range of needs,</p>

		linked to internal and external sources of support where necessary. Specialist Speech and Language CPD for staff and for identified members of staff.																																																								
4	Curriculum Development Identified resources are purchased and accessed to broaden opportunities. Identified staff access a range of CPD to ensure that the curriculum continues to reflect current pedagogy.	The curriculum is enhanced by a range of quality resources and experiences. All pupils access a broad, rich, meaningful and exciting curriculum which makes a positive impact on the retention of their knowledge and skills across the curriculum. Staff CPD makes a positive impact on teaching and learning.																																																								
5	Attendance Overall attendance figures will improve as the number of Persistent Absentees reduce.	Attendance figures for PA pupils, including Disadvantaged pupils and SEND pupils will increase to 96%. Targets: <table><tr><td></td><td>Aut1</td><td>Aut2</td><td>Spr1</td><td>Spr2</td><td>Sum1</td><td>Sum2</td></tr><tr><td>All</td><td>95</td><td>95</td><td>96</td><td>96</td><td>97</td><td>97</td></tr><tr><td>PA</td><td>89</td><td>90</td><td>91</td><td>92</td><td>93</td><td>94</td></tr><tr><td>DP</td><td>91</td><td>92</td><td>93</td><td>94</td><td>94</td><td>95</td></tr><tr><td>EMP</td><td>94</td><td>94</td><td>95</td><td>96</td><td>97</td><td>97</td></tr><tr><td>SEN</td><td>90</td><td>91</td><td>92</td><td>93</td><td>94</td><td>95</td></tr><tr><td>Boys</td><td>92</td><td>93</td><td>94</td><td>95</td><td>96</td><td>97</td></tr><tr><td>Girls</td><td>92</td><td>93</td><td>94</td><td>95</td><td>96</td><td>97</td></tr></table>		Aut1	Aut2	Spr1	Spr2	Sum1	Sum2	All	95	95	96	96	97	97	PA	89	90	91	92	93	94	DP	91	92	93	94	94	95	EMP	94	94	95	96	97	97	SEN	90	91	92	93	94	95	Boys	92	93	94	95	96	97	Girls	92	93	94	95	96	97
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6	Pupils' Emotional Health and Wellbeing To support pupils' emotional health and wellbeing, so that identified pupils are more able to focus upon their learning. To achieve and sustain improved wellbeing for all pupils in our school, particularly for our disadvantaged pupils.	Targeted staffing support: Pupils and Families Intervention Support Lead Place2Be Counselling Service provides tailored support to identified pupils support the removal of emotional wellbeing barriers so that they are able to focus on their learning. Staff members access the Place2Think Service so that they feel better equipped to address pupils' emotional wellbeing, including that of their own. Subsidised Breakfast Club Provision and daily bagels for all children. Improved levels of wellbeing for our pupils demonstrated by qualitative data from pupil voice. An increase in participation in school clubs by disadvantaged and SEND pupils.																																																								
7	Early Language and Vocabulary Development	EYFS GLD GLD Target July 2022: 82%. (National 2019 – 72%).																																																								

	<p>As part of Early Language development, pupils' auditory discrimination and vocabulary range improves.</p>	<p>The gap between disadvantaged pupils' and non-DP attainment continues to narrow to -5% based on EOY 2019 data.</p> <p>Learning environments actively promote early language development.</p> <p>Launchpad for Literacy principles are evident in early language practice and provision.</p>
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Activity in this academic year

This details how we intend to spend our Pupil Premium, Recovery Premium, and School-Led Tutoring Grant **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £147,409

Activity	Evidence that supports this approach	Challenge number(s) addressed Costings
Additional adult support in Year 6 to address gaps in learning.	Targeted, precise, high-quality teaching to address the learning gaps of identified Y6 pupils so that they can make accelerated progress in RWM. Education Endowment Fund Teaching and Learning Toolkit: Small Group Tuition (+4) Feedback (+8) Metacognition and Self-Regulation (+7)	1,2,3 £64,500
Additional adult support in Year 4 to address gaps in learning.	Targeted, precise, high-quality teaching to address the learning gaps of identified Y4 pupils so that they can make accelerated progress in RWM. Education Endowment Fund Teaching and Learning Toolkit: Small Group Tuition (+4) Feedback (+8) Metacognition and Self-Regulation (+7) Digital Technology (+4)	1,2,3 £49,600
Employment of a school Reading Ambassador to promote the positivity of reading alongside links to global and inter-cultural understanding.	Dialogic discussions within the classroom promote reading for enjoyment and understanding of text. Education Endowment Fund Teaching and Learning Toolkit: Teacher Feedback (+8)	2,4 £7,500
Tailored reading CPD subscription to Literature Works.	Individual, paired and group support to support teachers' understanding of the reading into writing process to develop children's reading comprehension and writing skills.	1,2,3,4 £1000

	Education Endowment Fund Teaching and Learning Toolkit: Teacher Feedback (+8) Reading Comprehension Strategies (+6)	
Additional Literature Works reading CPD for identified staff members.	Individual, paired and group support to support teachers' understanding of the reading into writing process to develop children's reading comprehension and writing skills. Education Endowment Fund Teaching and Learning Toolkit: Teacher Feedback (+8) Reading Comprehension Strategies (+6)	1,2,3,4 £3000
Additional resources to supplement Library non-fiction curriculum stock.	A targeted range of non-fiction texts purchased to support the teaching of the National Curriculum range of subjects to reinforce the taught knowledge and skills in the classroom.	1,2,3,4 £2000
Purchasing of Comprehension Scheme resource for Year 3.	A targeted programme to support the explicit teaching of comprehension strategies which will support teaching in subsequent years from the already established scheme in Years 4, 5 and 6. Education Endowment Fund Teaching and Learning Toolkit: Reading Comprehension Strategies (+6)	1,2,3 £800
Launchpad for Literacy CPD and related resources.	A targeted programme of CPD for teachers delivered by an experienced SALT, alongside a range of resources to support language acquisition and vocabulary development. Education Endowment Fund Teaching and Learning Toolkit: Teacher Feedback (+8) Teaching Assistants (+1) Kirstie Page research 2020 onwards.	6 £500
Specialist Speech and Language CPD to support productive and receptive language barriers for identified children.	Targeted tailored CPD for identified Teaching Assistants, alongside CPD for teachers and TAs to support pupils' productive and receptive language skills. Education Endowment Fund Teaching and Learning Toolkit: Teaching Assistants (+1) Small Group Tuition (+4) Feedback (+8)	3 £6,000

Durham County Council Training (CPD) Annual Service Level Agreement and related targeted CPD linked to school priorities.	An extensive programme of CPD for Subject Leads and School Leaders to develop leadership and pedagogical skills. Education Endowment Fund Teaching and Learning Toolkit: Teacher Feedback (+8) Reading Comprehension Strategies (+6) Teaching Assistants (+1)	1,2,3,4 £4209 £3000
Training and resources for the Essential Letters and Sounds Phonics Programme.	A DfE approved Phonics Programme to support the effective teaching and learning of phonics in the Early Years and KS1. CPD for teachers and TAs so to ensure whole school awareness of the programme. Education Endowment Fund Teaching and Learning Toolkit: Teacher Feedback (+8) Phonics (+4) Teaching Assistants (+1) Metacognition and Self-Regulation (+7)	1,2,3,4 £3300
Training and resources for the Well.Com package: targeted support for speech and language issues.	A suite of resources to identify speech and language needs of pupils, and targeted resources to support the SALT needs identified. Education Endowment Fund Teaching and Learning Toolkit: Teacher Feedback (+8) Teaching Assistants (+1)	3,4,6 £2000

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

Budgeted cost: £83,200

Activity	Evidence that supports this approach	Challenge number(s) addressed Costings
Employment of a tutor to address gaps in learning in Years 2 and 3.	Targeted, precise, high-quality teaching to address the learning gaps of identified Y2 and Y3 pupils so that they can make accelerated progress in RWM. School-Led Tutoring Grant strategically used to provide a	1,2,3 £33,000

	bespoke programme of targeted support to address learning needs. Education Endowment Fund Teaching and Learning Toolkit: Small Group Tuition (+4) Feedback (+8) Phonics (+4) Metacognition and Self-Regulation (+7) Digital Technology (+4)	
After-School Intervention Clubs for identified children in KS1 and KS2.	Provision of a range of after-school clubs where disadvantaged pupils are encouraged to attend to enrich life experiences. Education Endowment Fund Teaching and Learning Toolkit: Small Group Tuition (+4) Feedback (+8) Phonics (+4) Metacognition and Self-Regulation (+7) Digital Technology (+4)	1,2,3 £10,000
Employment of a Pupils and Families Intervention Support Lead to delivery targeted behaviour support and SEMH intervention programmes.	Targeted, precise and bespoke support for identified pupils with SEMH needs in order to improve their learning focus. Education Endowment Fund Teaching and Learning Toolkit: Behaviour Interventions (+3) Social and Emotional Learning (+4) Metacognition and Self-Regulation (+7)	1,2,3 £40,200

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

Budgeted cost: £117,900

Activity	Evidence that supports this approach	Challenge number(s) addressed Costings
Employment of an Attendance Officer x3 days per week.	High-quality, targeted intervention from an experienced Attendance Officer who actively tackles absence and provides appropriate support, and the implementation of sanctions for identified pupils and their families.	5 £20,200

	<p>The Attendance Officer actively promotes and champions good attendance in school and in the local community.</p> <p>Education Endowment Fund Teaching and Learning Toolkit:</p> <p>Parental Engagement (+3)</p> <p>Social and Emotional Learning (+4)</p>	
<p>School-wide rewards and incentives to promote positive attendance.</p>	<p>Incentives and rewards are carefully considered to promote good attendance and improve attendance levels. These incentives celebrate good attendance and tackle poor attendance.</p> <p>Education Endowment Fund Teaching and Learning Toolkit:</p> <p>Parental Engagement (+3)</p> <p>Social and Emotional Learning (+4)</p>	<p>5</p> <p>£3500</p>
<p>Place 2 Be Counselling Service x 2 days per week, + 0.5 day per week Parent Support Counsellor.</p>	<p>This comprehensive counselling package of support offers pupils the opportunity to access support for their mental health and emotional wellbeing. 1:1 counselling support is provided for identified pupils to address their social and emotional needs so that they can focus on their learning. Families and staff are also supported so that they can effectively meet the needs of their pupils/children.</p> <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life, for example, improved academic performance, attitudes, behaviour and relationships with peers.</p> <p>Education Endowment Fund Social and Emotional Learning - Teaching and Learning Toolkit:</p> <p>Behaviour Interventions (+3)</p> <p>Social and Emotional Learning (+4)</p> <p>Metacognition and Self-Regulation (+7)</p> <p>Parental Engagement (+3)</p> <p>Place2Be CORC Report 2018 – Child Outcomes Research Consortium.</p> <p>Identified that 1:1</p>	<p>7</p> <p>£30,000</p>

	Place2Be Counselling demonstrates a higher level of impact compared to other services.	
Crisis Response SLA support, including the Behaviour Intervention Team	Bespoke intervention support for identified pupils where a specialist programme is required to address specific behaviour issues linked to social, emotional and mental health. There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life, for example, improved academic performance, attitudes, behaviour and relationships with peers. Education Endowment Fund Social and Emotional Learning - Teaching and Learning Toolkit: Behaviour Interventions (+3) Social and Emotional Learning (+4) Metacognition and Self-Regulation (+7)	7 Crisis Response Team SLA £5000
Trauma Informed Schools – steps to achieve this accreditation of provision.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life, for example, improved academic performance, attitudes, behaviour and relationships with peers. Education Endowment Fund Social and Emotional Learning - Teaching and Learning Toolkit: Behaviour Interventions (+3) Social and Emotional Learning (+4) Metacognition and Self-Regulation (+7)	7 £2000
Wellbeing Award	This Award raises awareness of the mental health and wellbeing of pupils and staff, and addresses specific needs alongside a culture and ethos of overall provision. Education Endowment Fund Teaching and Learning Toolkit: Behaviour Interventions (+3) Social and Emotional Learning (+4)	7 £1500
Senior Mental Health Lead CPD and CPD dissemination to staff.	Our SMHL CPD will be delivered by Place2Be, to enable our SMHL to effectively support our pupils and staff. Education Endowment Fund Teaching and Learning Toolkit: Social and Emotional Learning (+4)	7 £1200

After-School Club tutors for singing and drumming.	Provision of a range of after-school clubs where disadvantaged pupils are encouraged to attend to enrich life experiences. Education Endowment Fund Teaching and Learning Toolkit: Social and Emotional Learning (+4)	4 £3000
Subsidised Breakfast Club Provision.	DfE Magic Breakfast Funding to part-subsidise daily snacks for all pupils in our school so that they are enabled to focus on their learning instead of feeling hungry.	7 £7500
Range of reading resources to promote positive reading behaviours e.g. Birthday Books, Reading Champion books.	Targeted resources to celebrate reading and to promote our school culture of reading for enjoyment. Education Endowment Fund Teaching and Learning Toolkit: Social and Emotional Learning (+4)	1,2,4 £2000
Purchasing of Y6 SATs Booster resources.	Targeted resources to support in-class and home learning so that pupils can revisit identified areas of learning. Education Endowment Fund Teaching and Learning Toolkit: Teacher Feedback (+8) Metacognition and Self-Regulation (+7) Small Group Tuition (+4) Feedback (+8)	1,2 £1000
Curriculum enrichment visits, for example, Bishop Auckland Astronomical Society in Year 5, The Christmas Storyteller in Year 1.	To increase life experiences by providing access to a range of exciting and creative learning opportunities. Education Endowment Fund Teaching and Learning Toolkit: Social and Emotional Learning (+4)	4 £4000
Curriculum resources to support learning, for example, globes, French books, PSHE books, Science books, Blubots for Computing, cooking and baking equipment for DT, interactive panel boards x4	Targeted resources to support in-class and home learning so that pupils can revisit identified areas of learning. Education Endowment Fund Teaching and Learning Toolkit: Teacher Feedback (+8)	4 £36,000
Author Visits (online), for example, Emily Dodds in Y2 and Guy Bass in Y4.	To increase life experiences by providing access to a range of exciting and creative learning opportunities. Education Endowment Fund Teaching and Learning Toolkit:	2 £1000

	Social and Emotional Learning (+4)	
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Total Budgeted Cost: £348,509

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.

Barriers A, B, C and G

EKS1 and EKS2 SATs cancelled due to CV19. Internal school data reflects positive outcomes in EKS2 Reading.

Data Analysis for Reading and Writing demonstrates improvements in comparison to end of Autumn Term 2019:

Reading Y2 by +17%

Writing Y2 by +11%

Reading Y6 by +26%

Literature Works CPD evident in planning and delivery.

Vocabulary Development opportunities evident in pupils' books following work scrutinies. English Network Meetings attended by English Lead and information shared with staff team and revisited in staff CPD. Staff now have an increased, updated awareness of developments in English.

Vocabulary displays in each classroom reflect key vocabulary from shared texts.

Launchpad for Literacy CPD Programme has begun for identified staff. LfL strategies are beginning to be established in Early Years classrooms. To be further implemented. Attendance at DCC Moderation Meetings by Y2 and Y6 teachers. Y2 and Y6 staff who attended Moderation Meetings talked positively about their pupils' books and standards of these. This was corroborated by DCC staff.

NELI Programme implemented. Identified staff completed relevant NELI CPD.

All Reception children screened and identified pupils took part in the NELI Programme. NELI Programme to discontinue in the Autumn Term 2021 due to staffing structure. An alternative early language programme is being sought to run alongside our Launchpad for Literacy Programme.

Barriers D and K

Positive impact evident from identified children accessing P2Be sessions. We know this because of Counsellor feedback to P2Be Lead, and feedback from parents to P2Be Lead. P2Be Service operating remotely from January 2021, P2Be Lead, as Counsellors on Placement unable to work in schools as part of Government guidance and P2Be guidance. Place2Be School Lead in contact with identified children and their families via phone calls and Zoom.

Mental Health Trailblazer Project has had a positive impact on identified families. One family has withdrawn from the CBT Programme.

Mental Health Trailblazer EMHPs (Education Mental Health Practitioners) x1 allocated. Senior Practitioner allocated.

Staff have a detailed understanding of the Mental Health Trailblazer Project's implementation following Staff Meeting led by Senior Practitioner. Mental Health Trailblazer EMHP in school once per week. Referrals for identified children have been made. Positive impact for identified children and their families. We know this because EMHP has made links with relevant historic services and agencies that have been involved with a child to ensure that the necessary support is followed up and implemented.

SMSC Gold Award achieved May 2021.

Barrier I

Increased home reading from identified pupils – to continue to promote, monitor and evaluate.

Where pupils are not reading at home, teachers have contacted parents and encouraged to read at home. Additional reading support in class for identified children who are not reading regularly at home.

Home Reading Book system in place during pandemic where children attending school in Bubbles continue to access home reading scheme.

Barrier L

Home reading stock thoroughly audited and additional resources purchased to supplement the school reading scheme to ensure its alignment with the school's phonics programme.

Barrier N

Zones of Regulation continues to be embedded in classrooms. Children using the language of zones to describe their feelings and are able to self-regulate. Support to continue to be provided where necessary.

Barrier O

Impact of the Covid-19 pandemic and related Government guidance has affected expected outcomes for this action.

Ongoing monitoring of individual PA children.

Decline in PA attendance.

Appointment of Attendance Officer following retirement of previous postholder made a positive impact with identified families, on attendance tracking systems and attendance procedures.

Attendance systems reviewed and amended as appropriate in order to more effectively monitor pupil attendance across the school and as part of pupil groups.

Barrier P

Breakfast Club provision available for identified children during the CV19 pandemic.

All children in school access a free bagel each day.

Barrier R

SMSC accreditation visit took place in April 2021.

SMSC Gold Level Award achieved May 2021.

All Barriers

Action points revisited, discussed between HT and DHT, and points for future action identified from final report and incorporated into future planning and future Pupil Premium Strategy Statement.

Externally Provided Programmes

Programme	Provider
Literature Works	Newcastle City Council
Lexia	Lexia Learning Systems UK
Launchpad for Literacy	Kirstie Page Speech and Language
SMSC Quality Mark	Young Citizens UK
Place 2 Be	Place2Be Counselling Service
Zones of Regulation	Leah Kuypers
Mental Health Trailblazer Project	South West Durham Emotional Wellbeing Forum

