

Pupil Premium Strategy Statement

This statement details our school's use of Pupil 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 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	350
Proportion (%) of pupil premium eligible pupils	63% 219 PP pupils
Academic year/years that our current Pupil Premium Strategy Plan covers	2023-2024
Date this statement was published	December 2023
Date on which it will be reviewed	April 2024 July 2024
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	£290,386
Recovery Premium funding allocation this academic year	£29,085
School-Led Tutoring Grant	£11,800
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£331,271

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 across all key stages: EYFS, KS1 and KS2, and where the gap is at its widest amongst SEND and disadvantaged pupils.

2	<p>Early Reading – Phonics</p> <p>Assessments, data analysis and observations indicate that disadvantaged pupils and disadvantaged SEND pupils require targeted support to address learning gaps in phonics to accelerate pupil progress.</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 has improved in the last academic year 2022-2023. For the first time, our school attendance data in July 2023 was in line with national figures and above local attendance figures. This demonstrates the positive impact of our Attendance Officer who is funded from our Pupil Premium Grant. However, the attendance of our Persistent Absentee pupils is in need of further support, as this cohort of pupils in our school, are Disadvantaged Pupils. We also must continue to embed the strong practice that has been established.</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>Our observations also indicate that the mental health and wellbeing of pupils' families has been negatively impacted by CV19, which, in turn, continues to have 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>
8	<p>Enrichment Opportunities</p> <p>Our disadvantaged pupils require opportunities and experiences which enable them to build their cultural capital and to access the wider locality and engage in activities that they typically would not be involved with.</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> GLD Target July 2024: 75%. The gap between disadvantaged pupils' and non-DP attainment continues to narrow to -5% based on EOY 2024 data.</p> <p><u>EKS1</u> EKS1 Reading increases to 70% EKS1 Writing increases to 65% EKS1 Mathematics increases to 65% The performance gap between DP/Non-DP pupils narrows to -10% based on EOY 2024 data.</p> <p><u>EKS2</u> EKS2 Reading increases to 70% EKS2 Writing increases to 68% EKS2 Mathematics increases to 70% EKS2 GPS increases to 75% The performance gap between DP/Non-DP pupils narrows to -10% based on EOY 2024 data.</p> <p>Standards in Reading at the end of Key Stage 2 in 2024 are at least in line with national averages. (NA 2023 73%) Standards in Reading at the end of Key Stage 1 in 2024 are at least in line with national averages. (NA 2023 69%)</p> <p>Standards in Writing at the end of Key Stage 2 in 2024 are at least in line with national averages. (NA 2023 61%) Standards in Writing at the end of Key Stage 1 in 2024 are at least in line with national averages. (NA 2023 71%)</p> <p>Standards in Maths at the end of Key Stage 2 in 2024 are at least in line with national averages. (NA 2023 71%) Standards in Maths at the end of Key Stage 1 in 2024 are at least in line with national averages. (NA 2023 73%)</p>

		<p>1.Statement Sheets are effectively used to identify and address gaps so that progress is maximised.</p> <p>2.Termy PPMs support strategies to remove barriers to learning.</p> <p>3.Identified pupils are provided with high quality, targeted and precise intervention to address gaps in their learning.</p> <p>4.Pupil Support Plans are addressed and incorporated fully into relevant curriculum areas, thereby supporting the closing of the gap between SEND/non-SEND pupils.</p> <p>5.There is evidence of consistently high expectations, and a sense of drive and urgency for children to be the best that they can be, consistently, across all year groups.</p> <p>6.Targeted and precise intervention is provided for identified pupils, which results in pupils making progress, thereby closing performance gaps.</p> <p>7.Statement Sheets identify what children have achieved in RWM, as well as highlighting gaps to address, in order to maximise progress.</p> <p>8.Marking and feedback consistently follows school policy and effectively moves learning forward so that progress is evident.</p> <p>9.Pupils must be able to learn with confidence and increasing levels of independence.</p> <p>10.Sequences of teaching and learning flow; they demonstrate continuity and progression across a sequence of lessons, and across units of work, in both core and foundation subjects.</p> <p>11.Learning is adapted to meet pupils' learning needs.</p> <p>12.Pride and Presentation is of a high standard in pupils' books.</p> <p>13.There is evidence of appropriate levels of challenge in teachers' planning and children's books.</p> <p>14.Children's books reflect our school intent, and subject intent and implementation.</p>
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		<p>15. Routine termly PPMs identify barriers to learning and subsequent strategies to help to remove these barriers.</p> <p>16. Internal and external moderation opportunities are accessed.</p>
2	<p><u>Early Reading - Phonics</u></p> <p>Attainment in Phonics for SEND and disadvantaged pupils improves.</p>	<p><u>Year 1 Phonics</u></p> <p>National 2023 tbc%</p> <p>National 2023 DP tbc%</p> <p>National 2023 SEND tbc%</p> <p>Spr 23 Target: % DP 65% SEND 50%</p> <p>Sum23 Target: % DP 88% SEND 75%</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 2024 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%.</p> <p><u>EKS2</u></p> <p>The performance gap between SEND/Non-SEND is within -20%.</p> <p>Identified SEND pupils access Support Plans which are precisely matched to their range of needs, linked to internal and external sources of support where necessary.</p> <p>Specialist Speech and Language CPD for staff and for identified members of staff.</p> <p>Appropriate adaptations made to ensure that children's progress is maximised.</p>
4	<p><u>Curriculum Development</u></p> <p>Identified resources are purchased and accessed to broaden opportunities.</p> <p>Identified staff access a range of CPD to ensure that the curriculum continues to reflect current pedagogy.</p>	<p>The curriculum is enhanced by a range of quality resources and experiences.</p> <p>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.</p>

		Staff CPD makes a positive impact on teaching and learning.
5	<p><u>Attendance</u></p> <p>Our attendance data has improved in the last academic year 2022-2023. For the first time, our school attendance data in July 2023 was in line with national figures and above local attendance figures. This demonstrates the positive impact of our Attendance Officer who is funded from our Pupil Premium Grant.</p> <p>However, the attendance of our Persistent Absentee pupils is in need of further support, as this cohort of pupils in our school, are Disadvantaged Pupils.</p> <p>We also must continue to embed the strong practice that has been established.</p>	Attendance figures for PA pupils, including Disadvantaged pupils and SEND pupils will increase to 92% by the end of the Summer Term 2024.
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>Targeted staffing support: Pupils and Families Intervention Support Lead</p> <p>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.</p> <p>Staff members access the Place2Think Service so that they feel better equipped to address pupils' emotional wellbeing, including that of their own.</p> <p>Identified parents access the Parent Support Sessions to support them with identified children's emotional health and wellbeing.</p> <p>Subsidised Breakfast Club Provision and daily bagels for all children.</p> <p>Improved levels of wellbeing for our pupils demonstrated by qualitative data from pupil voice as a result of Place2Be Interventions, Mental Health Support Team Interventions and support facilitated by our Senior Mental Health Lead.</p> <p>An increase in participation in school clubs by disadvantaged and SEND pupils.</p>
7	<u>Early Language and Vocabulary Development</u>	<u>EYFS GLD</u> GLD Target July 2024: 75%.

	<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 2024 data.</p> <p>Learning environments actively promote early language development. EYFS staff demonstrate high-quality language interactions with children. Pupils' language is extended by staff as they intervene skilfully, alongside providing appropriate challenge through playing and learning.</p> <p>Wellcom Trust resources identify specific speech and language needs to target.</p>
8	<p><u>Enrichment Opportunities</u></p> <p>Our disadvantaged pupils require opportunities and experiences which enable them to build their cultural capital and to access the wider locality and engage in activities that they typically would not be involved with.</p>	<p>Increased opportunities for pupils to access a range of visitors to school and enrichment sessions.</p> <p>Increased opportunities to access learning through school visits linked to Curriculum Overviews for year groups.</p> <p>Increased numbers of disadvantaged pupils access after school clubs.</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: £79,800

Activity	Evidence that supports this approach	Challenge number(s) addressed Costings
Additional adult support to address gaps in learning.	Targeted, precise, high-quality teaching to address the learning gaps of 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 £35,000
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 £8,000
Tailored 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
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 resources for Year 6.	A targeted programme to support the planned Year 6 revision plan.	3

	Education Endowment Fund Teaching and Learning Toolkit: Teacher Feedback (+8)	£800
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. A targeted programme of CPD delivered by DCC Cognition and Learning Teams. Education Endowment Fund Teaching and Learning Toolkit: Teaching Assistants (+1) Small Group Tuition (+4) Feedback (+8)	3 £10,000
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 £10,000
Training and resources from P2Be Removing Barriers to Attendance CPD.	Targeted CPD from Place 2 Be's Educational Psychologist Team to explore barriers to attendance.	£2000
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, KS1 and identified pupils in KS2 who require targeted phonics support. CPD for teachers and TAs so to ensure whole school awareness of the programme. Purchasing of ELS Assessment Phonics Tracker system. Education Endowment Fund Teaching and Learning Toolkit: Teacher Feedback (+8) Phonics (+4) Teaching Assistants (+1) Metacognition and Self-Regulation (+7)	1,2,3,4 £5000 £1000
Resources for the Well.Com package: targeted support for	A suite of resources to identify speech and language needs of pupils, and targeted resources to support the SALT needs identified.	3,4,6 £2000

speech and language issues.	Education Endowment Fund Teaching and Learning Toolkit: Teacher Feedback (+8) Teaching Assistants (+1)	
Involvement in the DCC Early Years Development Project.	A two-year programme of CPD for the EYFS Lead, Senior Leaders and identified Subject Leads to further develop Early Years provision and practice. Education Endowment Fund Teaching and Learning Toolkit: Teacher Feedback (+8) Metacognition and Self-Regulation (+7)	3,4,6 £3000

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

Budgeted cost: £76,200

Activity	Evidence that supports this approach	Challenge number(s) addressed Costings
After-School Intervention Clubs for identified children in EYFS, 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 £30,000
Alternative Provision support costs for an identified DP and SEND child.	Alternative Provision costs for one term for an identified child with significant and complex needs. Education Endowment Fund Teaching and Learning Toolkit: Small Group Tuition (+4) Metacognition and Self-Regulation (+7)	1,2,3 £5,000
Employment of a Pupils and Families Intervention Support Lead to delivery targeted behaviour	Targeted, precise and bespoke support for identified pupils with SEMH needs in order to improve their learning focus.	1,2,3 £41,200

support and SEMH intervention programmes.	Education Endowment Fund Teaching and Learning Toolkit: Behaviour Interventions (+3) Social and Emotional Learning (+4) Metacognition and Self-Regulation (+7)	
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Wider Strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £172,500

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 £30,000
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 good attendance and tackle poor attendance. Education Endowment Fund Teaching and Learning Toolkit: Parental Engagement (+3) Social and Emotional Learning (+4)	5 £4000
Place 2 Be Counselling Service x 2 days per week, + 0.5 day per week Parent Support Counsellor.	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	7

	<p>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. Identified that 1:1</p> <p>Place2Be Counselling demonstrates a higher level of impact compared to other services.</p>	£35,000
Crisis Response SLA support, including the Behaviour Intervention Team	<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>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>7</p> <p>Crisis Response Team SLA £6000</p>
Trauma Informed Schools – steps to achieve this accreditation of provision.	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life, for example, improved academic</p>	7

	<p>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>	£2000
Wellbeing Award	<p>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.</p> <p>Education Endowment Fund Teaching and Learning Toolkit:</p> <p>Behaviour Interventions (+3)</p> <p>Social and Emotional Learning (+4)</p>	<p>7</p> <p>£2000</p>
SMSC Reaccreditation Award	<p>This is a reaccreditation Award which serves to underpin our RRS school ethos and values, positively impacting on our school and the wider community.</p> <p>Teaching and Learning Toolkit:</p> <p>Behaviour Interventions (+3)</p> <p>Social and Emotional Learning (+4)</p>	<p>7</p> <p>£2000</p>
Senior Mental Health Lead CPD and CPD dissemination to staff.	<p>Our SMHL CPD will be delivered by Place2Be, to enable our SMHL to effectively support our pupils and staff.</p> <p>Education Endowment Fund Teaching and Learning Toolkit:</p> <p>Social and Emotional Learning (+4)</p>	<p>7</p> <p>£1500</p>
After-School Club tutors for singing and drumming.	<p>Provision of a range of after-school clubs where disadvantaged pupils are encouraged to attend to enrich life experiences.</p> <p>Education Endowment Fund Teaching and Learning Toolkit:</p> <p>Social and Emotional Learning (+4)</p>	<p>4</p> <p>£4000</p>
Subsidised Breakfast Club Provision.	<p>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.</p>	<p>7</p> <p>£10000</p>
Primary Careers Development, including transport costs.	<p>School are part of the DfE Primary Careers Programme. This will support children to have high aspirations and expectations of themselves and will include a range of employee encounters with local business partnerships.</p>	<p>4</p> <p>£5000</p>

	Education Endowment Fund Teaching and Learning Toolkit: Social and Emotional Learning (+4)	
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 £3000
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, Hindu Workshops in Y1 and Y3 and Diwali Workshops in Y2 and Y4, Bikeability Scheme, and transport costs to access these opportunities.	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 £25,000
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 x2	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 £40,000
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: Social and Emotional Learning (+4)	2 £2000

Total Budgeted Cost: £328,500

Part B: Review of Outcomes in the Previous Academic Year

Pupil Premium Strategy Outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

Barriers A, B, C and G

Data Analysis for Reading, Writing and Maths demonstrates a whole school focus for the academic year 2023/2024, whereby a whole school focus on raising standards so that they are in line with national expectations in RWM.

Y6 outcomes in GPS has increased by +5%.

Y6 outcomes in Writing at Expected Standard has increased by +3%, and in Y6 Writing GDS by +8%.

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.

Wellcom Trust resources are used to identify specific areas for SALT focus and further development.

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.

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.

Mental Health Peace of Mind impact has been positive where pupils have shared their pupil voice responses regarding the positive impact of this unit of work.

SMSC Gold Award achieved May 2021. Focus is currently underway in preparation for the reaccreditation of this award in May 2024.

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.

Pupil progress with their Home Reading is robustly analysed each half-term. The outcomes of this data analysis is shared with teachers who use this data to inform their provision and practice.

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.

A range of resources have been recently purchased for the Dark Red level of the Reading Scheme to extend our more able readers' development. This is very positive, as there is an increased % of children who are accessing the Dark Red level, which means that more children are reading at the higher levels of the reading scheme.

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

Ongoing monitoring of individual PA children.

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

School have presented at a DCC CPD session as ambassadors for improving levels of school attendance.

School are part of the improving levels of social worker children's attendance.

School are also part of the pilot group for children who are victims of domestic abuse, with associated police involvement, in order to improve attendance levels for this cohort.

Barrier P

Breakfast Club provision available for identified children who are in need of additional support.

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.

Focus is currently underway in preparation for the reaccreditation of this award in May 2024.

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
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
Wellcom Trust Speech and Language Assessment and Resources	The Wellcom Trust
DfE Primary Careers Programme	North East Learning and Enterprise Partnership
Wellbeing Award for Schools	National Children's Bureau and Optimus Education