

Pupil Premium Strategy Statement

This statement details our school's use of Pupil Premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Timothy Hackworth Primary School
Number of pupils in school	385
Proportion (%) of pupil premium eligible pupils	51%
Academic year/years that our current pupil premium strategy plan covers	2021-2022
Date this statement was published	December 2021
Date on which it will be reviewed	April 2021
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	£269,020
Recovery Premium funding allocation this academic year	£25,717.50
School-Led Tutoring Grant	£23,085
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£317,822.50

Part A: Pupil Premium Strategy Plan

Statement of Intent

Challenges

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

Challenge number	Detail of challenge
1	Gaps in learning. To identify and address learning gaps in RWM.
2	Raising Standards in Reading, including phonics. To improve practice and provision in the teaching and learning of reading, including phonics, across the key stages.
3	SEND. To ensure that identified SEND pupils are provided with targeted, focused provision to address their specific needs, drawing upon internal and external sources of support.
4	Curriculum Development. Our school curriculum provision continues to be refined to reflect the needs of our pupils.
5	Attendance. To improve overall attendance by reducing the number of persistent absentees.
6	Early Language. To improve children's early language development, working in partnership with parents and carers.

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	Improved outcomes in RWM demonstrated in EKS data	EYFS GLD GLD Target July 2022: 82%. (National 2019 – 72%).

	<p>and internal tracking systems.</p>	<p>The gap between disadvantaged pupils' and non-DP attainment continues to narrow to -5% based on EOY 2019 data.</p> <p><u>Year 1 Phonics</u> (National 2019 82%).</p> <p>Spr 22 Target: 66% DP61%</p> <p>Sum22 Target: 84% DP81%</p> <p><u>Year 2 Phonics</u> (National 2019 - 56%)</p> <p>Sum22 Target: 80% children resitting in December 2021 achieve the threshold score.</p> <p><u>EKS1</u> EKS1 Reading increases to 77% EKS1 Writing increases to 79% EKS1 Mathematics increases to 82% The performance gap between DP/Non-DP pupils continues to remain closed: Data set 2019 DP without SEND data: R+2% W+2% M0%.</p> <p><u>EKS2</u> EKS2 Reading increases to 73% EKS2 Writing increases to 73% EKS2 Mathematics increases to 78% EKS2 GPS increases to 76% The performance gap between DP/Non-DP is within -10%. Data set 2019 DP without SEND data: R0% W0% M0%.</p>
2	<p>Improved outcomes in reading demonstrated in EKS data and internal tracking systems.</p>	<p>Standards in Reading at the end of Key Stage 2 in 2022 are at least in line with national averages. (NA 2019 73%)</p> <p>Standards in Reading at the end of Key Stage 1 in 2022 increase to 77% and are at least in line with national averages.</p> <p>1. Reading is actively celebrated and valued in school.</p> <p>2. To improve pupils' reading stamina and reading speed.</p>

		<p>3. Lexia is targeted at the identified lowest 20% pupils in each class and thereby makes a positive impact on our weakest readers.</p> <p>4. Teachers have a clear understanding of the lowest 20% of readers in their classes and actively implement identified strategies to support their reading progression.</p> <p>5. Identified pupils are provided with high quality, targeted and precise intervention to address gaps in their learning.</p> <p>6. The learning environment reflects a high-quality reading ethos which incorporates tidy, well-stocked and appealing reading areas.</p> <p>7. Pupils' vocabulary is improved by broadening vocabulary range through exposure to quality texts and through effective modelling.</p> <p>8. Reading tasks planned and delivered reflect appropriate pace, urgency and independence and are matched to learning needs.</p> <p>9. Specific comprehension strategies are taught. Pupils are able to use these with increasing independence.</p> <p>10. Exposure to real authors is evident.</p> <p>11. Pupil Support Plans which link to reading are addressed and incorporated fully into relevant curriculum areas, thereby supporting the closing of the gap between SEND/non-SEND pupils.</p> <p>12. The LA Reading Deep Dive takes place and actions identified from this are implemented as appropriate.</p> <p>13. To purchase further reading resources to support the teaching of reading in English and across the curriculum.</p>
--	--	--

		14. A school 'Reading Ambassador' is appointed who promotes an enjoyment of reading across the school, and to parents and carers.																																																								
3	The gap between outcomes for non-SEND pupils and SEND pupils reduces.	<p><u>EYFS GLD</u> The gap between SEND and non-SEND pupils is reduced, to at least -20% based on EOY 2019 data.</p> <p><u>EKS1</u> The performance gap between SEND/Non-SEND pupils reduces in Reading and Writing so that it is within -20%. Data set 2019 SEND data: R-27% W-27% M0%.</p> <p><u>EKS2</u> The performance gap between SEND/Non-SEND is within -15%. Data set 2019 SEND data: R0% W0% M0%.</p> <p>Identified SEND pupils access Support Plans which are precisely matched to their range of needs, linked to internal and external sources of support where necessary. Specialist Speech and Language CPD for staff and for identified members of staff.</p>																																																								
4	<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>Staff CPD makes a positive impact on teaching and learning.</p>																																																								
5	Overall attendance figures will improve as the number of Persistent Absentees reduce.	<p>Attendance figures for PA pupils, including Disadvantaged pupils and SEND pupils will increase to 96%.</p> <p>Targets:</p> <table border="1"> <thead> <tr> <th></th> <th>Aut1</th> <th>Aut2</th> <th>Spr1</th> <th>Spr2</th> <th>Sum1</th> <th>Sum2</th> </tr> </thead> <tbody> <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> </tbody> </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%
	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%																																																				

6	As part of Early Language development, pupils' auditory discrimination and vocabulary range improves.	Learning environments actively promote early language development. Launchpad for Literacy principles are evident in early language practice and provision.
7	To support pupils' emotional health and wellbeing, so that identified pupils are more able to focus upon their learning.	Targeted staffing support: Pupils and Families Intervention Support Lead Place2Be Counselling Service provides tailored support to identified pupils support the removal of emotional wellbeing barriers so that they are able to focus on their learning. Staff members access the Place2Think Service so that they feel better equipped to address pupils' emotional wellbeing, including that of their own. Subsidised Breakfast Club Provision and daily bagels for all children.

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: £36,009

Activity	Evidence that supports this approach	Challenge number(s) addressed Costings
Employment of a school Reading Ambassador to promote the positivity of reading alongside links to global and inter-cultural understanding.	Education Endowment Fund Teaching and Learning Toolkit: Teacher Feedback (+8)	2,4 £7,500
Tailored reading CPD subscription to Literature Works.	Education Endowment Fund Teaching and Learning Toolkit: Teacher Feedback (+8) Reading Comprehension Strategies (+6)	1,2,3,4 £1000
Additional Literature Works reading CPD for identified staff members.	Education Endowment Fund Teaching and Learning Toolkit: Teacher Feedback (+8) Reading Comprehension Strategies (+6)	1,2,3,4 £4000
Launchpad for Literacy CPD and related resources.	Education Endowment Fund Teaching and Learning Toolkit: Teacher Feedback (+8) Teaching Assistants (+1)	6 £500
Specialist Speech and Language CPD to support productive and receptive language barriers for identified children.	Education Endowment Fund Teaching and Learning Toolkit: Teaching Assistants (+1) Small Group Tuition (+4) Feedback (+8)	3 £8,000
Additional resources to supplement Library non-fiction curriculum stock.		1,2,3,4 £1000
Purchasing of Comprehension Scheme resource for Year 3.	Education Endowment Fund Teaching and Learning Toolkit: Reading Comprehension Strategies (+6)	1,2,3 £800

Durham County Council Training (CPD) Annual Service Level Agreement and related targeted CPD linked to school priorities.	Education Endowment Fund Teaching and Learning Toolkit: Teacher Feedback (+8) Reading Comprehension Strategies (+6) Teaching Assistants (+1)	1,2,3,4 £4209 £3000
Training and resources for the Essential Letters and Sounds Phonics Programme.	Education Endowment Fund Teaching and Learning Toolkit: Teacher Feedback (+8) Phonics (+4) Teaching Assistants (+1) Metacognition and Self-Regulation (+7)	1,2,3,4 £4000
Training and resources for the Well.Com package: targeted support for speech and language issues.	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: £166,732

Activity	Evidence that supports this approach	Challenge number(s) addressed Costings
Additional adult support in Year 6 to address gaps in learning.	Education Endowment Fund Teaching and Learning Toolkit: Small Group Tuition (+4) Feedback (+8) Metacognition and Self-Regulation (+7)	1,2,3 £60,000
Additional adult support in Year 4 to address gaps in learning.	Education Endowment Fund Teaching and Learning Toolkit: Small Group Tuition (+4) Feedback (+8) Metacognition and Self-Regulation (+7) Digital Technology (+4)	1,2,3 £30,000
Employment of a tutor to address gaps in learning in Years 2 and 3.	Education Endowment Fund Teaching and Learning Toolkit: Small Group Tuition (+4) Feedback (+8) Phonics (+4)	1,2,3

	Metacognition and Self-Regulation (+7) Digital Technology (+4)	£36,732
Employment of a Pupils and Families Intervention Support Lead to delivery targeted behaviour 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)	1,2,3 £30,000
After-School Intervention Clubs for identified children in KS1 and KS2.	Education Endowment Fund Teaching and Learning Toolkit: Small Group Tuition (+4) Feedback (+8) Phonics (+4) Metacognition and Self-Regulation (+7) Digital Technology (+4)	1,2,3 £10,000

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

Budgeted cost: £89,267

Activity	Evidence that supports this approach	Challenge number(s) addressed Costings
Employment of an Attendance Officer x3 days per week.	Education Endowment Fund Teaching and Learning Toolkit: Parental Engagement (+3) Social and Emotional Learning (+4)	5 £18,000
School-wide rewards and incentives to promote positive attendance.	Education Endowment Fund Teaching and Learning Toolkit: Parental Engagement (+3) Social and Emotional Learning (+4)	5 £3000
Place 2 Be Counselling Service x 2 days per week.	Education Endowment Fund Teaching and Learning Toolkit: Behaviour Interventions (+3) Social and Emotional Learning (+4) Metacognition and Self-Regulation (+7) Parental Engagement (+3) Place2Be CORC Report 2018 – Child Outcomes Research Consortium. Identified that 1:1	7

	Place2Be Counselling demonstrates a higher level of impact compared to other services.	£29,000
Crisis Response SLA support, including the Behaviour Intervention Team	Education Endowment Fund Teaching and Learning Toolkit: Behaviour Interventions (+3) Social and Emotional Learning (+4) Metacognition and Self-Regulation (+7)	7 Crisis Response Team SLA £4267
Trauma Informed Schools – steps to achieve this accreditation of provision.	Education Endowment Fund Teaching and Learning Toolkit: Behaviour Interventions (+3) Social and Emotional Learning (+4) Metacognition and Self-Regulation (+7)	7 £3000
Wellbeing Award	Education Endowment Fund Teaching and Learning Toolkit: Behaviour Interventions (+3) Social and Emotional Learning (+4)	7 £1000
Senior Mental Health Lead CPD and CPD dissemination to staff.	Education Endowment Fund Teaching and Learning Toolkit: Social and Emotional Learning (+4)	7 £5000
After-School Club tutors for singing and drumming.	Education Endowment Fund Teaching and Learning Toolkit: Social and Emotional Learning (+4)	4 £3000
Range of reading resources to promote positive reading behaviours e.g. Birthday Books, Reading Champion books.	Education Endowment Fund Teaching and Learning Toolkit: Social and Emotional Learning (+4)	1,2,4 £1500
Curriculum enrichment visits, for example, Bishop Auckland Astronomical Society in Year 5, the Escape Rooms in Year 6, .	Education Endowment Fund Teaching and Learning Toolkit: Social and Emotional Learning (+4)	4 £5000
Curriculum resources to support learning, for example, globes, French books, PSHE books, Science books, Blubots for Computing, cooking and baking equipment for DT.	Education Endowment Fund Teaching and Learning Toolkit: Teacher Feedback (+8)	4 £10,000

Author Visits (online), for example, Emily Dodds in Y2 and Guy Bass in Y4.		2 £2000
Purchasing of Y6 SATs Booster resources.	Education Endowment Fund Teaching and Learning Toolkit: Teacher Feedback (+8) Metacognition and Self-Regulation (+7) Small Group Tuition (+4) Feedback (+8)	1,2 £1000
Subsidised Breakfast Club Provision	DfE Magic Breakfast Funding to part-subsidise.	7 £3500

Total Budgeted Cost: £292,008

Part B: Review of Outcomes in the Previous Academic Year

Pupil Premium Strategy Outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Barriers A, B, C and G

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

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

Reading Y2 by +17%

Writing Y2 by +11%

Reading Y6 by +26%

Literature Works CPD evident in planning and delivery.

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

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

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

NELI Programme implemented. Identified staff completed relevant NELI CPD.

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

Barriers D and K

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

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

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

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

SMSC Gold Award achieved May 2021.

Barrier I

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

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

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

Barrier L

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

Barrier N

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

Barrier O

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

Ongoing monitoring of individual PA children.

Decline in PA attendance.

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

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

Barrier P

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

All children in school access a free bagel each day.

Barrier R

SMSC accreditation visit took place in April 2021.

SMSC Gold Level Award achieved May 2021.

All Barriers

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

Externally Provided Programmes

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

