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| <p>Improve progress rate for pupils in EYFS for Communication Language and Literacy (CLL), Reading and Writing</p> <p>Improve the quality of teaching in Phonics and spelling across school</p> <p>To improve the progress rate for pupils in KS1 and KS2, including those who are higher attaining for</p> <ul style="list-style-type: none"> <li>• Reading</li> <li>• Writing</li> </ul> | <p>phonics screening. Rapid progress was seen through this intervention from children’s starting points.</p> <p>Overall progress for children in EYFS is unable to be given as the full year of reception was unable to be completed. Progress of the children as they move into and through year 1 will be monitored. Work will take place between the reception and year 1 teachers to look at the progress of these children</p> <p>When school closed in March 50% of the children in year 1 were on track to pass phonics test. Since returning in September phonic assessments showed this was still the case on entry. Further assessment to be made of children in year 2 around phonics.</p> <p>All children in school in September 2020 will be baselined and assessment data added to SIMs as Summer data as a baseline for children.</p> | <p>classes as seen via activity in the school secure Facebook groups. Home learning was provided via paper copies to all parents who requested it. Teachers contacted all children during lockdown to discuss how they were getting on with home learning and any queries at least twice. 30 disadvantaged children accessed the provision in school throughout lockdown out of a possible 59 children eligible for pupil premium.</p> <p>During lockdown all children in KS1/EYFS key worker provision were accessing daily differentiated phonics teaching by teachers and TAs. All children at home were also signposted to these videos.</p> <p>Children have regressed from where they finished in March 2020. Support to be targeted to year 1 and 2 to ensure good progress and catch up. Extra support staff to be employed in the new academic year for support and catch up.</p> |
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| <p>· Mathematics<br/>For teaching across the curriculum to be consistently good or better<br/>Use IPC for : Science History<br/>Geography Design Technology<br/>Art Music<br/>PHSE Jigsaw Scheme<br/>Durham Syllabus RE<br/>French Salut Scheme</p> |                       | <p>IPC being used for Science, history, geography, DT, art, music<br/>PHSE Jigsaw scheme in place. Recovery units available and to be used for coming back to school in September 2020.</p> <p>New Durham syllabus introduced to LA schools over the lockdown period. RE leader has completed training about the implementation for a September start.</p>                        | <p>PHSE recovery units were used for the Y6 children who returned to school when wider school opening was implemented. This helped children to adjust back to being in school and helped prepare them for secondary school.</p>  |
| <p><b>B</b><br/>Improved speaking and listening skills of pupils across school and in particular in EYFs and KS1<br/><br/>To widen the vocabulary of pupils across school</p>   | <p><b>£17,000</b></p> | <p>SALT training for all staff took place in the autumn term. Strategies discussed and shared implemented in classrooms around questioning and introducing new vocabulary. Further impact of this to be seen in 2020/21 when complemented with the work around vocabulary from Chris Quigley.<br/>Weekly SALT support attended school throughout the Autumn and Spring terms.</p> | <p>Due to COVID closure further training around vocabulary could not take place. English lead to attend training with Chris Quigley in the Autumn term to look at whole school strategies for improving vocabulary.<br/><br/>Unable to continue face to face appointments during school closure but to recommence at the start of new academic year. Support was given via telephone to SENDCO in school. Reports and recommendations continued to be communicated to school throughout the closure where appropriate.</p> |
| <p><b>C</b><br/>Improved children's emotional wellbeing across school<br/>For all children to develop the school's personal goals.</p>  | <p><b>£5,000</b></p>  | <p>PHSE lessons undertaken from September 19 to March 20 including the focus on well being.<br/><br/>The role of honour connected to personal goals was completed weekly from September 19 to March 20</p>  | <p>PHSE lessons continued while school was open throughout lockdown to help with well being and emotions during this time.</p>   |

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| <p>For children with significant SEMH difficulties to have their needs met.</p>  |                     | <p>School counsellor was accessible for children from September 19 to March 20 seeing on average 6 children per week and additional drops in when necessary.</p>  | <p>3 children continued to access face to face counselling sessions during school closure all of which were disadvantaged. Counsellor also liaised with parents as part of the process during this time.</p>  |
| <p><b>D</b><br/>Improved attendance and punctuality.<br/><br/>To reduce persistent absence though targeted support.</p>              | <p><b>£8000</b></p> | <p>Attendance of disadvantaged pupils up to the day school closed in March was 95.64% which is inline with the national average of 96%. This is inline with the attendance of this group from 18/19<br/>30 of the 59 disadvantaged children attended school during the lockdown period.</p> <p>Persistent absence was 12.65% which is above the national average and an increase from 18/19. This is an area that will be a focus for 20/21<br/>1 child accessed breakfast club free of charge to improve punctuality</p> | <p>During lockdown attendance of children from the keyworker group was continually monitored and followed up when children were not in attendance. Attendance for the DFE was completed<br/>PSA worked with 5 children and their families identified as disadvantaged who were not accessing school provision. All children who were identified as vulnerable from the LA were contacted weekly by school.<br/>All children were contacted by class teachers during the lockdown time.<br/>Y6 and Rec parents were contacted by SLT to encourage them to have children return to school when wider opening was available.</p> |
| <p><b>E</b><br/>To increase the opportunities and experiences of pupils to widen their knowledge and understanding of the world.</p> | <p><b>£8000</b></p> | <p>Experiences the children have taken part in:<br/>Roald Dahl day<br/>Y5/6 Trip- Newcastle<br/>Aladdin pantomime<br/>World Book Day</p>  | <p>Further experiences and trips unable to take place due to school closure.</p>  |
| <p><b>F</b><br/>To develop a love of Reading and ensure children are reading widely and regularly.</p>                               | <p><b>£6700</b></p> | <p>David Waugh visited school and held workshops for all KS2 children. Children were enthused particularly boys.</p> <p>Whole school World Book Day celebration held around The Day the Crayons Quit and children received free book from</p>   |   |

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|  |  | <p>Drake bookshop in Stockton ensuring children had access to one quality text.</p> <p>Parents/carers were invited into school to share reading with their children. 80% of children had a family member attend.</p> <p>Reading sheds established on each yard. Texts bought accessible to the children.</p> |  |
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