



*'Let your light shine' – Matthew 5:16*

### 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	Whitley Memorial C of E Primary School
Number of pupils in school	305
Proportion (%) of pupil premium eligible pupils	43%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	21/22, 22/23, 23/24
Date this statement was published	30 <sup>th</sup> December 2021
Date on which it will be reviewed	Spring 2021
Statement authorised by	Claire Gray
Pupil premium lead	Claire Gray/ Tori Hansen
Governor / Trustee lead	Arleen Thompson

#### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£132 000
Recovery premium funding allocation this academic year	£13 500
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£5,000
School Led pupil Premium	£13 000
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£163,000



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## Part A: Pupil premium strategy plan

### Statement of intent

#### Our Vision

Whitley Memorial C of E Primary School is an inclusive Primary School with 43% of children Pupil Premium. As a Church of England school our historical roots are vital to our identity and we are committed in serving our community. As a Church of England School, we value all of God's children, and follow our vision of equality for all. We believe that we are one big family, the 'Whitley Family,' striving to support our children equally in their spiritual and personal growth alongside their academic development. Our school motto of 'Let your light shine' comes from Matthew 5:16: 'Let your light so shine before all people, that they may see your good works, and glorify your Father which is in heaven.'

This voices our overarching belief that everyone, no matter what their starting point may be, has God given skills and talents and we passionately believe in working collaboratively with parents, learners, members of the community, our church (St Cuthbert's), educational partners and other professionals to ensure all children receive the very best start to their learning journey and have every opportunity to 'Let Your Light Shine.'

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who already reach a high level of attainment. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not. Staff will have high expectations for all children.

High-quality teaching and Quality First Teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support, including speaking and listening, reading, vocabulary acquisition, writing, Math's fluency attendance and social and emotional resilience. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers, closing the gap between the attainments between these groups of pupils.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel.



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Our ultimate objectives are to:

- Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts within school in reading, writing and mathematics.
- Endeavour to enable ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum, specifically using a DfE recommended synthetic phonics program, RWI.
- Develop pupils' confidence in their ability to communicate effectively in a wide range of contexts.
- Enable pupils to look after their social and emotional wellbeing and to develop resilience using Thrive principles embedded throughout school and targeted social and emotional wellbeing support. (Supported by PSHE/RSE curriculum- SCARF)
- Access a wide range of opportunities to develop their knowledge and understanding of the world.

**Challenges**

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

Challenge number	Detail of challenge
1	<p><b>Oral Language Skills and Vocabulary Acquisition</b></p> <p>Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers. Speaking and Listening skills directly impact reading and writing.</p> <p>Over the last 2 years Reception baseline assessments indicated that, on entry, 25%-100% of children who were disadvantaged were not on track for Listening and Attention, Speaking or understanding within the communication and language prime area. This is significantly behind their non-disadvantaged peers. Listening, attention and speaking impacts all areas of the curriculum and the data indicates the gap for reading, writing and maths for disadvantaged children is still evident in Year 6.</p>
2	<p><b>Phonics Achievement</b></p> <p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.</p> <p>Pupils entering the EYFS with language and listening skills well below their developmental age and stage. A lack of early language skills within the Early Years impacts on</p>



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	<p>pupils' ability to hear sounds when practising blending and segmenting, thus impacting on early reading and fluency.</p> <p>There is between 23%-58% gap between disadvantaged and non-disadvantaged pupils across school in reading between Year 1 and Year 6.</p> <p>Current data for children in EYFS and KS1 shows a disproportionate number of disadvantaged children not on track using the Read, Write, Inc tracking and assessment for phonics. Between 16% and 80% of disadvantaged pupils are not on track in November 2021.</p>
3	<p><b>Writing Attainment</b></p> <p>Internal assessments indicate that writing attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.</p> <p>There is between 10%-64% gap between disadvantaged and non-disadvantaged pupils across school in writing between Reception and Year 6 over the last 3 years.</p> <p><b>Reading Attainment</b></p> <p>Internal assessments indicate that reading attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.</p> <p>There is between 8%-58% gap between disadvantaged and Non-disadvantaged pupils across school in reading between Reception and Year 6 for the last 3 years, with the number of children achieving greater depth by year 5 and 6 having a greater gap.</p> <p><b>Maths Attainment</b></p> <p>Internal assessments indicate that Maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.</p> <p>There is between 5%-44% gap between disadvantaged and Non-disadvantaged pupils across school in maths between Reception and Year 6 for the last 3 years and in general fewer children from disadvantaged backgrounds are achieving greater depth.</p>
4	<p><b>Social and Emotional Wellbeing</b></p> <p>Thrive assessments in school and teacher referrals have supported that children in school require additional Social and emotional support in the last year following Covid closures. Wellbeing impacts a child's ability to access learning and currently:</p> <p>27 children attend Thrive sessions in school of which:          11 are PP = 41% PP          20 of the 27 SEN = 74%          9 PP and SEN = 33%</p>
5	<p><b>Enrichment and Broader Curriculum</b></p> <p>Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils and a lack of enrichment opportunities (eg educational visits) during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.</p>



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	Data regarding pupil engagement of disadvantaged pupils during periods of school closure was significantly lower than non-disadvantaged pupils. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in reading and writing. The gap between disadvantaged and non-disadvantaged pupils has increased over the last two years and there is a correlation between lower levels of attainment and engagement with online learning during periods of school closure.
6	<p><b>Attendance and punctuality</b></p> <p>Attendance amongst pupils who are PP or SEN account for 69-75% of students who had attendance below 90% (persistent absence).</p> <p>Absence for disadvantaged pupils above 90% but below the National threshold of 96% is higher than their non-disadvantaged counterparts across the last 2 years.</p> <p>86% of children with Persistent lateness (4 or more times late) from September 2021 to December 2021 were disadvantaged compare to 14% of their disadvantage counterparts. This is a significant difference.</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.

Intended outcome	Success criteria
Improved oral language skills and vocabulary among disadvantaged pupils.	Teacher assessments, speech assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment. EYFS data will show accelerated improvement from the baseline assessment for Communication and Language.
Improved reading attainment among disadvantaged pupils.	Reading outcomes in 2023/24 show that with gap between disadvantaged and non-disadvantaged children will have improved so that the gap is below -15.  Phonics data in 2023/24 will show 95% of children achieving the Y1 Phonics screening and that the gap between disadvantaged and non-disadvantaged children is below -10.
Improved writing attainment among disadvantaged pupils.	Writing outcomes in 2023/24 show that with gap between disadvantaged and non-disadvantaged children will have improved so that the gap is below -15.
Improved maths attainment for disadvantaged pupils at the end of KS2.	Maths outcomes in 2023/24 show that with gap between disadvantaged and non-disadvantaged children will have improved so that the gap is below -15.



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<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Sustained high levels of wellbeing from 2023/24 demonstrated by:</p> <ul style="list-style-type: none"> <li>• In house Thrive progress data shows movement in developmental strands for pupils.</li> <li>• Pupil Voice showing high levels of children feeling happy and safe in school.</li> <li>• Parent questionnaire.</li> </ul>
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance from 2023/24 demonstrated by:</p> <ul style="list-style-type: none"> <li>• the overall absence rate for all pupils being in line with the National Expected Rate and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 10%.</li> <li>• the percentage of all pupils who are persistently absent being below 10% and the figure among disadvantaged pupils being no more than 15% lower than their peers.</li> </ul>
<p>To Provide children with enrichment opportunities that increase their engagement and knowledge in all subjects.</p>	<ul style="list-style-type: none"> <li>• Assessments show children's knowledge and understanding.</li> <li>• Pupil voice show children are engaged and excited about the curriculum.</li> <li>• Parental questionnaire.</li> </ul>



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**Activity in this academic year**

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

**Teaching (for example, CPD, recruitment and retention)**

Budgeted cost: **£53,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments. (<i>NFER, SATs companion,</i>)</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p>	<p>1, 2, 3,</p>
<p>Development of The Write Stuff Program across school. The program will focus on developing a wide and varied vocabulary to address language gaps in all pupils, but particularly disadvantaged pupils.</p> <p>Continuing training for staff on the non-negotiables of use of the lenses in The Write Stuff to develop writing knowledge and skills to create confident writers.</p> <p>Continuing CPD to develop the marking policy in writing to make an impact on learning and progress.</p> <p>Continued CPD on PP for all staff to ensure that all staff have high expectations for the progress and attainment of PP children.</p> <p>Curriculum Management time.</p> <p>Support staff in EYFS to develop and extend language in continuous</p>	<p>Directly teaching vocabulary, helping children with pre-writing activities, structuring sentences, summarising, drafting, editing and revising as recommended in The Improving Literacy in KS1 and KS2 from the EEF. The Write Stuff Program has been researched in school and provides opportunities to bridge the gaps in writing so that children are supported in their journey to become confident writers with a wide ranging and enriched vocabulary.</p> <p><a href="#">Preparing for Literacy</a>  <a href="#">EEF Improving Literacy in KS1</a>  <a href="#">EEF Improving Literacy in KS2</a></p>	<p>1, 3, 5</p>



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<p>provision. Staff using Helicopter Stories to develop story language and sentence structure.</p> <p>Writing Enrichment Opportunities by buying into Visiting acting shows to school e.g. Treasure Island for writing and enrichment stimulus.</p>		
<p>Purchase into Read Write Inc, and access to the RWI portal, a <a href="#">DfE validated Systematic Synthetic Phonics programme</a> to secure stronger phonics teaching for all pupils.</p> <p>Curriculum Management time.</p> <p>Purchase of Book Bag Books to ensure, levelled home reading books for all children using the Read Write Inc programme to ensure children have access to high quality decodable books that match and maintain fidelity to our scheme.</p> <p>Training twice a year to ensure all staff (teachers and TAs) delivering teaching in phonics groups have high quality knowledge.</p> <p>Coaching time for Phonics lead to ensure fidelity to the programme across all staff.</p> <p>(£10K)</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>2, 3</p>
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p> <p>Curriculum Management time for Maths lead to ensure consistency across school and to provide coaching as necessary to staff.</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p><a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p><a href="#">Improving Mathematics in Key Stages 2 and 3</a></p>	<p>3</p>





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TT Rockstars to support engaging learning towards standardised tests in multiplication facts.		
<p>The Thrive approach will be embedded across school to Improve the quality of social and emotional (SEL) learning. (<i>Thrive</i>)</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff to deliver Thrive interventions.</p> <p>Deputy Head trained as a Mental Health Welfare Contact in School</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p><a href="https://www.educationendowmentfoundation.org.uk/EEF-Social-and-Emotional-Learning.pdf">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p>	1,2,3
<p>Forest School</p> <p>Training for an additional staff member in using Forest School.</p>	<p>Forest School and outdoor learning has a positive impact on mental health and wellbeing. School is very lucky to have its own forest school and this is a valuable resource to be taken advantage of in school.</p> <p><a href="https://www.newcastle.ac.uk/forestschool/">Newcastle University - Forest School for Wellbeing</a></p>	1,2,3

**Targeted academic support (for example, tutoring, one-to-one support structured interventions)**

Budgeted cost: **£65,000 (incl. NTP Money)**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Speaking and Listening</p> <p>TA in EYFS to deliver interventions based on teacher assessment: Launchpad to Literacy, Talk Boost and Early Talk Boost, 1-1 Phonics interventions for lowest 20%</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p><a href="https://www.educationendowmentfoundation.org.uk/Oral-language-interventions/">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	1, 2, 3
<p>Speech and Language</p> <p>Buy in to SLA (Service Level Agreement) in Bedlington</p>	<p>Speech and Language impacts all areas of the curriculum. It has an affect on Social and Emotional wellbeing, phonics attainment and in turn reading,</p>	1, 2, 3, 4



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<p>Partnership to provide Speech Therapy Assessments to targeted children in school. They will set targets and activities to be carried out by a trained TA within school.</p> <p>Trained Teaching assistant to deliver Speech and Language activities within school to support targets provided by Speech Therapist.</p> <p>TA to deliver 10 weeks of NELI training in Year 1 carried over from EYFS to ensure children assessed as not on track receive continued addition support for speaking and listening.</p>	<p>writing and maths. Identifying and prioritising children who require support in speech and language as early as possible is essential to ensure progression across all areas of the curriculum. Assessment is a specialist field and required to set appropriate interventions to ensure maximum progress.</p> <p><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</p> <p>Teaching Assistants to deliver 1-1 daily phonics sessions for the lowest 20% of readers in each class.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	2
<p>Engaging with the National Tutoring Program to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p><a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	2, 3
<p>Two trained Thrive practitioners to provide Thrive lessons to that children are 'ready to learn.'</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p>	4



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	<a href="https://www.educationendowmentfoundation.org.uk/EEF-Social-and-Emotional-Learning.pdf">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a>	
Targeted interventions across the curriculum for PP children to raise attainment and progress, including high attaining PP children.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a> <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a>	1,2,3

**Wider strategies (for example, related to attendance, behaviour, wellbeing)**

Budgeted cost: **40,000 (plus £5,500 contingency)**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Breakfast Club staffing will ensure the regular running of a breakfast club, combined with funding secures from Greggs. This will impact attendance and punctuality and ensure every child who needs it had access to a nutrition breakfast to have the best start to the morning and be learning ready.	The independent evaluation by researchers at the Institute for Fiscal Studies and the National Children's Bureau found that Year 2 children in schools with a breakfast club made two additional months' progress in reading, writing and maths compared with a similar group whose schools were not given support to offer breakfast.  <a href="#">Breakfast clubs EEF</a> <a href="#">Magic Breakfast</a>	4, 6
Whole school staff training on the PSHE/RSE curriculum- SCARF-to ensure targeted social and emotional wellbeing support and to enable pupils to look after their social and emotional wellbeing and to develop resilience	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): <a href="https://www.educationendowmentfoundation.org.uk/EEF-Social-and-Emotional-Learning.pdf">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a>	
Whole school staff training on the Thrive approach to ensure targeted social and emotional wellbeing support and to enable	Both targeted interventions and universal approaches can have positive overall effects.	4



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<p>pupils to look after their social and emotional wellbeing and to develop resilience</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p><a href="https://www.educationendowmentfoundation.org.uk">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p>	
<p>Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.</p>	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p><a href="https://www.educationendowmentfoundation.org.uk">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>3,4</p>
<p>Embedding principles of good practice set out in the DfE's <u>Improving School Attendance</u> advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p> <p>Engagement of EWO, phone calls home to persistent absentees.</p> <p>HT and EWO meet with all the families whose children were PA in 2020/21. HT and EWO to identify and remove barriers to good attendance and implement attendance contracts identifying key strategies and incentives. Emphasise the impact of poor attendance on progress in RWM.</p> <p>Parent Support advisor contacted to support children whose attendance and punctuality is persistent. (KG)</p> <p>Continue to develop incentives for high attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p><a href="https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/441242/DfE_Improving_School_Attendance_Guidance.pdf">DfE Improving School Attendance Guidance</a></p> <p>The EEF is undertaking a rapid review of attendance strategies and any further up-to-date information from the EEF will be taken into account as soon as it is available.</p> <p><a href="https://www.educationendowmentfoundation.org.uk">EEF Rapid Review for Attendance Protocols</a></p>	<p>6</p>
<p>Remove financial barriers to learning by paying for or subsidising residentials, educational visits, and music lessons. Bus subsidies and access to sporting</p>	<p>Financial barriers can impact children's opportunities to take part in curriculum enrichment opportunities. Removing these levels the playing</p>	<p>1,3,4,5</p>

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<p>opportunities all children from disadvantaged background equal access to opportunities.</p>	<p>field for pupils from disadvantaged backgrounds. <a href="#">EEF Guide to Pupil Premium</a></p>	
<p>Parental engagement- Parental Liaison Officer- (KG). Tapestry Regular meeting with parents to inform them about learning in school, such as the phonics meetings and reading meetings.</p>	<p>Evidence suggest that engaging parents in learning and having communication with school has a positive impact on children's achievement in school. <a href="#">EEF Parental Engagement Working with Parents to Support Children</a></p>	<p>3,6</p>
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	<p>All</p>

**Total budgeted cost: £163,500**



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## 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.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.

- Autumn 2021 Phonics check 67% (Y2)
- 67% of PP children passed the phonics check compared to 68% of Non-PP
- Whole staff training for The Write Stuff
- Whole staff training SCARF PSHE/RSE
- Thrive training for two Teaching assistants to deliver Thrive interventions.
- The PP gap for Reading was between -13% and -36 July 2021 across R-Y5
- The PP gap for Writing was between -10% and -47% July 2021 across R-Y5
- The PP gap for Maths was between -19% and -46% July 2021 across R-Y5
- Attendance for all pupils for 2020-2021 was 92.03%. Attendance for Pupil Premium pupils was 87.65% and non-PP was 95.52%.

Our assessment of the reasons for the 2020-21 outcomes suggests the impact of Covid-19 which disrupted the teaching and learning of pupils despite our remote learning strategy and the extensive support for this. As evidenced across the country, school closures were most detrimental to disadvantaged pupils and therefore to the majority of our school cohort. The impact of this was mitigated by our efforts to provide a high quality remote curriculum and extensive support to pupils.

### Externally provided programmes

Programme	Provider
The Write Stuff	<a href="http://www.thetrainingspace.co.uk">www.thetrainingspace.co.uk</a>
RWI	<a href="http://www.ruthmiskin.com">www.ruthmiskin.com</a>
Neli	<a href="http://www.teachneli.org">www.teachneli.org</a>
Thrive	<a href="http://www.thriveapproach.com">www.thriveapproach.com</a>
TT Rockstars	<a href="http://www.ttrockstars.com">www.ttrockstars.com</a>
Launchpad to Literacy	<a href="http://www.launchpadforliteracy.co.uk">www.launchpadforliteracy.co.uk</a>



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SCARF	<a href="http://www.coramlifeeducation.org.uk/scarf/">www.coramlifeeducation.org.uk/scarf/</a>
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## Further information (optional)

### Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. EEF evidence demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- utilising a DfE grant to train a senior mental health lead. The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- offering a range of high-quality extracurricular sporting and other activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

### Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, feedback from parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools' database to view the performance of disadvantaged pupils in schools similar to ours.

We utilised Northumberland County Council's Disadvantaged and Pupil Premium 3 day training course (Autumn 2021) to provide up to date training for the Head Teacher and the Pupil Premium Lead.

We utilised the support of the school SIP and Northumberland County Council PP School Improvement Lead in the planning, implementation and review of the impact of the strategy

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the EEF's implementation guidance to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.





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We have put an evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.