

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	Timothy Hackworth Primary School
Number of pupils in school	364
Proportion (%) of pupil premium eligible pupils	59% 214 PP pupils
Academic year/years that our current pupil premium strategy plan covers	2022-2023
Date this statement was published	December 2022
Date on which it will be reviewed	April 2023 July 2023
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	£291,000
Recovery Premium funding allocation this academic year	£23,094.25
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	£337,314.25

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 further accelerate pupil progress, in particular, 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 increasing. The recent lockdowns have had a significant impact on the attendance of pupils. Currently, the taking of holidays in term-time, following a return from CV19, are an issue.</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> <p>Senior Leaders and our SENDCO have recently attended Senior Leader Trauma Informed Schools CPD which is planned to be further cascaded to school staff to enhance provision for our pupils.</p>
7	<p>Early Language and Vocabulary Development</p> <p>Assessments using the Wellcom Trust materials indicate that pupils' early language development needs significant support. Launchpad for Literacy principles continue to be implemented to support a language-rich environment.</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> Improved outcomes in RWM demonstrated in EKS data and internal tracking systems which result in standards are closer to national averages.</p>	<p><u>GLD</u> To improve GLD scores in line with at least national averages: GLD Target July 2023: 70%. (National 2022 – 65%).</p> <p>To further build on the closing of the gap between DP and Non-DP pupils.</p> <p>To further build on the closing of the gap between boys' and girls' attainment.</p> <p>To closely monitor the progress of identified SEND pupils.</p> <p><u>EKS1</u> With the current identified cohort, ensure that R%, W%, M% continue to at least reach expected standard in RWM in line or above national averages. (National averages 2022: R67%, W58%, M68%)</p> <p><u>EKS2</u> To improve overall outcomes at the end of KS2 in RWM which are closer to national averages: (National Averages 2022: R74% W69%; M71%; GPS72%).</p>
2	<p><u>Early Reading - Phonics</u> 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>Y1 Phonics</u> To continue to improve Y1 phonics standards to 84% so that they continue to be in line with national averages (National 2022 75%).</p> <p>Aut 22 Target: 40% DP35%</p> <p>Spr 23 Target: 65% DP60%</p> <p>Sum23 Target: 84% DP80%</p> <p><u>Y2 Phonics</u> To ensure that Y2 pupil progress in Phonics is maximised, so that 100% children resitting in July 2023 achieve the threshold score. (National 2022 - 44%).</p>

3	<p><u>SEND</u></p> <p>The gap between outcomes for non-SEND pupils and SEND pupils reduces.</p>	<p>Internal tracking and external data demonstrates that rates of progress of SEND pupils improve with the gap diminishing between SEND and non-SEND pupils.</p>																																																								
4	<p><u>Curriculum Development</u></p> <p>Identified resources are purchased and accessed to broaden opportunities.</p> <p>Sticky knowledge is retained with the support of detailed Curriculum Overviews which support continuity and progression, and curriculum Knowledge Organisers developed by Subject Leaders.</p> <p>Identified staff access a range of CPD to ensure that the curriculum continues to reflect current pedagogy.</p>	<p>Children are able to better retain sticky knowledge across the curriculum.</p> <p>Knowledge Organisers are further refined by Subject Leads.</p> <p>Subject Leads access CPD for their area.</p> <p>Subject Leads cascade the latest developments in their curriculum subjects.</p> <p>A focus on pedagogy is launched in the Spring and Summer Terms which supports teachers' understanding of good, effective teaching and learning practices.</p> <p>A new French Scheme of Work is introduced and shared with staff to support greater skills progression in this subject.</p>																																																								
5	<p><u>Attendance</u></p> <p>Overall attendance figures will improve as the number of Persistent Absentees reduce.</p>	<p>Attendance figures for PA pupils, including Disadvantaged pupils and SEND pupils will increase to 96%.</p> <p>Targets:</p> <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	<p><u>Pupils' Emotional Health and Wellbeing</u></p> <p>To support pupils' emotional health and wellbeing, so that identified pupils are more able to focus upon their learning.</p> <p>To achieve and sustain improved wellbeing for all pupils in our school, particularly for our disadvantaged pupils.</p>	<p>Place2Be Service is embedded.</p> <p>Individual pupils continue to attend 1:1 counselling sessions.</p> <p>The take-up of Place2Talk increases.</p> <p>Place2Think is accessed by a greater number of staff members.</p> <p>Identified pupils are targeted to participate in the Mental Health and Support Team Group Programme.</p> <p>Identified parents are provided with support through the Place2Be Parent Support Adviser and through the Parent Smart programme.</p> <p>Senior Leaders, the Senior Mental Health Lead and the Wellbeing Lead</p>																																																								

		continue to drive forward a positive ethos for staff and pupils' emotional health and wellbeing.
7	<p><u>Early Language and Vocabulary Development</u></p> <p>As part of Early Language development, pupils' auditory discrimination and vocabulary range improves.</p>	<p>Baseline assessments identify children who need support with early language development.</p> <p>Programmes are implemented as a result of the Wellcom Trust's early language assessments.</p> <p>Parent support for children's early language development is in place for 2 Year Old Provision and Nursery parents and carers.</p>

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: £103,009

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
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. Education Endowment Fund Teaching and Learning Toolkit: Teacher Feedback (+8) Reading Comprehension Strategies (+6)	1,2,3,4 £1000
Class set of ipads and ipad trolley to provide access to online teaching and learning programmes for Maths and English.	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)	1,2,3,4 £4,000

	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
Wellcom Trust and 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 £4000
Subscription, training and resources for the Essential Letters and	A DfE approved Phonics Programme to support the effective teaching and learning of phonics in the Early Years	1,2,3,4

Sounds Phonics Programme.	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)	£4300
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: £107,200

Activity	Evidence that supports this approach	Challenge number(s) addressed Costings
Employment of a tutor to address gaps in learning in Year 5.	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 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)	1,2,3 £52,000
After-School Intervention Clubs for	Provision of a range of after-school clubs where disadvantaged pupils are	1,2,3

identified children in KS1 and KS2.	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)	£15,000
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: £124,900

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. The Attendance Officer actively promotes and champions good attendance in school and in the local community. Education Endowment Fund Teaching and Learning Toolkit: Parental Engagement (+3) Social and Emotional Learning (+4)	5 £25,200
School-wide rewards and incentives to promote positive attendance.	Incentives and rewards are carefully considered to promote good attendance and improve attendance levels. These incentives celebrate	5 £3000

	<p>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>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>Place2Be Counselling demonstrates a higher level of impact compared to other services.</p>	<p>7</p> <p>£30,000</p>
<p>Crisis Response SLA support, including the Behaviour Intervention Team</p>	<p>Bespoke intervention support for identified pupils where a specialist programme is required to address specific behaviour issues linked to social, emotional and mental health.</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>7</p> <p>Crisis Response Team SLA £5000</p>

	Education Endowment Fund Social and Emotional Learning - Teaching and Learning Toolkit: Behaviour Interventions (+3) Social and Emotional Learning (+4) Metacognition and Self-Regulation (+7)	
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
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 £4000
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 £8500
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 Y2 and Y6 SATs Booster resources.	Targeted resources to support in-class and home learning so that pupils can revisit identified areas of learning.	1,2

	Education Endowment Fund Teaching and Learning Toolkit: Teacher Feedback (+8) Metacognition and Self-Regulation (+7) Small Group Tuition (+4) Feedback (+8)	£2000
Curriculum enrichment visits, for example, Christmas Pantomime in KS2, Robinwood Residential Trip transport costs.	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 £5000
Curriculum resources to support learning, for example, curriculum books, practical Science and DT resources, 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, Paul Cookson, Vivian French.	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)	2 £1000

Total Budgeted Cost: £335,109

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

Foundation Stage GLD

At the end of the Reception Year, 50% pupils achieved GLD. This is below the national average of 65%. GLD has declined in comparison to 2019 and 2018. This is because of the negative impact of the recent Lockdowns, particularly in the area of Writing. Our overall GLD score was negatively impacted upon by the Writing strand – 50%. However, the following GLD strands in 2022 demonstrate good pupil outcomes: Comprehension 95%; Word Reading 78%; Number 85% and Numerical Patterns 75%.

All other EYFS strands in 2022 were at least in line or above national averages with the exception of Writing (50%/70%) and Numerical Patterns (72%/77%).

Significant intervention has been put into place to address children's gaps in Reading, both Word Reading and Comprehension, and Number, which were considerably higher than the Writing GLD, for example, GLD Reading was 78% and GLD Number was 75%. However, children had very limited experiences of Writing opportunities during the Lockdowns which have presented as an issue on return to school.

The gap between DP and non-DP pupil performance has increased, (DP 36% / non-DP 67% = -31%. DP without SEND 57% / non-DP 67% = -10%, so this is a priority in 2022/2023. This is because our DP pupils have been impacted greatly by the recent Lockdowns, particularly in the areas of Communication and Language, Personal and Social Development, Reading and Writing. Specific barriers to progress include immature speech and language development, alongside speech and language disorders, immature social skills, a lack of boundaries and expectations of social behaviour in the home, gaps in phonological awareness, poor auditory and visual memory skills, immature fine motor skills and poor attendance for identified pupils. Interventions which have put into place to address these gaps in learning include: the use of The Wellcom Trust Speech and Language screens and interventions, staff CPD and involvement in the Launchpad for Literacy speech and language programme, social and emotional interventions for identified children as part of our whole school Rights Respecting ethos, Respectful Relationships Policy, strong PSHE curriculum, and fine motor skill interventions. However, the DP / non-DP gap is closing in Reading and Number but remains in Writing. The gender gap is starting to close in Reading, but girls continue to outperform boys in Writing and Number.

Girls' performance has also been identified as a priority across Reading, Writing and Number, as girls have performed below boys in every strand of learning, particularly in Word Reading, Writing and Number. Girls have also performed less well than boys in the PSED strands. This is due to identified pupils who have been negatively impacted

by socially and emotionally by CV19 in their formative years. Social and emotional support continues to be provided by classroom staff, our Behaviour Mentor, our Senior Mental Health Lead and School Counsellors.

The performance gap between SEND/non-SEND pupils continues as a current priority; SEND 18% /non-SEND 62% = -44%. The SEND/non-SEND gap in Reading, Writing and Number is increasing. This is due to the significant and complex levels of SEND within the cohort which have been further exacerbated by the Lockdowns.

A number of identified children were close to achieving the GLD but did not demonstrate enough evidence to be judged as secure GLD.

In our 2 Year Olds Provision, pupils do particularly well in early mark-making and Reading, with Number being a focus.

In Nursery, pupils perform well with the majority of pupils being on track. DP/non-DP and gender gaps closed significantly with the SEND gap closing in Reading but widening in Writing and Maths.

Year 1 Phonics

83% of Y1 pupils achieved the Year 1 Phonics Screen Check which is above national averages by +8%. This is another subsequent improvement building on 2018 and 2019 data which is very positive despite the recent Lockdowns. This is because school has had, and continues to have, a successful focus on the teaching of reading, including phonics, as a priority.

During the Lockdowns, support was provided for parents both remotely and via telephone calls, to champion the importance of early reading skills.

The performance gap between boys and girls continues to close, whereby the gender gap reduced by 3% in comparison to 2019 figures. Despite the narrowing gap which is very positive, girls continue to outperform boys, so this is a current school priority.

The performance gap between disadvantaged pupils in school and disadvantaged pupils nationally has been consistently above national averages over three years.

The in-school gap between disadvantaged pupils and non-disadvantaged pupils has widened slightly in 2022 by 4%. In 2022, non-DP pupils outperformed DP pupils by +18%. This gap is being monitored and is currently a school action.

Year 2 Phonics

In 2022, only four pupils were required to resit the Phonics Check in Year 2. This was because of the complexity of SEND of these identified pupils. This is a further improvement from 2018 and 2019 data respectively. The % of pupils achieving a successful resit in Year 2 Phonics is above national averages by +54%. The % of pupils in school in Y2 passing the Y2 Phonics Check increased by +27% in comparison to 2019 figures, resulting in all Y2 children passing, which was very positive. Of this cohort, all children were identified children with a Social Worker.

End of KS1

By the end of KS1, Expected Standards in Reading, Writing and Maths are above national averages. At the Expected Standard, Reading is above national averages by +13%, and has increased by +4% in 2022. This is because school has had, and continues to have, a successful focus on the teaching of reading, where Reading has

been a priority for the last three academic years. EKS1 Reading has now been above national averages over the last four years. Our 2019 cohort outperformed national averages in Reading in 2019. In 2022, Reading performance increased by +4% to 80%. Girls' Reading outperformed boys in 2019, yet boys outperformed girls both in 2017, 2018 and 2022.

In school, non-disadvantaged pupils continue to outperform disadvantaged pupils. This gap between DP and non-DP performance in Reading has increased in 2022 from +11% in 2019, to +27% in 2022. This is a current school priority. However, our school's DP cohort has outperformed National Averages by +18%.

Writing is also above national averages by +12%. This is because of the strong links made between Reading and Writing, and the relentless focus on simple sentence structure.

In Writing, pupils have performed above national averages over four years. Within school, there was a dip in Writing of -8% in comparison to 2019 figures.

Girls outperformed boys in Writing in 2019, however, boys outperformed girls in both 2018 and 2017. In 2022, girls outperformed boys by +20%. However, this gap has reduced in comparison to 2019 figures. Boys' writing continues to be a priority.

The school gap in Writing between disadvantaged and non-disadvantaged pupils completely closed in 2019, however, in 2022, the gap between DP and non-DP, in school, widened, where non-DP pupils achieved 88% in Writing and DP pupils achieved less well, at 56%, thereby a gap of -32%, in comparison to the National DP/Non-DP gap of -22%. However, our DP pupils have outperformed National Averages in Writing by +15%. Both disadvantaged and non-disadvantaged pupils outperformed DP and non-DP nationally over the last four years.

Maths is above national averages by +3%. This is because of the relentless focus on basic skills and fluency.

In Maths, pupils performed above national averages again in 2022 by +3%, this is reflective also of performance above the national averages over the last three years.

In school, pupils performed less well in Maths in 2022 by -10%.

However, the gap between girls' and boys' performance in Maths has reduced significantly since 2019 from -23% (where girls outperformed boys), to -2% difference in 2022, where girls outperformed boys by this 2%. In 2022, nationally, the gap is also minimal by -1%, where boys slightly outperform girls.

Non-DP pupils continue to outperform DP in Maths, and have done so now over four years. In 2019, the gap was closing (-6% difference), however, in 2022, the gap has started to widen (+29%). However, nationally, there is a 20% performance gap between DP and non-DP pupils. Closing the DP/Non-DP gap is a current school priority.

At the Greater Depth Standards, school is below national averages by -14% in Reading, -4% in Writing and -11% in Maths. Improving Greater Depth Standards at the end of KS1 are a current priority.

Within school, Y2 Writing improved at Greater Depth by +4%.

End of KS2

By the end of KS2, Combined RWM at Expected Standard improved on 2019 outcomes by +8%. This was because of the relentless focus on the school priority of Reading and high quality teaching and learning experiences in Reading, Writing and Maths.

Progress measures in RWM in 2022 have improved since 2019 in Reading: Reading -2.8; Writing -2.4 and Maths -0.9

In Reading, at Expected Standard, there was a +23% improvement in 2022 in comparison to 2019 outcomes.

In Reading at the Greater Depth Standard, there was a +13% improvement in 2022 in comparison to 2019 outcomes.

In Reading, the average Scaled Score improved by +3, and would have been +4, if a child had not been absent during the tests.

The number of pupils achieving an improved Scaled Score of 99+ in Reading improved by +21% in 2022 in comparison to 2019 which also supports the positive impact of our school priority focus on Reading over the last three years.

Writing outcomes were lower than expected which brought the overall CRWM figure down to slightly below national averages by -7%.

In GPS, performance at Greater Depth Standard increased in 2022 by +7%.

In Maths at the Expected Standard, performance dipped by -8%. The negative impact of recent Lockdowns was a factor of the dip in performance, alongside identified children who had significantly complex SEND. However, Maths at the Greater Depth Standard improved by +3% in 2022.

By the end of KS2 at the Expected Standard, outcomes in RWM were slightly below national averages: Reading 69%/74%; Writing 56%/69% and Maths 69%/71% with a Combined RWM of 52%/59%. GPS was in line with national averages at 72%.

Writing is now a current school priority.

At the Greater Depth Standards, overall outcomes in 2022 have improved overall in Reading, Maths and GPS which is very positive.

At the Greater Depth Standard, school was below national averages in RWM by -7%, however, Reading GDS was closer to national averages than in all previous years which demonstrates the positive impact in this area. GPS GDS was closer to national averages by only -4%.

School is aware that improvements in EKS2 outcomes, particularly in Writing, are a priority for the current academic year. As a result of this, pupils' performance has been robustly analysed, demonstrating a focus this year on the following key areas of Writing: Purpose, Audience and Form, embedded in consistently grammatically accurate sentence structures, accurate spelling and ambitious vocabulary. These areas are reflected in the School Improvement Plan.

The DP and non-DP gap continues to close in 2022, reflected in DP Combined RWM by +4%, DP Reading Expected Standard by +25% and DP Reading Greater Depth Standard by +17%, DP Maths Greater Depth Standard by +3% and in DP GPS at both Expected Standard by +9% and at Greater Depth Standard by +2%.

DP performance in Writing at Expected Standard is a current focus whereby non-DP Writing outperformed DP by 12% (50%/62%).

In 2019, boys outperformed girls in Writing, GPS and Maths. In 2018, girls outperformed boys in all subjects. In 2022, boys slightly outperformed girls in Reading by +4%. In

Writing, girls outperformed boys by +17%. In GPS, boys outperformed girls by +5%. In Maths, girls outperformed boys by +3%. Boys' Writing across school is a current priority.

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.

Routine meetings between the HT and P2Be Lead identify the impact of the counselling of identified pupils.

P2Be Parent Support Counsellor in place to provide targeted information to identified parents.

P2Be Lead routinely meets with identified parents to provide advice and strategies and ongoing support. This has a positive impact on pupil emotional wellbeing.

Mental Health Trailblazer Project has had a positive impact on identified families. 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.

MHST WEE Programme implemented in Year 4 which has had a positive impact on the emotional wellbeing of Year 4 pupils. MHST now working with identified Y4 pupils who have been identified as requiring further emotional wellbeing support.

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.

System in place to ensure that pupils read regularly in school. This is having a positive impact on pupils' reading skills where progression through the reading scheme is evident. This good practice is continuing this academic year.

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.

Children actively talk about the Zones and how these relate to their daily emotional wellbeing.

Barrier O

Ongoing monitoring of individual PA children.

Decline in PA attendance.

Recent school Attendance Review has identified that school has a range of very positive strategies to promote positive attendance. Durham County Council have stated that school's attendance monitoring procedures are robust and actively work in partnership with parents to continue to promote good attendance.

Senior Leaders routinely meet with the Attendance Officer and DCC to review attendance improvement strategies.

Barrier P

Breakfast Club provision available for identified children at a reduced cost.

All children in school access a free bagel and homemade cereal bar throughout the week.

Recent DfE Magic Breakfast Monitoring Visit very successful where outcomes identified that pupils were supported with their emotional wellbeing due to their daily allocation of breakfast.

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
Wellcom Trust	
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
WEE Project (We Eat Elephants)	South West Durham Emotional Wellbeing Forum

