

Timothy Hackworth Primary School - Pupil Premium Strategy Statement 2020- 2021

Updated End of Summer Term - July 2021

School Overview

Number of pupils in school (inc) Nursery)	397
Proportion of disadvantaged pupils (inc) Nursery)	219/397 (55.2%)
Pupil premium allocation this academic year	£288,052.90
Academic year or years covered by statement	2020 - 2021
Publish Date	September 2020
Review Date	July 2021
Statement authorised by	Nicola Greaves
Pupil Premium Lead	Lynn Boulton
Governor Lead	Pauline Crook

Rationale

Pupil Premium funding at Timothy Hackworth Primary School will be used to ensure that disadvantaged pupils are provided with opportunities to enable them to achieve the best that they can be (*CRC Article 29) and to ensure access to a high quality education (*CRC Article 28). The spending of the Pupil Premium is planned and targeted to ensure that resources are allocated to maximise opportunities for identified pupils linked to our desired outcomes.

This statement is based on *planned income and will be reviewed when each new funding tranche arrives on a termly basis.*

****CRC Article 28 – All children have the right to a good quality education. CRC Article 29 – All children have the right to be the best that they can be.***

Funding (per eligible pupil)

	2019 - 2020	*2020 - 2021
Early Years Pupil Premium	£0.53 / hour	£0.53 / hour
Pupil Premium Reception – Y6	£1,320	£1,345
Pupil Premium Y7 – Y11	£935	£955
**Pupil Premium + Looked after children (LAC)	£1,700	£1,745
Pupil Premium + Post Looked after children (PLAC)	£2,300	£2,345

*From April 2020

**Please note that schools are eligible to receive £2,345 for LAC. However, all Local Authorities retain a sum of money from the funding to enable support for LAC to be funded. Durham Local Authority currently retains £600/ pupil.

Early years Pupil Premium funding

Pupils eligible for Early Years funding	13/25 52%
Number of eligible boys	7
Number of eligible girls	6
Total funding allocation	£3927.30

Reception to Year 6 Pupil Premium/ Pupil Premium + funding

Pupils eligible for PP funding	205
Number of eligible boys	109
Number of eligible girls	96
Pupils eligible for PP+ funding (LAC/ PLAC)	4
Total funding allocation	£284,505

Pupil Attainment July 2020

Please note that due to the Covid-19 pandemic where schools closed to the majority of pupils from March 2020, end of Key Stage Assessments were therefore suspended by the Government. As a result of this, no End of Key Stage Assessments took place in the Summer Term of 2020.

As a result of this, our most recent data set of July 2019 is below:

KS1	2019 – Outcomes														
	PP Pupils			Other			SCH GAP	KS2	PP Pupils			Other			SCH GAP
	SCH	NA	DIF	SCH	NA	DIF			SCH	NA	DIF	SCH	NA	DIF	
EYFS GLD	77%	82%	-5%	81%	72%	+9%	-4%	Expected Standard Reading	41%	62%	-21%	46%	73%	-	-5%
Year 1 Phonics	79%	71%	+8%	83%	82%	+1%	-4%	Expected Standard Writing	70%	68%	+2%	71%	78%	-7%	-1%
Expected Standard Reading	70%	62%	+8%	76%	75%	+1%	-6%	Expected Standard Maths	70%	68%	+2%	77%	79%	-1%	-1%
Expected Standard Writing	78%	55%	+23%	78%	69%	+9%	0%	Expected Standard GPS	70%	68%	+2%	75%	78%	-3%	-5%
Expected Standard Maths	78%	63%	+15%	81%	76%	+5%	-3%	Expected Standard R/W/M	41%	68%	+2%	44%	65%	-	-3%
														27%	21%

Early Years Pupil Premium Current Attainment			End of Year Attainment	
Baseline Assessment – Age Expected Level Emerging 30-50 Months	Pupils Eligible For EYPP	Pupils Not Eligible For EYPP	Pupils Eligible For EYPP	Pupils Not Eligible For EYPP
51% achieving age expected levels on entry in Reading	44%	56%	81%	85%
64% achieving age expected levels on entry in Writing	56%	70%	81%	85%
60% achieving age expected levels on entry in Number	56%	63%	81%	92%

Barriers to Future Attainment

Information in italics denotes outcomes affected by the Covid-19 pandemic and related Lockdowns.

Teaching priorities	Barrier	Desired outcome
A	Limited vocabulary use and understanding by children across the school.	<i>Improved Reading and Writing EKS1 and EKS2 outcomes. Improved early language outcomes at end of Foundation Stage.</i>

		<p>Broadening of pupils' vocabulary bank and its use.</p> <p>Positive impact of Launchpad for Literacy Programme on identified LfL target group.</p>
	B	<p><i>EKS1 Reading Outcomes, including Greater Depth.</i></p> <p><i>Improved Reading outcomes at EKS1, including at Greater Depth.</i></p> <p><i>Successful implementation of recommended strategies from Greater Depth at KS1 and KS2 Staff Meeting.</i></p>
	C	<p><i>EKS2 Reading Outcomes, including Higher Standard.</i></p> <p><i>Improved Reading outcomes at EKS2, including at Higher Standard.</i></p>
	D	<p>Increasing % of SEMH needs across the school.</p> <p><i>Positive impact of Place2Be and Mental Health Trailblazer Programme on identified pupils' learning.</i></p> <p><i>Zones of Regulation embedded across the school.</i></p>
	E	<p><i>To improve Reading outcomes across the school, with a specific focus on EKS2.</i></p> <p><i>Reading Comprehension results to improve across KS1 and KS2 as a result of Lexia, Comprehension X resources and implementation of planned school strategies.</i></p>
	F	<p><i>To improve EKS2 Maths outcomes.</i></p> <p><i>EKS2 Maths outcomes will demonstrate an improvement on last year's results.</i></p>
	G	<p><i>SEND - Closing the gap to maximise pupil progress for identified SEND pupils.</i></p> <p><i>SEND pupils outcomes to improve across the Key Stages.</i></p>
	H	<p><i>Closing the gap to maximise pupil progress in UKS2 in English and Maths.</i></p> <p><i>Targeted intervention sessions across the school demonstrate improvements in end of year outcomes for identified children.</i></p>
Wider Strategies	I	<p><i>Lack of parental support for Home Reading across the school.</i></p> <p><i>Home Reading increases across the school.</i></p>
	J	<p>Lunchtime Supervisors require further knowledge and skills in order to understand identified children's social and emotional needs at lunchtimes.</p> <p><i>Identified SEMH pupils' needs met at lunchtimes. Restorative Approaches used effectively by Lunchtime Supervisors.</i></p>

K	Increasing % of SEMH needs of children.	<i>Positive impact on identified SEMH pupils' emotional wellbeing. Place2Be service embedded. Mental Health Trailblazer Project begins and positively impacts on pupils' emotional health and wellbeing.</i>
L	% of Persistent Absentees is increasing.	<i>Continued employment of Attendance Officer. Persistent Absentee focused task deployment of Attendance Officer demonstrates a reduction of Persistent Absenteeism so that DP PA pupils' attendance increases to 96.1%.</i>
M	% of children arriving to school late, and being hungry, negatively impacts on learning.	<i>Breakfast Club attendance increases.</i>
N	Lack of enrichment opportunities as part of children's daily life experiences to foster Personal Development opportunities.	<i>Increased % of After School Clubs provision. Sustained attendance at After School Clubs by children. Increased attendance of DP pupils at After School Clubs.</i>
O	Fostering of wider Personal Development opportunities to further embed in the local community and the wider world.	<i>Achievement of SMSC Quality Mark. School Membership of Association of Character Education.</i>

Teaching priorities for current academic year i.e. Professional development, recruitment and retention, support for early career teachers

Barrier	Action	Desired outcome	Evidence source	Cost	Baseline data	Person responsible	Impact/ evaluation (autumn, spring, summer)
A	Attendance at DCC English Network Meetings by English Lead. Vocabulary displays required in each classroom	Improved Reading and Writing EKS1 and EKS2 outcomes. <i>Improved early language outcomes at end of Foundation</i>	Education Endowment Fund Teaching and Learning Toolkit: Early Years Interventions (+5) Oral Language Interventions (+5) Small Group Tuition	£180	EKS1 DP 2019 Reading 76% GDS 12% EKS2 DP 2019 Reading 48% HS 6%	LB-HT JW – English Lead KK – SENDCO/LfL Lead / NELI Lead DF – Early	Autumn 2020 Autumn 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

Barrier	Action	Desired outcome	Evidence source	Cost	Baseline data	Person responsible	Impact/ evaluation (autumn, spring, summer)
	<p>linked to identified vocabulary from class texts.</p> <p>Launchpad for Literacy CPD to support the development of vocabulary alongside a Speech and Language Therapist.</p> <p>BLAST sessions delivered in Nursery and Reception to develop vocabulary.</p> <p>School takes part in the NELI Programme (Nuffield Early Language Intervention Programme).</p> <p>Targeted interventions led by HLTA to close learning gaps and to improve early language skills.</p>	<p><i>Stage.</i></p> <p>Broadening of pupils' vocabulary bank and its use.</p> <p>Identification of speech and language issues and effective strategies to support children with these.</p> <p>Pupils' vocabulary broadens. Pupils are able to take part in a conversation, demonstrating turn-taking skills.</p> <p>Pupils' vocabulary develops. Pupils' spoken language is increasingly accurate.</p>	<p>(+4)</p> <p>Recommended programme by Government as part of Catch-Up Premium Strategy.</p>	<p>£1000</p> <p>Release time for Teaching Assistants.</p> <p>£8,000 (from Catch-Up Premium)</p> <p>£25,000 (£11,640 of this from PP budget.</p>	<p>GLD DP 2019 81%</p> <p>Y1 DP Phonics 2019 83%</p> <p><i>Please note that there is no End of Key Stage Summer Term 2020 Baseline Data available due to the Covid-19 pandemic.</i></p>	<p>Language Lead SH-FS Lead</p>	<p>planning and delivery. Vocabulary Development opportunities evident in pupils' books following work scrutinies. English Network Meetings attended by English Lead. 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 after pandemic. BLAST sessions to be introduced after the pandemic.</p> <p>NELI Programme has begun. Identified staff are in the process of completing NELI CPD. All Reception children have been screened and results/analysis returned to school.</p> <p>Autumn 2020 Positive impact on identified children's early language skills as a result of targeted interventions.</p> <p>Spring 2021 Impact of the Covid-19 pandemic</p>

Barrier	Action	Desired outcome	Evidence source	Cost	Baseline data	Person responsible	Impact/ evaluation (autumn, spring, summer)
				£18k of this from Catch-Up Premium)			has affected expected outcomes for this action. <u>Summer 2021</u> Summer Data Analysis for EKS1 and EKS2 Reading and Writing demonstrates a slight decline in Reading and Writing. The CV19 pandemic is a contributory factor to this. As a result, there is a specific focus on addressing the learning gaps that children are presenting with.
B	<p>EKS1 SATs Y2 Teacher CPD attended by Y2 teachers.</p> <p>EKS1 SATs DCC Writing Moderation CPD attended by Y2 teachers and Assessment and Moderation Lead.</p> <p>Attendance at DCC English Network Meetings by English Lead. GDS Writing focus.</p>	Improved Reading outcomes at EKS1, including at Greater Depth.	<p>Education Endowment Fund Teaching and Learning Toolkit: Teacher Feedback (+8)</p> <p>Peer Tutoring Book Squad (+5)</p> <p>Reading Comprehension Strategies (+6)</p> <p>Small Group Tuition (+4)</p> <p>Homework (+2)</p>	<p>£180</p> <p>£180</p> <p>£270</p>	<p>EKS1 DP Reading 2019 76% GDS 12%</p> <p><i>Please note that there is no End of Key Stage Summer Term 2020 Baseline Data available due to the Covid-19 pandemic.</i></p>	<p>LB-HT JW – English Lead Y2 Teachers</p>	<p><u>Autumn 2020</u> Autumn 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. Attendance at DCC Moderation Meetings by Y2 and Y6 teachers. Moderation of shared samples via Teams CPD due to pandemic. English Network Meetings attended by English Lead.</p> <p><u>Spring 2021</u> All SATs CPD meetings cancelled due to CV19 pandemic. English Lead attended English</p>

Barrier	Action	Desired outcome	Evidence source	Cost	Baseline data	Person responsible	Impact/ evaluation (autumn, spring, summer)
							<p>Network Meeting and disseminated information as appropriate to staff. Staff now have an increased, updated awareness of developments in English.</p> <p>Summer 2021 Summer Data Analysis for EKS1 and EKS2 Reading and Writing demonstrates a slight decline in Reading and Writing. The CV19 pandemic is a contributory factor to this. As a result, there is a specific focus on addressing the learning gaps that children are presenting with.</p>
C	<p>Targeted interventions at EKS2 to support identified pupils with reading support.</p> <p>EKS2 SATs DCC CPD attended by Y6 teachers.</p> <p>Attendance at DCC English Network Meetings by English Lead.</p> <p>EKS1 SATs DCC Writing Moderation CPD attended by Y2 teachers and Assessment and Moderation Lead.</p>	Improved Reading outcomes at EKS2, including at Higher Standard.	<p>Education Endowment Fund Teaching and Learning Toolkit: Teacher Feedback (+8)</p> <p>Peer Tutoring Book Squad (+5)</p> <p>Reading Comprehension Strategies (+6)</p> <p>Small Group Tuition (+4)</p> <p>Homework (+2)</p>	<p>£84k targeted staffing</p> <p>£180</p> <p>£270</p> <p>£270</p>	<p>EKS2 DP Reading 2019 48% HS 6%</p> <p><i>Please note that there is no End of Key Stage Summer Term 2020 Baseline Data available due to the Covid-19 pandemic.</i></p>	LB-HT JW – English Lead Y6 Teachers	<p>Autumn 2020 Autumn 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. Writing Moderation CPD attended by Y2 teachers and Assessment and Moderation Lead. Quality discussions between staff to focus on criteria for Y2 Expected Standard. Identified pupils have responded positively to targeted interventions;</p>

Barrier	Action	Desired outcome	Evidence source	Cost	Baseline data	Person responsible	Impact/ evaluation (autumn, spring, summer)
	Purchasing of SmartTV classroom whiteboards.						<p>impact of staffing evident through Teacher Assessment.</p> <p>Spring 2021 All SATs CPD meetings cancelled due to CV19 pandemic. English Lead attended English Network Meeting and disseminated information as appropriate to staff. Staff now have an increased, updated awareness of developments in English.</p> <p>Summer 2021 EKS1 and EKS2 SATs cancelled due to CV19.</p>
D	<p>Place2Be Counselling Programme introduced and implemented.</p> <p>Place2Be Staff Meeting delivered.</p> <p>Mental Health Trailblazer Programme Staff Meeting delivered.</p> <p>Mental Health Trailblazer Programme positively impacts on</p>	<p>Place2Be Counselling Programme positively impacts and enables identified pupils to access learning more readily and to achieve improved outcomes.</p> <p>Mental Health Trailblazer Programme positively impacts on pupils' learning.</p> <p>Staff have a clear understanding of Place2Be and Trailblazer</p>	<p>Education Endowment Fund Teaching and Learning Toolkit: Behaviour Interventions (+3) Social and Emotional Learning (+4) Metacognition and Self-Regulation (+7)</p>	£26,791	Identified children's baseline data collated.	<p>LB-HT KK-SENDCO MKirby – P2Be Lead KRiddler – MHSP Lead CWatt – MHSP Worker</p>	<p>Autumn 2020 Place2Be Programme has begun. Place2Be School Lead in place. Counsellors on Placement x 4 in place. Place2Be Staff Meeting delivered – staff have informed understanding of programme. Place2Be negatively impacted by pandemic. Counsellors on placement unable to work in schools.</p> <p>Spring 2021 Place2Be School Lead in contact with identified children and their families via phone calls and Zoom.</p> <p>Mental Health Trailblazer EMHPs (Education Mental Health Practitioners) x1 allocated. Senior Practitioner allocated. Staff have a detailed understanding of the Mental Health Trailblazer</p>

Barrier	Action	Desired outcome	Evidence source	Cost	Baseline data	Person responsible	Impact/ evaluation (autumn, spring, summer)
	pupils' learning.	Programmes. Zones of Regulation embedded across the school.					<p>Project's implementation following Staff Meeting led by Senior Practitioner. Zones of Regulation areas embedded in all classrooms. Children can discuss their feelings in relation to the zones and strategies to self-regulate.</p> <p>Summer 2021 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 Trailblazer Project having a positive impact on identified families. One family has withdrawn from the CBT Programme. Zones of Regulation continue to be embedded in classrooms. Children using the language of zones to describe their feelings. Support to continue to be provided where necessary.</p>

Targeted academic support i.e. Structured interventions, small group tuition, 1:1 support

Barrier	Action	Desired outcome	Evidence source	Cost	Baseline data	Person responsible	Impact/ evaluation (autumn, spring, summer)
E	<i>Lunchtime 1:1 Reading Intervention with identified Y6 pupils.</i>	<i>Reading Comprehension results to improve across KS1 and KS2 as a result of Lexia, Comprehension X</i>	Education Endowment Fund Teaching and Learning Toolkit: Feedback (+8) 1:1 Tuition (+5)	General staffing costs	EKS2 DP Reading 2019 48% HS 6%	LB-HT JS-DHT JW-English Lead	<p>Autumn 2020 Unable to implement due to pandemic. TAs instead supporting children in Bubbles with after-school targeted interventions.</p> <p>Spring 2021</p>

		<i>resources and implementation of planned school strategies.</i>	Reading Comprehension Strategies (+6) Teaching Assistants (+1)				Impact of the Covid-19 pandemic has affected expected outcomes for this action. After school targeted interventions unable to take place due to pandemic. Summer 2021 Impact of the Covid-19 pandemic has affected expected outcomes for this action. After school targeted interventions unable to take place due to pandemic.
F	<i>Targeted interventions to support identified children with basic calculations and problem-solving.</i>	<i>EKS2 Maths outcomes will demonstrate an improvement on last year's results.</i>	Education Endowment Fund Teaching and Learning Toolkit: Feedback (+8) 1:1 Tuition (+5)	General staffing costs	EKS2 DP Maths 2019 77% HS4% EKS1 DP Maths 2019 78% GD 7%	LB-HT JS-DHT CR-AHT	Autumn 2020 Unable to implement due to pandemic. TAs instead supporting children in Bubbles with after-school targeted interventions. Spring 2021 Impact of the Covid-19 pandemic has affected expected outcomes for this action. After school targeted interventions unable to take place due to pandemic. Summer 2021 Impact of the Covid-19 pandemic has affected expected outcomes for this action. After school targeted interventions unable to take place due to pandemic. Targeted interventions to resume if safe to do so in Autumn 2021.
G	Identified Y6 Maths intervention after school groups. Additional Y6 Maths teaching	EKS2 Maths outcomes will demonstrate an improvement on last year's results.	Education Endowment Fund Teaching and Learning Toolkit: Small Group Tuition (+4)	£3000 Y6	EKS2 DP Maths 2019 77% HS4%	LB-HT CReid – AHT JS-DHT	Autumn 2020 Unable to implement due to pandemic. TAs instead supporting children in Bubbles with after-school targeted interventions. Spring 2021 Impact of the Covid-19 pandemic has

	group.		Feedback (+8)				<p>affected expected outcomes for this action. After school targeted interventions unable to take place due to pandemic.</p> <p>Summer 2021 Impact of the Covid-19 pandemic has affected expected outcomes for this action. After school targeted interventions unable to take place due to pandemic. Targeted interventions to resume if safe to do so in Autumn 2021.</p>
H	Identified Y5 and Y6 Maths intervention after school groups.	Y5 and Y6 SEND pupils outcomes to improve	<p>Education Endowment Fund Teaching and Learning Toolkit:</p> <p>Small Group Tuition (+4) Feedback (+8) Digital Technology (+4)</p>	£3000 Y5	EKS2 DP Maths 2019 77% HS4%	LB-HT JS-DHT CR-AHT	<p>Autumn 2020 Unable to implement due to pandemic. TAs instead supporting children in Bubbles with after-school targeted interventions.</p> <p>Spring 2021 Impact of the Covid-19 pandemic has affected expected outcomes for this action. After school targeted interventions unable to take place due to pandemic.</p> <p>Summer 2021 Impact of the Covid-19 pandemic has affected expected outcomes for this action. After school targeted interventions unable to take place due to pandemic. Targeted interventions to resume if safe to do so in Autumn 2021.</p>
	Identified targeted intervention groups for Reading and Maths in Year 5.	Targeted intervention from Cover Teacher demonstrates improvements in end of year outcomes for	<p>Education Endowment Fund Teaching and Learning Toolkit:</p> <p>Small Group Tuition (+4)</p>	£28,000		LB-HT JS-DHT CR-AHT JW-English Lead	<p>Autumn 2020 Unable to implement due to pandemic. TAs instead supporting children in Bubbles with after-school targeted interventions.</p> <p>Spring 2021</p>

		identified children.	Feedback (+8)				<p>Impact of the Covid-19 pandemic has affected expected outcomes for this action. After school targeted interventions unable to take place due to pandemic.</p> <p>Summer 2021</p> <p>Impact of the Covid-19 pandemic has affected expected outcomes for this action. After school targeted interventions unable to take place due to pandemic.</p> <p>Targeted interventions to resume if safe to do so in Autumn 2021.</p>
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Wider strategies i.e. Behaviour approaches, breakfast clubs, increasing attendance

Barrier	Action	Desired outcome	Evidence source	Cost	Baseline data	Person responsible	Impact/ evaluation (autumn, spring, summer)
1	Profile of Home Reading raised with parents and children. Information provided for parents about purchasing of additional reading books.	<i>Home Reading increases across the school.</i>	Education Endowment Fund Teaching and Learning Toolkit: Parental Engagement (+3)	£150 Home Reading Records	Ongoing monitoring of Teachers' Reading Files.	JW – English Lead LB-HT JS-DHT LO - HLTA	<p>Autumn 2020</p> <p>Profile of Home Reading raised with parents and carers. Books purchased. Increased home reading from identified pupils – to continue to promote, monitor and evaluate.</p> <p>Spring 2021</p> <p>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.</p> <p>Summer 2021</p> <p>Increased home reading from identified pupils – to continue to</p>

							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.
J	Restorative Approaches CPD organised, delivered, implemented and reviewed.	<i>Identified SEMH pupils' needs met at lunchtimes. Restorative Approaches used effectively by Lunchtime Supervisors.</i>	Education Endowment Fund Teaching and Learning Toolkit: Behaviour Interventions (+3)	£300	Termly behaviour data analysis.	JS-DHT	<p>Autumn 2020 Impact of the Covid-19 pandemic has affected expected outcomes for this action.</p> <p>Spring 2021 Impact of the Covid-19 pandemic has affected expected outcomes for this action.</p> <p>Spring 2021 Impact of the Covid-19 pandemic has affected expected outcomes for this action.</p>
K	Place2Be Counselling Service introduced, implemented and embedded.	<i>Positive impact on identified SEMH pupils' emotional wellbeing. Place2Be service embedded. Mental Health Trailblazer Project begins and positively impacts on pupils' emotional health and wellbeing.</i>	Education Endowment Fund Teaching and Learning Toolkit: Behaviour Interventions (+3)	£26,791	Termly reports from P2Be School Lead. Outcomes of monitoring from MK and DSLs.	LB-HT MK – P2Be School Lead	<p>Autumn 2020 P2Be Service introduced and implemented. Positive impact of this has been affected by Covid-19 pandemic.</p> <p>Spring 2021 P2Be Service operating remotely from January 2021, led by MK, as Counsellors on Placement unable to work in schools as part of Government guidance and P2Be guidance.</p> <p>Summer 2021 P2Be Service operating remotely from January 2021, led by MK, as Counsellors on Placement unable to</p>

							work in schools as part of Government guidance and P2Be guidance.
L	Additional purchasing of Oxford Reading Tree Reading Scheme materials.	Home Reading increases across the school.	Education Endowment Fund Teaching and Learning Toolkit: Phonics (+4)	£3500	EKS1 DP Reading 2019 76% GDS 12% EKS2 DP Reading 2019 48% HS 6% GLD DP 2019 81% Y1 DP Phonics 2019 83%	LB-HT	Autumn 2020 Targeted reading resources purchased to increase reading book stock. Spring 2021 Home Reading Book system in place during pandemic where children attending school in Bubbles continue to access home reading scheme. Summer 2021 Home Reading Book system in place during pandemic where children attending school in Bubbles continue to access home reading scheme.
M	Restorative Approaches CPD for Lunchtime Supervisors.	Identified SEMH pupils' needs met at lunchtimes.	Restorative Approaches ADD Education Endowment Fund Teaching and Learning Toolkit: Behaviour Interventions (+3) Social and Emotional Learning (+4)	£300		JS-DHT	Autumn 2020 Impact of the Covid-19 pandemic has affected expected outcomes for this action. Spring 2021 Impact of the Covid-19 pandemic has affected expected outcomes for this action. Summer 2021 Impact of the Covid-19 pandemic has affected expected outcomes for this action.
N	Zones of Regulation CPD delivered. Zones of	Positive impact on identified SEMH pupils' emotional	Place2Be CORC Report 2018 – Child Outcomes Research Consortium.	£200 CPD £300 resources	SENDCO to monitor implementation and impact of	KK-SENDCO LB-HT	Autumn 2020 Place2Be Programme has begun. Place2Be School Lead in place. Counsellors on Placement x 4 in

	<p>Regulation CPD actions implemented and evident in all classrooms across the school. Place2Be Counselling Service and related resources planned for, implemented and evaluated. Mental Health Trailblazer CPD attended by Mental Health Champion, KK.</p>	<p>wellbeing.</p>	<p>Identified that 1:1 Education Endowment Fund Teaching and Learning Toolkit:</p> <p>Behaviour Interventions (+3) Social and Emotional Learning (+4) Metacognition and Self-Regulation (+7)</p> <p>Place2Be Counselling demonstrates a higher level of impact compared to other services.</p>	<p>£26,791</p>	<p>the programme.</p>	<p>place.</p> <p>Place2Be Staff Meeting delivered – staff have informed understanding of programme. Place2Be negatively impacted by pandemic. Counsellors on placement unable to work in schools.</p> <p>Zones of Regulation revisited from Summer Term and referred to on a daily basis to support children’s self-regulation strategies.</p> <p>Spring 2021</p> <p>Place2Be School Lead in contact with identified children and their families via phone calls and Zoom. Zones of Regulation areas embedded in all classrooms. Children can discuss their feelings in relation to the zones and strategies to self-regulate. 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.</p> <p>Summer 2021</p> <p>Place2Be School Lead in contact with identified children and their families via phone calls and Zoom. Zones of Regulation areas embedded in all classrooms. Children can discuss their feelings in relation to the zones and strategies to self-regulate.</p>
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							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.
O	<p>EWO visits to identified families.</p> <p>EWO to submit relevant documentation for referrals linked to fixed penalty fines and relevant sanctions.</p>	<p>Continued employment and Persistent Absentee focused task deployment of School EWO demonstrates a reduction of Persistent Absenteeism so that DP PA pupils' attendance increases to 96.1%.</p>		£15,000	Rates of overall absence 5.6% and PA 17.5%	LB-HT BM- Attendance Officer	<p>Autumn 2020</p> <p>Impact of the Covid-19 pandemic has affected expected outcomes for this action.</p> <p>Ongoing monitoring of individual PA children.</p> <p>Decline in PA attendance.</p> <p>Appointment of Attendance Officer following retirement of previous postholder.</p> <p>Spring 2021</p> <p>Impact of the Covid-19 pandemic has affected expected outcomes for this action.</p> <p>New Attendance Officer takes up post 11.01.21</p> <p>Attendance systems reviewed and amended as appropriate in order to more effectively monitor pupil attendance across the school and as part of pupil groups.</p> <p>Summer 2021</p> <p>Impact of the Covid-19 pandemic and related Government guidance has affected expected outcomes for this action.</p> <p>Recently appointed Attendance Officer has made a positive impact</p>

							with identified families, on attendance tracking systems and attendance procedures.
P	<p>Identified children encouraged to join Breakfast Club to improve attendance and social and emotional wellbeing.</p> <p>All children in school access a free daily bagel.</p>	<p>Breakfast Club attendance increases.</p> <p>DfE funded Magic Breakfast Programme is targeted to ensure each child in school receives a daily bagel.</p>	<p>Magic Breakfast Report linked to DfE Funding ADD</p>	<p>£10,000 Magic Breakfast funding</p>		<p>LB-HT NG-SBM</p>	<p><u>Autumn 2020</u> Impact of the Covid-19 pandemic has affected expected outcomes for this action. All children in school access a free bagel each day.</p> <p><u>Spring 2021</u> Impact of the Covid-19 pandemic has affected expected outcomes for this action. All children in school access a free bagel each day.</p> <p><u>Summer 2021</u> Impact of the Covid-19 pandemic has affected expected outcomes for this action. All children in school access a free bagel each day.</p>
Q	<p>Offer a wider range of after school clubs to children and further promote these.</p>	<p>Increased % of After School Clubs provision.</p> <p>Sustained attendance at After School Clubs by children.</p> <p>Increased attendance of DP pupils at After School Clubs.</p>		<p>£3,500</p>		<p>LB-HT</p>	<p><u>Autumn 2020</u> Impact of the Covid-19 pandemic has affected expected outcomes for this action.</p> <p><u>Spring 2021</u> Impact of the Covid-19 pandemic has affected expected outcomes for this action.</p> <p><u>Summer 2021</u> Impact of the Covid-19 pandemic has affected expected outcomes for this action.</p>
R	<p>Completion and submission of documentation</p>	<p>Achievement of SMSC Quality Mark.</p>		<p>£1000</p>		<p>LB-HT JS-DHT</p>	<p><u>Autumn 2020</u> SMSC QM verification and consultation visits arranged.</p>

	for SMSC QM. Character Education subscription information used to further enhance provision.	School Membership of Association of Character Education.		£60 p/a			SMSC QM Self-Evaluation completed. Spring 2021 Impact of the Covid-19 pandemic has affected expected outcomes for this action. SMSC Quality Mark visit planned for 11.01.21. Date changed due to Covid-19 pandemic restrictions to 20.05.21 SMSC Gold Award achieved May 2021. Summer 2021 Action points revisited, discussed between HT and DHT, and points for future action identified from final report and incorporated into future planning.
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Additional funding supporting provision - Events cancelled due to impact of Covid-19; Cancelled due to January 2021 Lockdown*

Christmas Theatre Experiences £1,002
Tempus Fugit Curriculum Enrichment £1440
Y6 Residential Visit £390
Safety Carousels £750
Shildon Community Safety £100
Anti-Bullying Curriculum Music Workshops – Y5 - £1000
Show Racism the Red Card £600
*Peripatetic Music Service £126**
Natter-Lingo MFL Enrichment £360
Transport to Events £340
 Anti-Bullying Award - £1000 approx. – Diana Award accreditation programme currently under review, therefore costings are approximate.

Governance – monitoring the effectiveness of the Pupil Premium Strategy

Governors involved:

Mrs. Pauline Crook – Chair of Governors

Committee meeting dates

Autumn: Ongoing telephone discussions between HT/CoG. **Spring:** Ongoing telephone discussions between HT/CoG. **Summer:** Ongoing telephone discussions between HT/CoG.

Autumn Term Summary:

Pupil Premium 2019/2020 spend and strategies discussed in relation to eligible PP pupils and planned spend. Impact of Covid-19 pandemic continually discussed re: impact on Pupil Premium spend and related strategies. Pupil provision during the Covid-19 circumstances revisited on a fortnightly basis.

Spring Term Summary:

Ongoing telephone discussions between HT and CoG during the Covid-19 pandemic. Pupil provision during the Covid-19 circumstances revisited on a fortnightly basis.

Summer Term Summary:

Ongoing telephone discussions between HT and CoG during the Covid-19 pandemic. Pupil provision during the Covid-19 circumstances revisited on a fortnightly basis