Pupil Premium Strategy

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	South Hetton Primary
Number of pupils in school	222
Proportion (%) of pupil premium eligible pupils	36%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2022/2023 to 2025/2026
Date this statement was published	September 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Nicola Mayo, Headteacher
Pupil premium lead	Peter Ruddick, Deputy Headteacher
Governor / Trustee lead	Sandra Mason, lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£113,101
Recovery premium funding allocation this academic year	£12,035
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£125,136

Irrespective of their background or the challenges they face, school is determined that all children make good progress and achieve well across all subject areas. The focus of school's pupil premium strategy is to support disadvantaged pupils, including those who are classed as high attaining, to maximise their potential, and attain well.

To achieve this goal leaders have carefully considered, through a range of monitoring strategies, the challenges faced by disadvantaged pupils, including those who have a social worker and or are a young carer.

Since there is an above average proportion of children in receipt of additional funding in school, improvement planning and the pupil premium strategy are closely linked, with the key elements such as oracy, language development and literacy targeted for improvement over time, to help improve the life chances of disadvantaged pupils, whilst also benefiting non-disadvantaged pupils; it is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers so all actions are designed to benefit all, with high-quality teaching at the heart of school's approach.

School's strategy is also integral to wider 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.

School's strategy is specific to the needs of the children in South Hetton and not based on assumptions about the impact of disadvantage. Observation and assessment form the basis of school's diagnostic approach to making decisions about spending, with attainment on entry, used to pinpoint need and support from the off.

In South Hetton Primary School, Leaders at all levels are ambitious for all groups of pupils. Leaders endeavour to ensure that disadvantaged pupils make the same progress as their non-disadvantaged peers, if they have similar starting points, or accelerated progress if they have lower starting points and therefore "catch up" during their time in school. To this end, school is determined to:
- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Leaders are eager for the following to be evident in terms of measurable impact for its pupil premium.

Desired Long-Term Outcomes of Pupil Premium Strategy Academic:
- Disadvantaged pupils will leave YR with levels for attainment at least in-line with those seen nationally for disadvantaged children; the in-school difference between disadvantaged and non-disadvantaged children will be in-line with that seen nationally.
- Disadvantaged children attain at least in-line with pupil premium children nationally for the phonics screener; the in school difference between pupil premium and non-disadvantaged children will be at least in-line with that seen nationally for the phonics screener.
- School's disadvantaged children attain at least in-line with disadvantaged nationally in reading, writing and mathematics at the end of Y2; the in-school difference between disadvantaged and non-disadvantaged children will be in-line with that seen nationally.
- School's disadvantaged children attain at least in-line with disadvantaged nationally in reading, writing and mathematics at the end Y6; the in school difference between disadvantaged and non-disadvantaged children will be at least in-line/narrower than that seen nationally.
- Disadvantaged children will be able to read fluently with comprehension and understanding relative to their age and ability.

	Non-Academic:
	• Disadvantaged children to have attendance which is at least in-line with their disadvantaged peers nationally; the in-school attendance gap between non-disadvantaged and disadvantaged children will be in-line with national. • Disadvantaged children not be disadvantaged by narrowing of the curriculum or lack of access to aspects of school that help to promote cultural and social capital.

Challenges

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

Challenge number	Detail of challenge
1	The majority of pupils who are eligible for Pupil Premium do not enter early years at age related-expectations in communication and language. This means they need to make more progress than their peers to catch up over time and address issues with language [speaking; listening and attention; vocabulary].
2	The majority of pupils who are eligible for Pupil Premium have less experiences "on entry" with early literacy and phonological awareness, meaning that there are gaps in their knowledge, understanding and skills, resulting in slower progress in the acquisition word reading and comprehension skills.
3	On entry assessment shows that pupils who are eligible for Pupil Premium have issues with aspects of physical development, particularly in relation to fine and gross motor control; this impacts on their ability to form letters and write fluently.
4	The majority of pupils who are eligible for Pupil Premium have less experiences with early number skills, meaning that there are gaps in their knowledge, understanding and skills, resulting in slower progress in maths since they struggle with the concepts and skills of subitising, counting and cardinality, leading to difficulties with basic number.
5	A lack of parental engagement means not all pupils are encouraged to read at home or read regularly to an adult, meaning that they don't get the same opportunities to practise and develop fluency compared to the non-disadvantaged peers.
6	The emotional resilience of some pupils eligible for pupil premium is low when compared to their peers. This can affect their ability to concentrate on academic activities, especially when tasks are challenging.
7	Low attendance rates impact on the ability to access learning. Our attendance data over the last 2 years indicates that attendance among disadvantaged pupils has been between 1.5 – 2.1% lower than for non-disadvantaged pupils. 19.35 – 26.74% of disadvantaged pupils have been 'persistently absent' compared to 9.72 – 22.58% of their peers during that period.
8	Lack of sufficient funds at home to ensure access to a wide range of educational and cultural experiences.

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
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2024/25 demonstrated by: -qualitative data from student voice, student and parent surveys and teacher observations -a significant reduction in bullying -a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2024/25 demonstrated by: -the overall absence rate for all pupils being no more than 6%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 2%.

	-the percentage of all pupils who are persistently absent being below 20% and the figure among disadvantaged pupils being no more than 2% lower than their peers.
To ensure the vast majority of children develop age-appropriate language and speaking and listening (Oracy) skills through the use of a well-structured, cumulative curriculum and high-quality teaching and intervention.	Children to make year on year improvements to: -Demonstrate that they have a wide and varied vocabulary; -Be able to articulate themselves clearly -Understand the nuances of conversation and dialogue and engage well in a range of speaking and listening activities. -Successfully complete interventions such as NELI (90%+ success rate)
To ensure that progress for weaker readers accelerates and children catch up quickly through high quality teaching and timely intervention (phonics and reading fluency).	Children to make year on year improvements to: -Achieve at least NA for disadvantaged children in the phonics screener. -Achieve at least NA for disadvantaged pupils at the end of YR, Y2 and Y6. -Achieve above the national average progress scores in KS2 Reading (0+).
To ensure that children have access to a wide range of books and have the opportunity to read regularly (to an adult) to develop fluency and comprehension	Children to make year on year improvements to: -Achieve at least NA for disadvantaged children in the phonics screener. -Achieve at least NA for disadvantaged pupils at the end of YR, Y2 and Y6. -Achieve above the national average progress scores in KS2 Reading (0+) -Report positively about reading and the choice of books on offer Read a range of books and are heard read on a regular (weekly) basis.
To ensure children develop automaticity in their writing skills through the development of handwriting, spelling and sentence construction skills through high quality teaching and structured intervention	Children to make year on year improvements to: -Achieve at least NA for disadvantaged pupils at the end of YR, Y2 and Y6. -Achieve above the national average progress scores in KS2 Writing (0+).
To ensure children develop a deep understanding of declarative and procedural maths knowledge and skills through high quality teaching and structured intervention.	Children to make year on year improvements to: -Achieve at least NA for disadvantaged pupils at the end of YR, Y2 and Y6. -Achieve above the national average progress scores in KS2 maths (0+).
To ensure that all groups of children attend regularly (above 96%) so that they can access learning.	Children to make year on year improvements so: -the overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 1%. -the percentage of all pupils who are persistently absent being below 20% and the figure among disadvantaged pupils being no more than 2% lower than their peers.
Ensure that children have a wide range of experiences to develop cultural capital.	Through pupil voice, children to report positively about the opportunities provided in the main curriculum and through enrichment activities. Children's participation in enrichment activities, particularly among disadvantaged pupils, increases over time.

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

Teaching
Budgeted cost: £**40,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments. Training for staff to ensure assessments are interpreted and administered correctly.	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: Standardised tests | Assessing and Monitoring Pupil Progress | Education Endowment Foundation | EEF	1, 2, 3, 4
Impact Autumn: Tests administered and analysed. These have been used as a basis for pupil progress meetings and to target specific children and interventions.		
Ensure all relevant staff (including new staff) have received training to support the development of children's language and speaking and listening skills (Oracy) through high quality teaching and guided group intervention: -Embed the use of a progression model for language development: receptive and expressive language. -Embed the use of a progression model for developing Oracy: linguistic; physical; social/emotional; cognitive -Embed the use of a range of strategies for engaging children in speaking and listening activities. -Embed teaching approaches for facilitating language development from YR to Y6.	EEF research recommendations so that Language provides the foundation of thinking and learning and should be prioritised. High quality adult-child interactions are important and sometimes described as talking with children rather than just talking to children. It is recommended to use a wide range of explicit and implicit approaches including planning the teaching of vocabulary, modelling and extending children's language and thinking during interactions and activities such as shared reading. Collaborative activities that provide opportunities to learn/hear language often also provide opportunities for wider learning through talk. Skills such as social awareness, relationship skills and problem solving are developed, as well as knowledge. Dialogic Teaching aims to improve pupil engagement and attainment by improving the quality of classroom talk. Teachers are trained in strategies that enable pupils to reason, discuss, argue and explain rather than merely respond, in order to develop higher order thinking and articulacy. This approach appears to show +2 months gains. https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/dialogic-teaching	1
Impact Spring 1: CPD carried out through TLT. Strategies to develop oracy are being now used across the school.		
Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. Purchase resources and fund ongoing teacher training and release time.	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions | Toolkit Strand | Education Endowment Foundation | EEF	1
Impact Spring 1: Dialogical activities are starting to be used right across the curriculum following CPD from TLT		
Ensure that all weaker readers receive timely support and intervention in order to accelerate progress through high quality teaching and in class intervention in phonics and reading fluency. Ensure resources are available to that all pupils can access reading material that matches ability.	Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read. https://educationendowmentfoundation.org.uk/eviden ce-summaries/teaching-learning-toolkit/phonics/	2, 5

Impact The bottom 20% of readers in each class are being listened to daily by an adult. Phonics is taught using Sounds Write in Reception, Year 1 and Year 2. Phonics interventions are taking place to further support weaker readers. Reading books have been audited and replenished.		
Ensure all relevant staff (including new staff) have received training to support the development of children's comprehension skills high quality teaching and structured guided reading intervention. Ensure adequate release time for the English subject lead to implement necessary changes and to support staff development. Ensure reading comprehension materials are fit for purpose.	Research shows that on average, reading comprehension approaches improve learning by an additional five months' progress over the course of a school year. These approaches appear to be particularly effective for older readers (aged 8 or above). Successful reading comprehension approaches carefully select activities for pupils according to their reading capabilities, and ensure that texts provide an effective, but not overwhelming, challenge. https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reading-comprehension-strategies/	2, 5
Impact Reading lessons have tightly structured to deliver high quality reading lessons. Subject lead has had non-contact time to develop support materials for staff. Targeted staff have received 1:1 planning support from subject lead. Reading Plus licences have been renewed. Cracking Comprehension purchased for KS1 & 2.		
Ensure all relevant staff (including new staff) have received training to support children's physical development	Although, evidence base is not well-developed and findings are inconsistent, EEF research shows that physical development and play, including outdoors, results in an average gain of +3 months. Physical development approaches	EEF (educationendowmentfoundation.org.uk)	3
Impact Training has been sourced but not yet delivered.		
Ensure all relevant staff (including new staff) have received training to support the development of early writing skills through high quality teaching and structured guided writing intervention. Ensure adequate release time for the English subject lead to implement necessary changes and to support staff development. Ensure adequate release time for EYFS lead to attend training and disseminate information to EYFS team.	Extensive research of effective literacy teaching conducted by the EEF shows that the following will have the greatest impact on children's learning: -In KS1, Promote fluent written transcription skills by encouraging extensive and purposeful practice and explicitly teaching spelling -In KS2 Teach writing composition strategies through modelling and supported practice and develop pupils' transcription and sentence construction skills through extensive practice. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1#nav-downloads https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/KS2_Literacy_Guidance_-_Poster.pdf	3
Impact CPD delivered on a structured writing cycle. Further CPD planned in spring term to develop a tight structured lesson format. A new handwriting scheme has been purchased and introduced in KS1 and the recovery intervention put into place in KS2. EYFS Lead attended 'Drawing Club' training (early writing programme) and has implemented this in reception.		
Ensure all relevant staff (including new staff) have received training to support the development of declarative and procedural maths skills through high quality teaching and structured guided group intervention to ensure mastery of these elements. Ensure adequate release time for Maths subject lead to attend training, lead and implement change, and support staff. Ensure that resourcing in school supports delivery of high quality maths lessons.	There are a number of meta-analyses which indicate that, on average, mastery learning approaches are effective. https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/mastery-learning/ On average, early numeracy approaches have a positive impact on learning equivalent to approximately six additional months' progress for early mathematics outcomes. There is some variation between approaches, which suggests that the choice of approach and the way in which strategies are introduced are important. Approaches tend to produce larger effects when they are designed to develop a particular mathematical skill (such a counting or estimating), commit a regular amount of time to developing mathematics (between two	4

| | and three hours per week), designed specifically for the early years setting involved, and include some specific individual interaction.

 Commonly, the most effective early numeracy approaches include individual and small group work, and balance guided interaction with both direct teaching and child-led activities, depending on the age and capabilities of the child. A number of studies also indicate that it is important for early years professionals to understand young children's mathematical development (such as the typical stages in learning to count) and to understand how to assess this development. This understanding will support the provision of more effective activities. Gains using this approach are approximately 5 months. Education Endowment Foundation | EEF | |

Impact
Maths curriculum reviewed and reminders given about existing lesson structure.   Maths CPD planned in Spring term.

Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. 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).	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) The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	4

Impact
Maths lead released to review maths curriculum and attend Maths Hub CPD.

Targeted academic support (for example, tutoring, one-to-one support structured interventions)
Budgeted cost: **£70,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.	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, 5
Impact		
Establish and embed small group and 1:1 interventions such as NELI and Language Links to accelerate acquisition of language skills.	There is an extensive evidence base showing the impact of communication and language approaches. The evidence is relatively consistent, suggesting that communication and language approaches can be successful in a variety of environments. The EEF evidence base suggests that communication and language interventions have a high impact of 6 months gains, for a low cost and this is based on extensive evidence. https://educationendowmentfoundation.org.uk/guidance-for-teachers/literacy NELI interventions have been shown to add on average 4+ months progress. https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention	1
Impact		
Staff identified for intervention and timetables reviewed SALT team supporting identified TA with intervention over 6 week period		
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with the local English hub.	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: Phonics	Toolkit Strand	Education Endowment Foundation	EEF	2
Impact		
Phonics interventions set up to support pupils. These have been monitored by St Michael's English Hub. An additional staff member has received Sounds Write training to enable effective intervention delivery		

Phonic lead has attended additional Sounds Write training to support with monitoring intervention quality		
1-1 phonics and fluency interventions for disadvantaged pupils falling behind age-related expectations.	Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. This is likely to be due to the explicit nature of the instruction and the intensive support provided. It is possible that some disadvantaged pupils may not develop phonological awareness at the same rate as other pupils, having been exposed to fewer words spoken and books read in the home. Targeted phonics interventions may therefore improve decoding skills more quickly for pupils who have experienced these barriers to learning. Intervention has been shown to have +5 months impact on learning. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1, 2, 5
Impact Phonics interventions in place for those needing to develop phonics skills. Bottom 20% of readers targeted for daily reading.		
Establish small group and 1-1 "writing fluency" interventions for disadvantage d pupils falling behind age-related expectations e.g. Magic spelling.	Extensive research of effective literacy teaching conducted by the EEF shows that the following will have the greatest impact on children's learning: - In KS1, Promote fluent written transcription skills by encouraging extensive and purposeful practice and explicitly teaching spelling - In KS2 Teach writing composition strategies through modelling and supported practice and develop pupils' transcription and sentence construction skills through extensive practice https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1#nav-downloads https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/KS2_Literacy_Guidance_-_Poster.pdf	3
Impact		
Embed Establish small group and 1-1 "maths basics fluency" interventions for disadvantage d pupils falling behind age-related expectations.	High quality, targeted support can provide effective extra support for children. Small-group support is more likely to be effective when: • children with the greatest needs are supported by the most experienced staff • training, support, and resources are provided for staff using targeted activities • Sessions are brief and regular; and explicit connections are made between targeted support and everyday activities or teaching. Using an approach or programme that is evidence based and has been independently evaluated is a good starting point.	4
Impact Formal maths intervention introduced in some year groups. 'Fix it' sessions carried out across school to address any gaps.		
Engaging with the National Tutoring Pro-gramme 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 pupil s 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, 4, 5
Impact Tutoring started in Spring term to deliver tutoring sessions with groups of children across the school		
Provide tutoring for Y6, who were ARE in reading, writing and maths before the pandemic but have fallen behind due to disrupted schooling.	In the EEF Attainment Gap 2017 report, it states that targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment https://educationendowmentfoundation.org.uk/evidence -summaries/attainment-gap/	2, 3, 4, 5

	Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from one to one tuition. Low attaining pupils are particularly likely to benefit, with +5 months gains evident. One to one tuition approaches can enable pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. The approach allows the teacher or tutor to focus exclusively on the needs of the learner and provide teaching that is closely matched to each pupil's understanding. One to one tuition offers greater levels of interaction and feedback compared to whole class teaching which can support pupils spend more time on new or unfamiliar, overcome barriers to learning and increase their progress through the curriculum. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	
Impact Tutoring sessions started in Spring term to deliver booster sessions to children in Y6. 5 staff members providing weekly booster sessions for all Y6 pupils		
Provide tutoring for Y2 pupils who have no underlying SEND but are below ARE in reading, writing and mathematics, due to lost learning linked to the pandemic.	In the EEF Attainment Gap 2017 report, it states that targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment https://educationendowmentfoundation.org.uk/evidence -summaries/attainment-gap/ Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from one to one tuition. Low attaining pupils are particularly likely to benefit, with +5 months gains evident. One to one tuition approaches can enable pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. The approach allows the teacher or tutor to focus exclusively on the needs of the learner and provide teaching that is closely matched to each pupil's understanding. One to one tuition offers greater levels of interaction and feedback compared to whole class teaching which can support pupils spend more time on new or unfamiliar, overcome barriers to learning and increase their progress through the curriculum https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	2, 3, 4, 5
Impact Tutoring sessions started in Spring term to deliver booster sessions to children in Y2		

Wider strategies (for example, related to attendance, behaviour, wellbeing)
Budgeted cost: **£15,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Further strengthening school's social, emotional and mental health provision by implementing and embedding a number of whole school strategies, including zones of regulation and social stories to help children engage academically.	Research into pupil resilience demonstrates that a key factor that helps disadvantaged children buck the trend and succeed in life against the odds is their strong personal and social skill. (Aiming high for children, HM Treasury and DfES, 2007) In order to support pupils' social and emotional needs, the EEF Guidance Report: Improving social and emotional learning in primary schools shows that interventions which are targeted at social and emotional learning have an identifiable and significant impact on attitudes to learning, social relationships in school and attainment (on average +4 months progress). https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learningtoolkit/social-and-emotional-learning/ Therefore, leaders ensure that: -All adults are provided with on-going training for supporting children's social, emotional and mental health needs. -TAs and other support staff are well trained and receive on-going CPD to ensure that they have the knowledge and skills to support children's social, emotional and mental health.	6

	-TAs and other staff are well trained and have expertise in using well researched programs for children's social, emotional and mental health.	
Impact Zones of regulation to be introduced into school during Spring term.		
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.	7
Impact New procedures implemented to tackle persistent poor attendance. Attendance has improved to above national (95.7%) with 14.3% persistently absent.		
Provide a range curriculum and enrichment opportunities to develop children's cultural capital Subsidise residential visits to enable them to be more accessible to all	In line with the research, providing pupils with access to a full range of educational experiences can decrease outcome gaps. https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully	8
Impact All year groups have residential trips planned. Y1/2 Alnwick, Y3 Robinwood, Y4 Wilderness Camping, Y5 Helmsley, Y6 London. Residential visits have been subsidised to make them more affordable. Most classes have had educational visits to a range of venues including the Centre for Life, Hexham Abbey and Palace Green Museum, Durham. There are also a number of organisations who will be visiting school this term e.g. Amazon Survival Day in Y5, Roman Day in Y3		
Contingency fund for acute issues.	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.	All
Impact Free breakfast and tea club places have been provided to ensure children are in school		

Total budgeted cost: £125,000

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 to 2022 academic year.

- 80% of disadvantaged children pass the Y2 phonics re-check 33% of disadvantaged children passed the phonics screening test.(1 of 3 children)
- A vast majority (80%) of disadvantaged children made significant progress in reading, including progress in phonic scores (Y1) ,Salford reading scores. Reading records showed reading takes place regularly. Reading assessment tests showed improvement at termly intervals (Y1-Y6). Reading records showed that reading was taking place regularly. The bottom 20% of children were listened to read every day. Further measures have been put in place to record reading within school. 58% of disadvantaged children in Year 1 passed the phonics screening test.
- Disadvantaged children in Reception reached expected communication & language outcomes. 60% of disadvantaged children reached a good level of development.
- New books have been purchased for the systematic teaching of phonics, which has motivated and engaged children in reading more regularly.
- All disadvantaged children experience cultural trips/residential to improve SMSC education All children given the opportunity to attend trips and residentials. Residentials are not attended by all children and 51% of disadvantaged children attended. Residentials are subsidised for all children and 2 disadvantaged children were paid for in full.
- Teaching assistant have had an impact supporting small groups and providing 1:1 tuition. They have also provided bespoke therapy/interventions (Listening Matters, Cognitive Behaviour Therapy, Lego Therapy, Relax Kids, Anger monster, social stories) for children suffering with emotional issues in the post Covid landscape.
- Subsidised places for breakfast club has led to improved attendance for specific pupils. Attendance at breakfast club has increased. This ensures that children are in school ready to start the school day and have had a healthy breakfast ready to start the day. On average breakfast club attendance is 25 children and 9 disadvantaged pupils are subsidised.
- Music tuition has been paid for 6 children allowing them to access and experience something they would not otherwise have an opportunity to. 75% of all children attending music lessons are disadvantaged.
- All clubs have been subsidised with 3 disadvantaged children having their clubs paid in full, meaning they could access a wide range of activities.
- Behaviour rewards have help to ensure red cards and blue slips have reduced significantly from previous year.
  NB the Plan has been rewritten in light of falling outcomes and AoE data for the most recent EYFS intakes.

Externally provided programmes

Programme	Provider
N/a	N/a
N/a	N/a

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/a
What was the impact of that spending on service pupil premium eligible pupils?	N/a

Additional activity

School's 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.
- offering a wide range of high-quality extracurricular and enrichment 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 school's pupil premium strategy, leaders have evaluated why activity undertaken in previous years had not had the degree of impact that was expected.

Leaders 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. Leaders also looked at studies about the impact of the pandemic on disadvantaged pupils.

This report has been compiled using the EEF's implementation guidance to help to develop school's strategy, particularly the 'explore' phase to help diagnose specific pupil needs and work out which activities and approaches are likely to work in school.

There is a robust evaluation framework in place for the duration of our three-year approach, with clear long term goals identified.   Leaders will adjust the plan over time to secure better outcomes for pupils, if initial actions are not having the desired impact.