



Yohden Primary School Pupil Premium Strategy Statement 2020- 2021

School Overview

Number of pupils in school (inc) Nursery)	171
Proportion of disadvantaged pupils (inc) Nursery)	35%
Pupil premium allocation this academic year	£84,735
Academic year or years covered by statement	2020/21
Publish date	20.11.20
Review date	
Statement authorised by	Link governor
Pupil premium lead	Mrs E Harrison
Governor lead	Mr A Robinson

Rationale

Yohden Primary School is situated in an ex- mining village in the east of Durham. The school is smaller than the average-sized primary school, with one class per year group [170 children 57 % boys 43% girls]. Most children begin attending school in the Reception class as the school does not have a nursery. There are two local nurseries close by, and school has good links with these and the local secondary school.

In 2019 Income Deprivation Affecting Children Index (IDACI) , showed that 46% of children in our school live in the most deprived area and 32% of children live in the second most deprived area of the UK. When you visit our school, this is not always apparent and many visitors comment favourably about the ethos, behaviour and attitude of the children towards their learning. This is due to an emphasis on personal development, which is evident in the schools use of ten personal goals across the curriculum.

The proportion of children with Special Educational Needs or disabilities 46 children [27%] is much higher than the national average. 2 children currently receive higher needs funding and 1 child has a EHCP.

The proportion of disadvantaged children [61 children 36%], those supported by the pupil premium is very high and nearly double the national average

This is a community school and offers good support for families eg a school counsellor. A number of families are known to and work with multi- agencies. The school offers a breakfast club for children from 8.00 am each day.

Leader's ambition is for all children to believe in themselves, aspire to succeed in the wider world and develop a range of learning skills to enable them to achieve which is embodied in the school motto, '*Believe, Aspire, Learn Achieve*'.

Leaders have developed our broad and balanced curriculum, which focuses on a combination of academic, personal and international learning. The curriculum combines innovative and exciting ways to learn, while at the same time ensuring the implementation of a consistent intent across the school.

Funding (per eligible pupil)

	2020 - 2021
Pupil Premium Reception – Y6	£1,345
*Pupil Premium + Looked after children (LAC)	£1,700
Pupil Premium + Post Looked after children (PLAC)	£2,345

*Please note that schools are eligible to receive £2,345 for LAC. However, all Local Authorities retain a sum of money from the funding to enable support for LAC to be funded. Durham Local Authority currently retains £645/ pupil.

Reception to Year 6 Pupil Premium/ Pupil Premium + funding

Pupils eligible for PP funding	61
Number of eligible boys	37
Number of eligible girls	24
Number of looked/ Post looked after pupils	5
Total funding allocation	£98,470

Pupil attainment 2019

Reception class pupils disadvantaged pupils	School all pupils	School FSM pupils	National difference between outcomes for disadvantaged pupils and non- disadvantaged pupils	Difference between outcomes for school disadvantaged pupils and national outcomes for non-disadvantaged pupils
GLD	75%	83%	-19%	+9%

	All pupils school	School disadvantaged pupils	National difference between outcomes for disadvantaged pupils and non-disadvantaged pupils	Difference between outcomes for school disadvantaged pupils and national outcomes for non-disadvantaged pupils		
Phonics	79%	70%	-13%	-14%		
Key stage 1 pupils disadvantaged pupils	All pupils school	School disadvantaged pupils	Expected standard		Greater depth standard	
			National difference between outcomes for disadvantaged pupils and non-disadvantaged pupils	Difference between outcomes for school disadvantaged pupils and national outcomes for non-disadvantaged pupils	National difference between outcomes for disadvantaged pupils and non-disadvantaged pupils	Difference between outcomes for school disadvantaged pupils and national outcomes for non-disadvantaged pupils
Reading	60%	55%	-16%	-18%	-14%	-10%
Writing	60%	55%	-18%	-18%	-10%	-8%
Maths	60%	45%	-16%	-34%	-12%	+3%
Key stage 2 pupils disadvantaged pupils	All pupils school	School disadvantaged pupils	Expected standard		Higher standard	
			National difference between outcomes for disadvantaged pupils and non-disadvantaged pupils	Difference between outcomes for school disadvantaged pupils and national outcomes for non-disadvantaged pupils	National difference between outcomes for disadvantaged pupils and non-disadvantaged pupils	Difference between outcomes for school disadvantaged pupils and national outcomes for non-disadvantaged pupils
Reading	87%	91%	-16%	+13%	-14%	-4%
Writing	74%	64%	-15%	-19%	-13%	-15%
Maths	83%	82%	-17%	-2%	-16%	-14%
Reading, writing & Maths combined	65%	55%	-20%	-16%	-8%	-13%

DUE TO CORONAVIRUS PANDEMIC THERE WAS NO STATUTORY TESTS FOR PRIMARY SCHOOLS FOR 2020 THEREFORE THE 2019 REMAINS.

Pupil progress scores for 2019

	School all pupils	School disadvantaged	National non-disadvantaged
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Reading	0.44	4.68	0.3
Writing	-0.81	0.09	0.3
Maths	0.37	2.87	0.3

Barriers to future attainment

	Barrier	Desired outcome	
Teaching priorities	A	Some teacher's subject knowledge is not as strong as it should be to ensure teachers can deliver the curriculum required across school.	For all teachers to have a sound subject knowledge to teach the requirements of the national curriculum. For all staff to have received training to help improve subject knowledge across a range of subjects.
	B	Some children with SEND are not achieving as well as they should.	For all children with SEND to have targeted support in class and through intervention in order to make at least good progress from their starting points.
	C	The teaching of phonics is not as strong as it should be therefore children are not making the progress they should be.	For all staff to have developed good subject knowledge. For leaders to monitor the teaching of phonics well. For Y2 children's pass rate for the phonics screening to be 85% For Y1 children's pass rate for the phonics screening to be 85%.
	D	The progress and attainment in reading for children in Key Stage 1 is not as good as it should be.	85% of children in year 2 to have achieved age related expectations for the end of the key stage.
Targeted academic support	E	Some children need targeted intervention to enable them to make at least good progress.	For all children who require targeted intervention to have the support they need to make at least good progress from their starting points. To have support staff available to support children in their learning and to deliver intervention work.

	F	Some children's gross and fine motor skills are not as developed as they should be.	Staff to have appropriate training around the development of motor skills and movement. Children with identified need to receive extra movement work with a trained member of staff/
	G	Some children may have limited Speech and Language Skills which can impact upon Literacy skills including Reading and Writing	For children with speech and language difficulties to have access to the speech and language service in school and for them to offer support to school staff.
	H		
Wider strategies	I	Some children have poor attendance and punctuality.	To improve attendance so it is inline with school attendance overall and in line with national
	J	Some children may have poor emotional wellbeing either short term or longer term which impact upon their ability to learn	For children to be supported with the emotional well being in school on a class, group or individual basis
	K	Relationships between school and home are not as effective as they should be.	Improved communication between home and school. Parents informed and supporting children with home learning.
	L	Some children may not have had many experiences of the wider world to draw upon.	To give children different experiences as part of their learning. This will give them the chance to draw upon experiences to help their learning.

Teaching priorities for current academic year i.e. Professional development, recruitment and retention, support for early career teachers

Barrier	Desired outcome	Evidence source	Cost	Baseline data	Person responsible	Impact/ evaluation (autumn, spring, summer)
Some teacher's subject knowledge is not as strong as it should be to ensure teachers can deliver the curriculum required across school.	<p>For all teachers to have a good level of subject knowledge across all areas of the curriculum.</p> <p>Staff to access subject specific training.</p> <p>Maths – improving provision for Key Stage 1</p> <p>English – teaching of vocabulary, phonics, leading reading, process of writing</p> <p>Science – teaching of scientific enquiry</p> <p>History – key skills across all areas of history</p> <p>Geography – looking at what fieldwork is and how to teach this</p> <p>Music – improvement of subject knowledge for all year groups</p> <p>RE – staff meeting delivered around the new agreed syllabus</p> <p>PE – teaching a lesson, gymnastics,</p>	<p>From the EEF Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending</p> <p>Sutton Trust found that, 'The effects of high quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year, these pupils gain 1.5 years' worth of learning with very effective teachers</p>	£5,000	Training audit undertaken to see confidence levels of staff around their subject knowledge in each of the curriculum areas.	<p>E. Harrison Headteacher</p> <p>Subject Leaders</p> <p>Maths – A Hawksworth</p> <p>English – H Temple</p> <p>Science – G. Metcalf</p> <p>History – M. Lowery</p> <p>Geography - O. Prosser</p> <p>Music – G. Clark</p> <p>RE – V. Mitchell</p> <p>PE - G. Metcalf</p>	<p>Impact can be added here in the different colours for each term</p> <p>Throughout the Autumn term staff had access to training opportunities for different subject as part of staff meetings</p> <p>RE (VM) staff meeting delivered around the new agreed syllabus- staff are now following the syllabus with the guidance and continued support of VM.</p> <p>Maths- AH organised training for KS1 and EYFS to support with maths provision area. This is an ongoing process to be embedded in September. EYFS are using it through their 'In the Moment' curriculum. Thi9s was supported with training from Kate Gingle.</p> <p>English- HT organised some phonics training for those staff who felt they needed training e.g. teaching assistants working in year 3,4 and 5. Teaching assistants feel more confident in the delivery of phonics and have a better knowledge of the different types of activities/ games that can be used. The new phonics books have also been shared with staff so staff what need to use phonics books have an understanding of the correct level to give the child.</p> <p>Music- Staff have attended 4 music staff meetings led by Sarah Blakeman. The impact of this can be measured in the summer term when we return to music lessons as currently we are using 15 minutes of music provided by DCC, with the exception of year 2 who are having singing lessons every week from DCC.</p> <p>PE- Staff have attended training from both SSP and DCC. This was particularly helpful; for new staff, who didn't have the knowledge of how SSP worked. The impact of this can't be measured yet as we are doing all of our PE through SSP live zoom videos. PE lessons will go back to being teacher led after Easter.</p>

	key movement skills, warm activities					<p>History- ML has attended a course on History key skills and has ahead this with all staff. The impact of this will be seen after Easter.</p> <p>Summer 2021 Training for staff continued with all teaching staff attending a gymnastic session with k. Stephenson from the local authority. Further impact of the training will be seen in the autumn term when all year groups have timetabled gymnastics. PE monitoring has taken place which showed good progress</p>
Some children with SEND are not achieving as well as they should.	<p>All SEND pupil to have robust support plans in place with SMART targets</p> <p>All classes to have access to some time with a teaching assistant Rec – EYFS TA</p> <p>Year 1 – Full time support</p> <p>Year 2 – Support mornings partially funded from catch up premium</p> <p>Year 3 – Full time support partial funding from SEND TOP UP funding</p> <p>Year 4 – Access to shared TA</p> <p>Year 5 – Access to shared TA</p> <p>Year 6 – Support afternoons partially funded from catch up premium</p>	<p>Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy.</p>	£30,281	<p>Initial support plans in place and quality assured by SENDco.</p> <p>Baseline assessments made for all children accessing interventions to show impact from.</p> <p>Reception baseline in place for both pupils.</p>	<p>SENDCO – E. Harrison</p> <p>SENDCO- E.Harrison</p> <p>KS1 and 2 leads M. Lowery H.Temple</p> <p>SENDCO – E.Harrison EYFS lead – G. Metcalf</p>	<p>During the autumn term all SEND children had a relevant SEND plan in place with appropriate targets. Support was given as agreed on the actions section for the autumn term. Impact Reception have had access to a TA for EYFS and a TA assigned to 2 x SEND children. Good impact on one of the SEND children accessing school. Further SEND assessment needed with second child. Year 2 children have received relevant intervention work and 80% of year 2 children have passed their phonics screening in December 2020. Maths EYFS 63% of PP children on track Year 1 86% of PP children on track Year 2 67% of PP children on track Year 3 73% of PP children on track Year 4 67% of PP children on track Year 5 92% of PP children on track Year 6 71% of PP children on track</p> <p>Reading EYFS 75% of PP children on track Year 1 71% of PP children on track Year 2 50% of PP children on track Year 3 36% of PP children on track Year 4 42% of PP children on track Year 5 75% of PP children on track Year 6 29% of PP children on track</p> <p>Writing EYFS 75% of PP children on track Year 1 71% of PP children on track</p>

	<p>Identified intervention work with a TA in place and taking place as timetabled times. Impact over time to be measured from assessments made at the beginning and end of the intervention period.</p> <p>Extra support in Reception class for children with complex needs to ensure they can access the setting and ensure all children are having a good start to school. Nominal funding from EHCP tp support</p>					<p>Year 2 67% of PP children on track Year 3 30% of PP children on track Year 4 42% of PP children on track Year 5 75% of PP children on track Year 6 14% of PP children on track</p> <p>Spring term has seen the level of TA support remain. TAs were in school during the period of national lockdown. Intervention work was able to be delivered to those children in school where possible. Extra individual reading was undertaken during this time. Data highlighted green has increased over Spring term.</p> <p>Maths EYFS 67% of PP children on track Year 1 86% of PP children on track Year 2 50% of PP children on track Year 3 55% of PP children on track Year 4 67% of PP children on track Year 5 83% of PP children on track Year 6 71% of PP children on track</p> <p>Reading EYFS 67% of PP children on track Year 1 100% of PP children on track Year 2 50% of PP children on track Year 3 50% of PP children on track Year 4 42% of PP children on track Year 5 67% of PP children on track Year 6 29% of PP children on track</p> <p>Writing EYFS 78% of PP children on track Year 1 86% of PP children on track Year 2 33% of PP children on track Year 3 18% of PP children on track Year 4 25% of PP children on track Year 5 75% of PP children on track Year 6 14% of PP children on track</p> <p>Summer 2021 At the end of the summer term the following amount of PP children had reached their age related expectations. Maths EYFS 55% of PP children on track Year 1 100% of PP children on track Year 2 43% of PP children on track</p>
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						<p>Year 3 55% of PP children on track Year 4 59% of PP children on track Year 5 82% of PP children on track Year 6 71% of PP children on track</p> <p>Reading EYFS 55% of PP children on track Year 1 100% of PP children on track Year 2 43% of PP children on track Year 3 55% of PP children on track Year 4 46% of PP children on track Year 5 64% of PP children on track Year 6 57% of PP children on track</p> <p>Writing EYFS 45% of PP children on track Year 1 100% of PP children on track Year 2 43% of PP children on track Year 3 55% of PP children on track Year 4 54% of PP children on track Year 5 64% of PP children on track Year 6 14% of PP children on track</p>
<p>The teaching of phonics is not as strong as it should be therefore children are not making the progress they should be.</p>	<p>For all staff to have developed good subject knowledge through relevant training.</p> <p>For leaders to monitor the teaching of phonics well. Monitoring by phonics lead and SLT. Time to be given for staff to complete.</p> <p>For targeted intervention to be delivered to children EYFS – Y4</p> <p>For Y2 children's pass rate for the phonics screening to be 85%</p>	<p>There is some evidence that approaches informed by synthetic phonics (where the emphasis is on sounding out letters and blending sounds to form words) may be more beneficial than analytic approaches (where the sound/symbol relationship is inferred from identifying patterns and similarities by comparing several words). However, the evidence here is less secure and it is probably more important to match</p>	£10,000	<p>Training audit undertaken</p> <p>Baseline phonics test to be undertaken September 2020</p> <p>Baseline phonics test to be taken in January 2021</p>	Phonics Lead – H. Temple	<p>Autumn Phonics was monitored by Phonics lead in November 2020. Findings were that children were being taught sounds that matched individual needs and that interventions were in place for those children who needed them. Teachers have a good subject knowledge of phonics. December 2020 Y2's pass rate for phonics was 80%. All 4 children who didn't pass were SEN children. Phonics interventions have been delivered across the school from R-Y4 R- Focusing on SATPIN and targets from their SEN plans. Y1- Used a TA to support interventions for phase 2. Y2- Interventions have been used to support those children working on phase 5 and phase 3 and below. This was with 9 children and 5 children from this passed the phonics test in December.</p>

	For Y1 children's pass rate for the phonics screening to be 85%.	the teaching to children's particular needs and systematically teach the sound patterns with which they are not yet confident.				<p>Spring 2021 New phonics reading books have been purchased and currently in use for children across EYFS and KS1. A phonics library has been established to keep the relevant reading books together for children to access independently to take home. Reading books were available to children working in school and children at home were invited to come into the entrance of school in a covid safe way to change books on a rota. This enabled the school reading challenge to continue throughout this time.</p> <p>Summer 2021 Children from Rec to Y2 have continued to receive daily phonics lessons and those not on track have received daily catch up sessions. All children in Y1 were assessed when they returned to school and at 2 further points in the summer term. At the end of June 2021 85% of the children in Y1 passed the 2019 phonics screening test. This included 100% PP children. Phonics intervention continued for years 3 and 4 throughout the summer term.</p>
The progress and attainment in reading for children in Key Stage 1 is not as good as it should be.	<p>All children across school to access Lexia reading programme.</p> <p>Appropriate levelled reading books to be purchased and available to all children linked to phonics phases.</p> <p>New home reading challenge to be in place for all children to access and be encouraged to read at home.</p> <p>Accelerated Reader programme in use</p>	EEF Reading Psychologist Keith Stanovich found that pupils who learn to read well early tend to do better as they move through school. This is because pupils who read well read more and vice versa. The gap between those that read well (and those that read less) grows exponentially as children get older, creating problems not just in reading but in accessing and engaging with the curriculum. Education	£8,000	Baseline reading assessments undertaken in January 2021	English Lead – H.Temple	<p>All children from year 1 now have access to Lexia and are given time every week to complete it. Children also have had the login details sent home so it also can be accessed at home. Every week certificates are awarded in assembly for those children who have completed a level.</p> <p>Home reading challenge was set up by HT starting from start of autumn 2 awards given for reaching different milestones 10, 50, 100, etc</p> <p>By December 2020 Number of children receiving 10 reads: R – 13/23 Y1 – 15/23 Y2 – 7/20 Y3 – 16/23 Y4 – 17/23 Y5 – 24/29 Y6 – 21/24 By December 2020</p>

	<p>across school to give targeted reading books and comprehension quizzes. Daily individual reading to be undertaken by TAs for those children who need to work on fluency.</p> <p>Reading lead to undergo training from English hub.</p> <p>85% of children in year 2 to have achieved age related expectations for the end of the key stage.</p> <p>___ of children receiving pupil premium to achieve age related expectations</p>	<p>Endowment Foundation found that disadvantaged pupils can make 5+ months progress using Accelerated Reader. Accelerated Reader diagnoses ranges of books appropriate for pupils, who then complete quizzes on books they have read.</p>				<p>Number of children receiving 50 reads: Y4 –1</p> <p>Accelerated Reader in place for Y4, 5 and 6 in the autumn term. All children in Years 5 and 6 made at least 1 months progress in their STAR tests from the start of the year with the vast majority making 3 months or more.</p> <p>Reading carousel was introduced in the autumn term for all children to access guided reading weekly with an adult and daily focus on reading activities.</p> <p>Weekly comprehension lessons in place for all years and evidenced in reading journals. Differentiated work being given across school to ensure all children are accessing reading at their level.</p> <p>Targeted children in year 3 and 4 have been identified for reading intervention.</p> <p>Spring 2021 New phonics reading books have been purchased and currently in use for children across EYFS and KS1. A phonics library has been established to keep the relevant reading books together for children to access independently to take home. Reading books were available to children working in school and children at home were invited to come into the entrance of school in a covid safe way to change books on a rota. This enabled the school reading challenge to continue throughout this time.</p> <p>By March 2021 Number of children who have received 10 reads: R – 13/23 Y1 – 22/26 Y2 – 12/21 Y3 – 16/24 Y4 – 17/23 Y5 – 24/29 Y6 – 21/23</p> <p>Number of children who have received 50 reads: R – 4/23 Y1 – 6/26 Y2 – 1/21</p>
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					<p>Y3 – 4/24 Y4 –5/23 Y5 – 4/29 Y6 –5 /23 Number of children who have received 100 reads: R –1 /23 Y1 –1 /26 Y2 –0 /21 Y3 –0 /24 Y4 – 2/23 Y5 – 0/29 Y6 – 1/23 During the lockdown period children in school have received individual reading with an adult where groups are not in attendance at school.</p> <p>Summer 2021 The school reading challenge has continued throughout the summer term. By end of July 2021 The number of children who have received 10 reads: R – 19/23 Y1 – 25/26 Y2 – 15/21 Y3 – 20/23 Y4 – 22/23 Y5 – 29/29 Y6 – 21/24 Number of children who have received 50 reads: R – 11/23 Y1 – 14/26 Y2 –10/21 Y3 –16/24 Y4 –11/23 Y5 – 19/29 Y6 –11/23 Number of children who have received 100 reads: R –6 /23 Y1 –6/26 Y2 –4/21 Y3 –13 /24 Y4 – 5/23</p>
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						<p>Y5 – 15/29 Y6 – 3/23 Number of children who have receive 150 reads. R – 3/23 Y1 – 5/26 Y2 –2 /21 Y3 –1 /24 Y4 – 4/23 Y5 – 13/29 Y6 – 1/23 Number of children who have received 200 reads R –1/23 Y1 –0/26 Y2 –0 /21 Y3 – 0/24 Y4 – 1/23 Y5 – 5/29 Y6 – 0/23 Number of children who have received 250 reads: R – 0/23 Y1 –0/26 Y2 –0 /21 Y3 –0 /24 Y4 – 1/23 Y5 – 3/29 Y6 – 0/23</p> <p>The number of children achieving their age related expectation for reading in year 2 was 60%. The number of PP children who reached the expected level was 50%</p> <p>The target set was not met. The disruption to attendance around Covid was significant on this year group as they had missed two terms of year 1. Therefore many of the children were unable to access Y2 texts as their word reading was not at the expected level.</p>

Targeted academic support i.e. Structured interventions, small group tuition, 1:1 support

Barrier	Desired outcome	Evidence source	Cost	Baseline data	Person responsible	Impact/ evaluation (autumn, spring, summer)
<p>Some children need targeted intervention to enable them to make at least good progress from their starting points.</p>	<p>For all children who require targeted intervention to have the support they need to make at least good progress from their starting points.</p> <p>For a high proportion of children to have caught up from lost learning after having missed 6 months of learning.</p> <p>To have support staff available to support children in their learning and to deliver intervention work.</p>	<p>Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy</p>	<p>£20,000</p>	<p>Baseline assessments made at the start of September 2020 and assessments to be made at the end of intervention periods and whole school on a termly basis.</p>	<p>Key Stage 1 and 2 leads H.Temple M. Lowery</p>	<p>TA intervention was in place for children targeted in the autumn term. Year 3 Grammar, Maths, SEND maths, Handwriting, Spelling and 1-1 reading. Year 4 Reading, SEND maths, Phonics, Reading Program, Handwriting, Spelling Year 5-Spelling, Punctuation, Maths, 1-1 readers, Handwriting</p> <p>Year 2 early morning groups arranged Phonics 13 children asked 11 attended regularly Handwriting 7 asked 5 attended regularly Sentence work 7 asked 5 attended regularly Number work 7 asked 5 attended regularly These groups ran for approximately 3 weeks due to unexpected period of isolation for class therefore impact not sufficient. These will be rescheduled for the spring term.</p> <p>Year 3 and 4 reading intervention project has only just begun due to problems in recording the results of assessment tests. Project has been extended and will continue in the new year. Impact of the project cannot be measured yet.</p> <p>Spring 2021 As children have returned after the lockdown period all children have been assessed to look at what they have achieved during this time to create a baseline and inform assessment levels. Morning interventions for year 2 have not been able to take place during the period of lockdown period but will begin in the summer term. Y3/4 reading project has not been able to take place as children were not attending school during this time. Will continue summer term as project is extended.</p>

						<p>EYFS early language intervention to start in the summer term and to continue into autumn term 2021 for targeted children as advised.</p> <p>Summer 2021 Intervention groups continued throughout the summer term. Year 3 and 4 reading intervention work completed. Children who took part improved by at least 3 months. NELI intervention continued. This work to continue for the targeted group in year 1 as course could not be completed by the end of the summer term. Phonics intervention work for children has ensured all children have made progress from their starting points. Enabling Year 1 to move from 11% of the children in March passing the screening check to 89% in June. Children in year 6 targeted for reading support enabled 80% of the cohort to pass their test. With 71% of the SEND children passing.</p>
Some children's gross and fine motor skills are not as developed as they should be.	<p>Staff to have appropriate training around the development of motor skills and movement especially targeted at EYFS.</p> <p>Children with identified need to receive extra movement work with a trained member of staff.</p> <p>Improvement in the gross motor skills of the identified children over the course of the movement group.</p>		£500	<p>After training undertaken staff to identify children who would benefit from motor skill intervention.</p> <p>Samples of handwriting to be made at the start of intervention.</p> <p>Video of movement to be taken at the start of the intervention</p>	<p>PE Lead – G. Metcalf SENDCO – E.Harrison</p> <p>English Lead – H. Temple</p>	<p>G.Metcalf attended training around movement in the spring term to implement intervention work later in the summer term. Further training for two identified TAs to be undertaken in the summer term.</p> <p>Summer 2 x TAs attended motor skills training. AS bubbles were unable to mix due to COVID restrictions in the summer term an intervention group was unable to take place. This will be implemented in the autumn term 2021.</p>

	Children with fine motor skill issues to have a marked improvement in their handwriting.					
Some children may have limited Speech and Language Skills which can impact upon Literacy skills including Reading and Writing	<p>For children with speech and language difficulties to have access to the speech and language service in school.</p> <p>School staff to be supported with provision for children who need targeted speech and language intervention.</p>	EEF Overall, studies of communication and language approaches consistently show positive benefits for young children’s learning, including their spoken language skills, their expressive vocabulary and their early reading skills. On average, children who are involved in communication and language approaches make approximately six months’ additional progress over the course of a year. All children appear to benefit from such approaches, but some studies show slightly larger effects for children from disadvantaged backgrounds	£1,500	Initial assessments made by SaLT	SENDCO – E.Harrison	<p>Autumn 2020 SALT worker E.Higgins has worked within school throughout autumn term. Weekly therapy session with TA for child in year 2. Referrals and assessments made of new reception intake after referrals from nursery.</p> <p>Spring 2021 During the spring term SALT work continued with a reduced number of children accessing the service. 2 new referrals from KS2 were seen although children were working at home. Year 2 weekly therapy sessions continued.</p> <p>Summer 2021 SALT worked continued throughout the summer term in school. Weekly sessions with TA ad child continued. Assessments of children made and new recommendations received.</p>

Wider strategies i.e. Behaviour approaches, breakfast clubs, increasing attendance

Barrier	Desired outcome	Evidence source	Cost	Baseline data	Person responsible	Impact/ evaluation (autumn, spring, summer)
Some children have poor attendance and punctuality.	To improve attendance of the those children receiving the pupil premium so it is inline with school attendance of	The EEF found that breakfast clubs that offer a free and nutritious meal before school can boost Reading, Writing and Maths results by the equivalent of two	£8000	Attendance information from 2020	E.Harrison Head Attendance – J. Foster	<p>School attendance officer in place and following attendance rigorously.</p> <p>Parents who have not contacted school are contacted directly if children not in school.</p> <p>Attendance of PP children at the end of the autumn terms was 95.8%</p> <p>Overall attendance was 96.7%</p>

	<p>children overall and in line with national.</p> <p>Attendance officer to be in place in school to monitor attendance on a daily basis.</p> <p>1st day contact with all families to follow up on non-attendance.</p> <p>Contact with parents with attendance concerns to be made.</p> <p>Referrals to county to be made where needed.</p> <p>Regular attendance meeting with attendance officer and headteacher to monitor at attendance.</p> <p>Breakfast club to be offered to children on pupil premium to improve punctuality of those children causing concerns.</p>	<p>months progress per year. Breakfast clubs improve attendance/punctuality. Addressing any attendance concerns is key step to improving progress and attainment. Pupils must be in school to access learning and avoid gaps occurring. By informing parents regularly about attendance we aim to raise awareness of the implications of poor attendance and pre-empt possible attendance issues</p>				<p>The attendance of PP children was above the national average for PP children and in line with children overall.</p> <p>Attendance through the spring term has continued to be followed up by the attendance officer both during lockdown and on return to school.</p> <p>Attendance of PP children at the end of the spring terms was 94.9% Overall attendance was 96.4% The attendance of PP children was above the national average for PP children and below with children overall. Attendance has been impacted this term due to some vulnerable disadvantaged children have some time off during lockdown while they stayed with a family member. These children still had to attend school. 5 further vulnerable and disadvantaged children did not attend school at the start of lockdown. 3 came to school and 2 remained at home when attendance remained compulsory for this group. 6 further disadvantaged children have had to isolate while awaiting test results when school returned.</p> <p>Summer term Attendance during the summer term continued to be prioritised as children returned to school. Regular attendance meetings between attendance officer and headteacher have taken place. 3 children's parents have been asked to attend meetings with the headteacher regarding attendance. 1 attended, 1 spoke via phone and 1 family did not attend. Attendance of those attending and via phone did improve over the summer term. Attendance at the end of the summer term was 96.1% for the whole school. For PP children the figure was 94.6% Attendance review from county took place with the attendance officer and further recommendations have been made to help improve attendance further next year</p>
Some children may have poor emotional	For children to be supported with their	Research and our experience	£5000	Emotional Wellbeing questionnaires	Head – E.Harrison	Autumn term

<p>wellbeing either short term or longer term which impact upon their ability to learn</p>	<p>emotional well being in school on a class, group or individual basis.</p> <p>Jigsaw recovery units to be used to support return to school of pupils.</p> <p>Jigsaw scheme to be used to support PHSE work across school throughout the year.</p> <p>To attend wellbeing and mental health seminars to support children in school.</p> <p>To continue to access the trailblazer project to help with addressing concerns with mental health in families.</p> <p>For those children who need specialist support have access to a trained school counsellor on a regular basis.</p>	<p>demonstrates that use of counselling in schools leads to a significant positive impact on children's SEMH and in improving attitudes to learning and relationships in school.</p>		<p>undertaken by teachers and children</p> <p>Referrals made by teachers through the school gatekeeper.</p>	<p>PHSE - V.Mitchell</p> <p>Wellbeing – M. Lowery</p> <p>Gatekeeper – A.Hawksworth</p>	<p>All staff were involved in staff meeting to discuss and design the curriculum for September 2021 during training day. PHSE/Well-being took a main focus for planning based around the work in the Jigsaw recovery units.</p> <p>Impact – children returned to school well with minimal behaviour incidents and no increased demand to see school counsellor. Daily mindfulness was used throughout the first half term however on review with staff in October it was agreed that we could reduce to one PHSE lesson per week in autumn 2 and use the mindfulness as needed.</p> <p>World mental health day was celebrated and a whole school display created.</p> <p>ML as wellbeing lead has liaised with Trailblazer project during the autumn term. No referrals made during this time. School counsellor continued to work with between 5-6 children on an individual basis throughout the autumn term:</p> <ul style="list-style-type: none"> 1 linked to emotional needs around behaviour September only 1 child with recurring need around bereavement 1 child linked to Child Protection need seen September – November 1 child linked to Child Protection from October onwards 1 child self-referred 1 child due to friendship and emotional needs September – December <p>Counsellor also had a one off session with a group of children from Y5 around friendship worked with class teacher.</p> <p>Well being lead and head teacher attended government sessions regarding well-being. November 2020.</p> <p>Spring 2021</p> <p>Well-bring lead has continued to liaise with trail blazer team around cases in school. Advice sort due to parent contacting school and needing help with emotional behaviour of child. Although not able to take on case did give school advice on who to contact for</p>
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						<p>further support. Parent and child now being seen by emotional well-being nurse.</p> <p>A further case of a child who attended school throughout lockdown was referred due to anxiety and support has been offered to both child and parent.</p> <p>School counsellor continued to attend school throughout the period of lockdown. 2 children who were not attending school at the time came into school to access their sessions. Later both children attended school full time. Other children being seen were in attendance at school.</p> <p>School counsellor also supported two children in school due to bereavement connected to COVID and one family with emotional behaviours at home.</p> <p>LT has now left her position as school counsellor due to the COL being unable to fund these posts. A new counsellor has been employed by school for half a day a week starting in April.</p> <p>Summer 2021</p> <p>New school counsellor has started at school. 2 children seen previously by the school counsellor continued their work during the summer term.</p> <p>New counsellor also set up a new family room for children to use.</p> <p>ML continued to work with mental health team. Year 1 and 2 received whole class sessions on the We Elephants programme. Year 4 had a taster session.</p>
Relationships between school and home are not as effective as they should be.	<p>Improved communication between home and school – Class Dojo, Social media, email and text service, weekly newsletters</p> <p>Parents informed and supporting children with home learning. Class Dojo support groups set up for parents for Maths. Teachers</p>	Engagement is often easier to achieve with parents of very young children. We will encourage all parents to join our class Dojo groups and use this as opportunity to improve parents understanding of maths. For parents of older children we will encourage them to look at the videos created by children to increase their understanding.	£500	Parental questionnaires to be undertaken	<p>Head – E.Harrison</p> <p>Class Teachers</p>	<p>Autumn</p> <p>Class Dojo was chosen by the staff as the preferred platform and both GC and VB worked on developing our school site during September 2020.</p> <p>A staff meeting was held on 21.9.20 to introduce staff to the platform.</p> <p>All parents were given log in information so children could connect at home. Platform was introduced via letter to parents and school newsletter.</p> <p>Parents’ message staff often and problems can be resolved quickly as parents have access to the messaging service all the time. Staff do send messages back to parents after hours- however this is not a requirement.</p>

	<p>adding videos to support learning.</p> <p>Parental views taken into consideration through parental questionnaires</p> <p>Regular contact through parents meetings both in person and via telephone.</p>	<p>Welcoming parents, especially those whose own experience of school may not have been positive is a priority to help them support the work of their children at home.</p>				<p>Questionnaires have been sent out around home learning and internet access for when we were in lockdown. Parents respond quickly and it allows us as a school to make changes quickly where needed and parents feel like they are listened to and their views count.</p> <p>Staff have built up a good rapport with parents by being present on the yard, both in the morning and when the children leave school and calling parents regularly and messaging them on class Dojo.</p> <p>While classes were isolating- assembly was also streamed live on Facebook so parents and children</p> <p>Spring 2021 Due to the national lockdown all the majority of children were learning remotely. All families were contacted on Monday 4th January 2021 at the start of the closure to find out how home learning would need to be provided.</p> <p>Staff were put on a rota system to ensure children in school and those at home had the same work delivered to them and a teacher to support them. This enabled 3 members of staff to be available during a week to answer messages, queries and questions from children and parents home learning.</p> <p>The curriculum offer to all children in and out of school was very similar to ensure all children were receiving the same learning. This not only included English and Maths a wide range of other subjects were also provided to all children.</p> <p>Children in EYFS had a mixture of paper based activities and practical tasks to try to mirror the way children work in reception. Communication between home and school continued successfully via Class Dojo. Children wanting paper copies had them provided via home deliveries.</p> <p>Summer Term Weekly newsletters and online celebration assemblies have continued to take place. These have been popular with parents across the year and helpful to keep children</p>
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						<p>isolating at home in contact with school. Parents evening took place and parents were able to either attend a meeting in school with social distancing in place or via Zoom. This was received positively by parents to enable them to see how their children had settled back into school.</p> <p>Class Dojo remained in place for communication with parents and to share work if at home.</p> <p>Comments received by staff at the end of term was positive and thankful for the efforts staff had gone to to help families at home.</p>
<p>Some children may not have had many experiences of the wider world to draw upon.</p>	<p>To give children different experiences as part of their learning. .</p> <p>For children in Y4 and Y5 to access ukulele lessons from Durham Music Service.</p> <p>For all children in school to receive singing training from Durham Music Service.</p> <p>For school to hold a range of after school clubs for children to access.</p> <p>Y6 children to attend residential trip to Low Mill outdoor activity centre.</p> <p>To provide visits and visitors linked to the curriculum.</p> <p>To access resources through Durham Learning Resources, RE/SMSC virtual links</p>	<p>Many children have limited experiences of visiting places of interest which support learning across the curriculum Access to after school clubs is limited outside school</p>	£9689	Pupil questionnaires	<p>Head – E.Harrison</p> <p>Class Teachers</p>	<p>Autumn</p> <p>In the Autumn term children in year 5 had weekly ukulele sessions from Durham music service.</p> <p>Singing training continued for year 6 children.</p> <p>Durham learning resources were used through the autumn term for all classes to enhance the curriculum.</p> <p>Although after school clubs and trips were unable to take place in the autumn term children experienced different experiences via video links ie author visit, visits from the local priest, virtual tour of the church, virtual tour of a hindu temple.</p> <p>Spring term</p> <p>Year 4 have had weekly ukulele sessions.</p> <p>Year 1 and Year 2 have accessed weekly singing sessions.</p> <p>Durham learning resources continued</p> <p>Summer term 2021</p> <p>Unfortunately school visitors visits remained limited in the summer term.</p> <p>July 2021 Year 2 did visit Beamish when restrictions changed.</p> <p>Years 2-6 did visit the local area ie beach, park and dene during the summer term.</p> <p>Durham Learning Resources continued in the summer term.</p> <p>Y5/6 residential trip was unable to go ahead.</p> <p>Children did have a overnight stay in school to mark the end of the school year.</p>

Additional funding supporting provision

Funding from SEND TOP UP to support the employment of TA support for year 3 and reception classes.
Catch up funding to support the employment of TA support for year 2 and year 6.

Governance – monitoring the effectiveness of the Pupil Premium Strategy

Governors involved: Mr A. Robinson

Committee meeting dates

Autumn: November 2020

Spring: 8th January 2021

Summer: 10th May 2021