

WHITLEY MEMORIAL C of E AIDED PRIMARY SCHOOL



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Pupil Premium Strategy Statement

This statement details our school's use of pupil premium funding.

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	271
Proportion (%) of pupil premium eligible pupils	45%
Academic year/years that our current pupil premium strategy plan covers (3 year plan)	22/23, 23/24, 24/25
Date this statement was published	30 th December 2022
Date on which it will be reviewed	December 2023
Statement authorised by	Claire Gray
Pupil premium leads	Claire Gray/ Tori Hansen
Governor lead	Arleen Thompson 2021/22 Chris Peart 2022/2023

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Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	156365
Recovery premium funding allocation this academic year	15865
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0
School Led pupil Premium	17672
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	189902



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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 45% 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.



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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.

Our ultimate objectives are to:

- Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts within school in reading, writing and mathematics.

Key Priority 1: Curriculum (ref to QE/BA/PD/EYE)

To ensure the provision of WMPS progressive and sequential curriculum is underpinned by high quality teaching and assessment to ensure that every child achieves their best possible outcomes academically, personally and spiritually.

KI 1. To ensure that pupils' attitudes to their education are positive and their attendance is high. (BA)

KI 2. The school's Ordinarily Available Provision remains flexible and adaptive to ensure all staff identify and meet the needs of all learners effectively (QE, EYE, BA)

KI 3. The established rigorous approach to the teaching of phonics, reading and writing is maintained and developed to further improve outcomes for pupils (QE, BA)

KI 4. All pupils learn and remember more because of the shared coherent, and targeted whole school approach to the teaching of maths (QE, BA)

KI 5. Ensure the existing programmes of study for all foundation subjects are rigorously planned and sequenced to deliver the full intent of our curriculum. (QE)

KI 6. Accurate assessment is used effectively across the curriculum to systematically check pupils understanding and to inform appropriate adaptations to teaching (QE)

KI 7. The EYFS environment and curriculum provision provides the opportunity for all children in both nursery and reception to gain the best foundations for future learning (QE, BA, EYE)

Challenges

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



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Challenge number	Detail of challenge
1	<p>Oral Language Skills and Vocabulary Acquisition</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 a greater proportion of children who were from a 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>Phonics Achievement</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 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. The June 2022 Phonics screening shows that there was a large gap of 33% between those disadvantaged and non-disadvantaged passing the phonics screening.</p>
3	<p>Writing Attainment</p> <p>Internal assessments indicate that writing attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.</p>



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	<p>There is between 10%-45% gap between disadvantaged and non-disadvantaged pupils across school in writing between Reception and Year 6 during 2021-2022</p> <p>Reading Attainment</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%-35% gap between disadvantaged and Non-disadvantaged pupils across school in reading between Reception and Year 6 during 2021-2022</p> <p>Maths Attainment</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%-40% 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>Social and Emotional Wellbeing</p> <p>Thrive assessments in school and teacher referrals have supported that children in school require additional Social and emotional support are greater for children from disadvantaged backgrounds.</p> <p>44 children attend Thrive sessions in school of which: 68% PP and 32% non PP</p>
5	<p>Enrichment and Broader Curriculum</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). These challenges particularly affect disadvantaged pupils, including their attainment. The financial climate has further restricted parents in providing wider learning opportunities outside of school.</p>
6	<p>Attendance and punctuality</p>



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	Attendance in 2021-2022 showed that there was a small difference of 3% between children who are disadvantaged and non-disadvantaged. This has shown a large improvement from the previous year, however, lateness for disadvantaged pupils is higher than those who are non-disadvantaged.
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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 2024/25 show that with gap between disadvantaged and non-disadvantaged children will have improved so that the gap is below -15. Phonics data in 2024/25 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 2024/25 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 2024/25 show that with gap between disadvantaged and non-disadvantaged children will have improved so that the gap is below -15.

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To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 204/25demonstrated by: <ul style="list-style-type: none">• In house Thrive progress data shows movement in developmental strands for pupils.• Pupil Voice showing high levels of children feeling happy and safe in school.• Parent questionnaire.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2024/25 demonstrated by: <ul style="list-style-type: none">• 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%.• 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.
To Provide children with enrichment opportunities that increase their engagement and knowledge in all subjects.	<ul style="list-style-type: none">• Assessments show children's knowledge and understanding.• Pupil voice show children are engaged and excited about the curriculum.• Parental questionnaire.



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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: £60770

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>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	1, 2, 3,
<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>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>Preparing for Literacy EEF Improving Literacy in KS1</p>	1, 3, 5



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<p>Continuing CPD to develop the marking policy in writing to make a 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 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>EEF Improving Literacy in KS2</p>	
<p>Purchase into Read Write Inc, and access to the RWI portal, a DfE validated Systematic Synthetic Phonics programme 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>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>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>2, 3</p>



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<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>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>TT Rockstars to support engaging learning towards standardised tests in multiplication facts.</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>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	3
<p>The Thrive approach will be embedded across school to</p> <p>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>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>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	1,2,3

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Deputy Head trained as a Mental Health Welfare Contact in School		
Forest School Training for an additional staff member in using Forest School.	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. Newcastle University - Forest School for Wellbeing	1,2,3
Primary Science Quality Mark	Science Lead will work toward the Primary Science Quality mark. This will ensure the school has a high quality science curriculum with engaging lessons. This will increase Cultural Capital EEF PSQM Evaluation	1,5

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

Budgeted cost: £75960 (incl. NTP Money)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Speaking and Listening TA in EYFS to deliver interventions based on teacher assessment: Launchpad to Literacy,	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:	1, 2, 3

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Talk Boost and Early Talk Boost, 1-1 Phonics interventions for lowest 20%	Oral language interventions EEF (educationendowmentfoundation.org.uk)	
<p>Speech and Language</p> <p>Buy in to SLA (Service Level Agreement) 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>Speech and Language impacts all areas of the curriculum. It has an effect on Social and Emotional wellbeing, phonics attainment and in turn reading, 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>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	1, 2, 3, 4
<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>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	2
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	<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>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p>	2, 3

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significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	Small group tuition Toolkit Strand Education Endowment Foundation EEF	
Two trained Thrive practitioners to provide Thrive lessons to that children are 'ready to learn.'	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): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	4
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: Small group tuition Toolkit Strand Education Endowment Foundation EEF One to one tuition EEF (educationendowmentfoundation.org.uk)	1,2,3

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

Budgeted cost: £53172

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.	4, 6

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	Breakfast clubs EEF Magic Breakfast	
Whole school staff continued 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): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	
Whole school staff training on the Thrive approach to ensure targeted social and emotional wellbeing support and to enable pupils to look after their social and emotional wellbeing and to develop resilience	Both targeted interventions and universal approaches can have positive overall effects. 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): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	4
Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	3,4
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. DfE Improving School Attendance Guidance	6

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<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 2021/2022. 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 and improved attendance.</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>EEF Rapid Review for Attendance Protocols</p>	
<p>Remove financial barriers to learning by paying for or subsidising residentials, educational visits, and music lessons. Bus subsidies and access to sporting opportunities all children from disadvantaged background equal access to opportunities.</p>	<p>Financial barriers can impact children's opportunities to take part in curriculum enrichment opportunities. Removing these levels the playing field for pupils from disadvantaged backgrounds.</p> <p>EEF Guide to Pupil Premium</p>	1,3,4,5
<p>Parental engagement- Parental Liaison Officer- (KG).</p> <p>Tapestry</p> <p>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.</p> <p>EEF Parental Engagement Working with Parents to Support Children</p>	3,6
<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>	All

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Total budgeted cost: £189902



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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 2021-2022 academic year.

Teaching (for example, CPD, recruitment and retention)

Total Spent: 53000

Activity	Evidence that supports this approach	Challenge number(s) addressed (see Pupil Premium Strategy for detail)	Impact																														
<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>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	1, 2, 3,	<p>Accurate assessment data, means to use gap analysis to target interventions effectively. Using effective interventions ensure individual children made progress in targeted areas.</p> <table><tr><th colspan="6">KS1 SATs 2022</th></tr><tr><th></th><th>Read</th><th>Write</th><th>Math</th><th></th><th>Combine</th></tr><tr><td>WMP</td><td>53%</td><td>44%</td><td>49%</td><td></td><td>42%</td></tr><tr><td>Nat</td><td>66.9 %</td><td>57.6 %</td><td>67.7 %</td><td></td><td>53.4 %</td></tr><tr><td>NCC</td><td>67.8 %</td><td>58%</td><td>68.9 %</td><td></td><td>54.6%</td></tr></table>	KS1 SATs 2022							Read	Write	Math		Combine	WMP	53%	44%	49%		42%	Nat	66.9 %	57.6 %	67.7 %		53.4 %	NCC	67.8 %	58%	68.9 %		54.6%
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			<table><tr><th colspan="6">KS2 SATs 2022</th></tr><tr><th></th><th>Read</th><th>Write</th><th>Math</th><th>Gram-mar</th><th>Combine</th></tr><tr><td>WMP</td><td>76%</td><td>67%</td><td>58%</td><td>73%</td><td>58%</td></tr><tr><td>Nat</td><td>74%</td><td>69%</td><td>71%</td><td>72%</td><td>59%</td></tr><tr><td>NCC</td><td>73%</td><td>67%</td><td>67.5 %</td><td></td><td>53.6 %</td></tr></table>	KS2 SATs 2022							Read	Write	Math	Gram-mar	Combine	WMP	76%	67%	58%	73%	58%	Nat	74%	69%	71%	72%	59%	NCC	73%	67%	67.5 %		53.6 %
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<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 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>			<table><tr><td>Nat</td><td>66.9 %</td><td>57.6 %</td><td>67.7 %</td><td></td><td>53.4 %</td></tr><tr><td>NCC</td><td>67.8 %</td><td>58%</td><td>68.9 %</td><td></td><td>54.6%</td></tr><tr><td colspan="6">KS2 SATs 2022</td></tr><tr><td></td><td>Read</td><td>Write</td><td>Math</td><td>Gram-mar</td><td>Combine</td></tr><tr><td>WMP</td><td>76%</td><td>67%</td><td>58%</td><td>73%</td><td>58%</td></tr><tr><td>Nat</td><td>74%</td><td>69%</td><td>71%</td><td>72%</td><td>59%</td></tr><tr><td>NCC</td><td>73%</td><td>67%</td><td>67.5 %</td><td></td><td>53.6 %</td></tr></table>	Nat	66.9 %	57.6 %	67.7 %		53.4 %	NCC	67.8 %	58%	68.9 %		54.6%	KS2 SATs 2022							Read	Write	Math	Gram-mar	Combine	WMP	76%	67%	58%	73%	58%	Nat	74%	69%	71%	72%	59%	NCC	73%	67%	67.5 %		53.6 %
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<p>Purchase into Read Write Inc, and access to the RWI portal, a DfE validated Systematic Synthetic Phonics programme 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>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>Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p>Accelerated Reader</p>	2, 3	<p>Coaching delivered by RWI trained Lead, development days and training days for staff have ensure fidelity to the RWI scheme. Staff have increased confidence in delivering RWI lessons. Children are making good progress. The book bag books purchased are beginning to make an impact. Children’s home reading books are now matched exactly to their RWI level so that we are now fully complying with recommendations.</p> <p>Accelerated Reader scheme introduced for children who have finished the RWI scheme. One staff member sent on 2 days training and disseminated to staff. All library books have been levelled so that children choose a book that is fully</p>																																										

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<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>Introduction of Accelerated Reader Scheme for children who have finished the phonics reading program. Time out for one member of staff to attend training and organise and level books. Introduce a system of regular and continual assessment of children's decoding and comprehensions for a consistent approach to reading progression right through to Year 6. New resources purchased.</p>			<p>appropriate to their level of development. Regular assessments on comprehension take place so that children make maximum progress.</p> <p>Year 1 Phonics data 2022: 74%</p> <p>Year 1 Prediction target 2023: 85%</p> <p>Year 2 Phonics data 2022: 81%</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>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: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p>	<p>3</p>	<p>Consistent approach to NCETM. Teachers CPD time the Maths Lead.</p> <p>Year 2 Maths SATs data: 49%</p> <p>Year 6 Maths SATs data: 58%</p>



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Curriculum Management time for Maths lead to ensure consistency across school and to provide coaching as necessary to staff. TT Rockstars to support engaging learning towards standardised tests in multiplication facts.	Improving Mathematics in Key Stages 2 and 3		
The Thrive approach will be embedded across school to Improve the quality of social and emotional (SEL) learning. (<i>Thrive</i>) SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff to deliver Thrive interventions. Deputy Head trained as a Mental Health Welfare Contact in School	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): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	1,2,3	Thrive is impacting SEL for targeted children with SEN support plans and children from disadvantaged backgrounds. The Thrive approach has been integrated into the whole school behaviour policy.
Forest School Training for an additional staff member in using Forest School.	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.	1,2,3	Forest school has a positive impact for all children with regard to mental health and wellbeing. Pupil interviews and feedback indicate children feel happy and calm within forest school.



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	Newcastle University - Forest School for Wellbeing		
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Total Spent: 65000

Activity	Evidence that supports this approach	Challenge number(s) addressed	
Speaking and Listening 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%	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: Oral language interventions EEF (educationendowmentfoundation.org.uk)	1, 2, 3	Tapestry observations and EYFS assessments show that children's sentence structure and vocabulary increased after interventions for speaking and listening. EYFS GLD 2022: 65.4%



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<p>Speech and Language</p> <p>Buy in to SLA (Service Level Agreement) in Bedlington 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>Speech and Language impacts all areas of the curriculum. It has an effect on Social and Emotional wellbeing, phonics attainment and in turn reading, 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>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	<p>1, 2, 3, 4</p>	<p>Speaking and listening impacts all areas of the curriculum but particularly for reading and writing. Teacher assessment showed that children on the NELI program made good progress and increased their vocabulary.</p> <p>Year 1 Phonics data: 74% Year 2 phonics data: 81%</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>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>2</p>	<p>Daily phonics interventions for the lowest 20% and targeted interventions using gap analysis showed an increase of children on track in Year 1 from 50% in September 2021 to 74% by July 2022.</p> <p>Year 1 phonics data: 74% Year 2 Phonics data: 81%</p>



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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.	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: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	2, 3	Daily phonics interventions for the lowest 20% and targeted interventions using gap analysis showed an increase of children on track in Year 1 from 50% in September 2021 to 74% by July 2022. Children who received NTP interventions showed accelerated progress over a 15 week period, in particular in phonics. Year 1 phonics data: 74% Year 2 Phonics data: 81% <table><tr><th colspan="5">KS1 SATs 2022</th></tr><tr><th></th><th>Read</th><th>Write</th><th>Math</th><th></th></tr><tr><td>WMP</td><td>53%</td><td>44%</td><td>49%</td><td></td></tr><tr><td>Nat</td><td>66.9%</td><td>57.6%</td><td>67.7%</td><td></td></tr><tr><td>NCC</td><td>67.8%</td><td>58%</td><td>68.9%</td><td></td></tr></table> <table><tr><th colspan="5">KS2 SATs 2022</th></tr><tr><th></th><th>Read</th><th>Write</th><th>Math</th><th>Gram-mar</th></tr><tr><td>WMP</td><td>76%</td><td>67%</td><td>58%</td><td>73%</td></tr><tr><td>Nat</td><td>74%</td><td>69%</td><td>71%</td><td>72%</td></tr><tr><td>NCC</td><td>73%</td><td>67%</td><td>67.5%</td><td></td></tr></table>	KS1 SATs 2022						Read	Write	Math		WMP	53%	44%	49%		Nat	66.9%	57.6%	67.7%		NCC	67.8%	58%	68.9%		KS2 SATs 2022						Read	Write	Math	Gram-mar	WMP	76%	67%	58%	73%	Nat	74%	69%	71%	72%	NCC	73%	67%	67.5%	
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Two trained Thrive practitioners to provide Thrive lessons to that children are 'ready to learn.'	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): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	4	Observations of specific children showed that children who receive Thrive intervention and thrive upon entering school in the morning settled more quickly to work after a short period of Social and emotional support as they came into school in the mornings.																																																		
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: Small group tuition Toolkit Strand Education Endowment Foundation EEF One to one tuition EEF (educationendowmentfoundation.org.uk)	1,2,3	<table><tr><th colspan="5">KS1 SATs 2022</th></tr><tr><td></td><td>Read</td><td>Write</td><td>Math</td><td></td></tr><tr><td>WMP</td><td>53%</td><td>44%</td><td>49%</td><td></td></tr><tr><td>Nat</td><td>66.9%</td><td>57.6%</td><td>67.7%</td><td></td></tr><tr><td>NCC</td><td>67.8%</td><td>58%</td><td>68.9%</td><td></td></tr><tr><th colspan="5">KS2 SATs 2022</th></tr><tr><td></td><td>Read</td><td>Write</td><td>Math</td><td>Gram-mar</td></tr><tr><td>WMP</td><td>76%</td><td>67%</td><td>58%</td><td>73%</td></tr><tr><td>Nat</td><td>74%</td><td>69%</td><td>71%</td><td>72%</td></tr><tr><td>NCC</td><td>73%</td><td>67%</td><td>67.5%</td><td></td></tr></table>	KS1 SATs 2022						Read	Write	Math		WMP	53%	44%	49%		Nat	66.9%	57.6%	67.7%		NCC	67.8%	58%	68.9%		KS2 SATs 2022						Read	Write	Math	Gram-mar	WMP	76%	67%	58%	73%	Nat	74%	69%	71%	72%	NCC	73%	67%	67.5%	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Total Spent: 45500



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Activity	Evidence that supports this approach	Challenge number(s) addressed	Impact															
<p>Breakfast Club staffing will ensure the regular running of a breakfast club, combined with funding secures from Greggs.</p> <p>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.</p>	<p>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.</p> <p>Breakfast clubs EEF Magic Breakfast</p>	4, 6	<p>Attendance in breakfast club is good. There has been an increase in punctuality and attendance for some PP families, which means greater time learning. Children are fed a healthy breakfast and class teacher feedback indicated that those children who are now on time and have increased attendance has made accelerated progress over the year.</p> <p>Breakfast club data:</p> <table><tr><th>Term</th><th>PP</th><th>SEND</th><th>EHCP</th><th>SEN + PP</th></tr><tr><td>Summer 1</td><td>65%</td><td>47%</td><td>5%</td><td>32%</td></tr><tr><td>Summer 2</td><td>70%</td><td>47%</td><td>5%</td><td>35%</td></tr></table>	Term	PP	SEND	EHCP	SEN + PP	Summer 1	65%	47%	5%	32%	Summer 2	70%	47%	5%	35%
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<p>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</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>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>		<p>Social and Emotional learning is a great part of developing the whole child.</p> <p>Attitudes and behaviour have improved. Noted by SIP report.</p>															



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Whole school staff training on the Thrive approach to ensure targeted social and emotional wellbeing support and to enable pupils to look after their social and emotional wellbeing and to develop resilience	Both targeted interventions and universal approaches can have positive overall effects. 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): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	4	Thrive is impacting SEL for targeted children with SEN support plans and children from disadvantaged backgrounds. The Thrive approach has been integrated into the whole school behaviour policy.
Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	3,4	Whole school development and input into a new behaviour policy that implements the Thrive Approach has been developed and due to implemented in September 2022.
Embedding principles of good practice set out in the DfE's <u>Improving School Attendance</u> advice. This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. DfE Improving School Attendance Guidance	6	The school has appointed an attendance officer and implemented a consistent approach to addressing attendance. New letters have been drafted to comply with good practice and advice during training to make the most impact. Rewards are given out for those who attend above 97% and 100% attenders, most improved. Weekly attendance cup given out and reported on the newsletter.

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<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 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>EEF Rapid Review for Attendance Protocols</p>		<table><thead><tr><th></th><th>No. Pupils</th><th>%age Atten</th><th>% Auth</th><th>% Unauth</th><th>No. PA pupils (10%)</th><th>%age PA pupils (10%)</th></tr></thead><tbody><tr><td>ALL</td><td>268</td><td>91.04</td><td>6.46</td><td>2.5</td><td>90</td><td>33.58</td></tr><tr><td>Sen</td><td>65</td><td>89.19</td><td>7.67</td><td>3.14</td><td>30</td><td>46.15</td></tr><tr><td>Non-SEN</td><td>203</td><td>91.63</td><td>6.08</td><td>2.29</td><td>60</td><td>29.56</td></tr><tr><td>PP</td><td>118</td><td>88.37</td><td>7.82</td><td>3.81</td><td>62</td><td>52.54</td></tr><tr><td>Non-PP</td><td>150</td><td>93.14</td><td>5.39</td><td>1.47</td><td>28</td><td>18.67</td></tr><tr><td colspan="7">%age of PA children who are SEN 46.1%</td></tr><tr><td colspan="7">%age of PA children who are non-SEN 29.5%</td></tr><tr><td colspan="7">%age of PA children who are PP 52.5%</td></tr><tr><td colspan="7">%age of PA children who are non-PP 18.6%</td></tr></tbody></table>		No. Pupils	%age Atten	% Auth	% Unauth	No. PA pupils (10%)	%age PA pupils (10%)	ALL	268	91.04	6.46	2.5	90	33.58	Sen	65	89.19	7.67	3.14	30	46.15	Non-SEN	203	91.63	6.08	2.29	60	29.56	PP	118	88.37	7.82	3.81	62	52.54	Non-PP	150	93.14	5.39	1.47	28	18.67	%age of PA children who are SEN 46.1%							%age of PA children who are non-SEN 29.5%							%age of PA children who are PP 52.5%							%age of PA children who are non-PP 18.6%						
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<p>Remove financial barriers to learning by paying for or subsidising residentials, educational visits, and music lessons. Bus subsidies and access to sporting opportunities all children from disadvantaged background equal access to opportunities.</p>	<p>Financial barriers can impact children's opportunities to take part in curriculum enrichment opportunities. Removing these levels the playing field for pupils from disadvantaged backgrounds.</p> <p>EEF Guide to Pupil Premium</p>	1,3,4,5	<p>Inclusive approach to children attending educational trip and music lessons for that all children have equal access and opportunity. All PP children had their school trip paid for and the Year 6 residential was subsidised for PP children. All children learn cornets in Year 3 ensuring all children have had the opportunity to be taught an instrument by a specialist teacher. Guitar, keyboard and violin lessons paid for PP children.</p>																																																																						

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<p>Parental engagement- Parental Liaison Officer- (KG).</p> <p>Tapestry</p> <p>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.</p> <p>EEF Parental Engagement Working with Parents to Support Children</p>	<p>3,6</p>	<p>Regular parents meeting were held during the year. Phonics meeting, new parent welcome meeting, Year 6 residential meetings and SATs meeting for Year 6 parents.</p> <p>In EYFS Tapestry is used to have open communication with parents and Facebook, emails and an out of hours phone is available for parents.</p> <p>Additional, regular meetings are held for children with SEN and parents are actively encouraged to speak to their teachers with an concerns.</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 1,5</p>	<p>Positive impact on KIs 2, 5 & 6 have been seen.</p> <p>The contingency fund has been used this year for.....</p> <p>Purchase of a Geography and History Scheme to support CPD and high standards of knowledge and skills in humanities.</p> <p>CPD day for Geography to implement new scheme.</p> <p>Purchase of Kapow music scheme to come in line with new guidance from DfE</p>

Total cost: £163500

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Externally provided programmes

Programme	Provider
The Write Stuff	www.thetrainingspace.co.uk
RWI	www.ruthmiskin.com
Thrive	www.thriveapproach.com
TT Rockstars	www.ttrockstars.com
Launchpad to Literacy	www.launchpadforliteracy.co.uk
SCARF	www.coramlifeeducation.org.uk/scarf/
PSQM	http://www.psqm.org.uk/what-is-psqm



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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.



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We utilised the support of the school SIP and Northumberland County Council PP School Improvement Lead in the planning, implementation and re-view 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.

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.